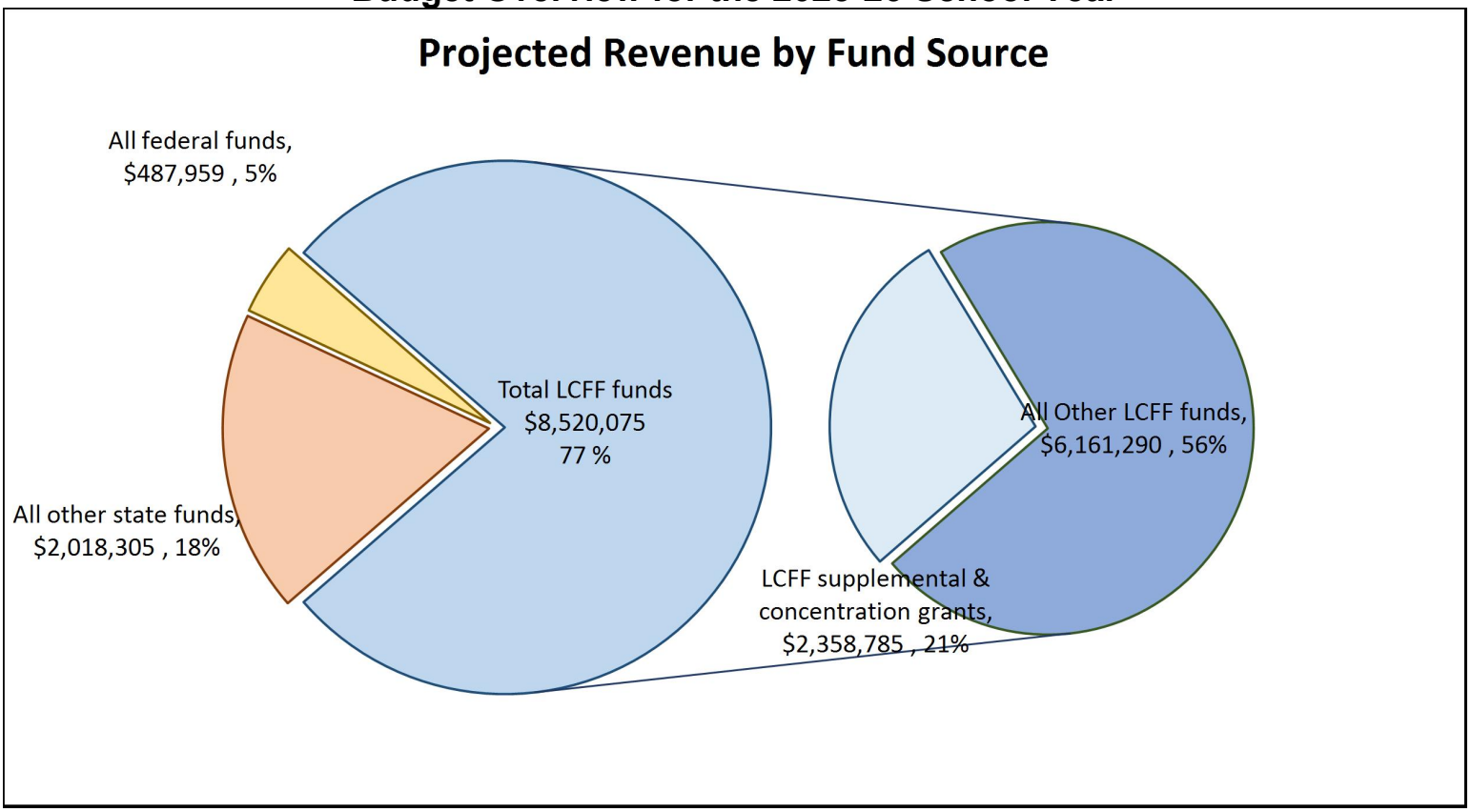
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ednovate - USC Hybrid High School College Prep
CDS Code: 19 64733 0125864
School Year: 2025-26
LEA contact information:
Rachael DeRogatis
Principal

(213)-929-1046

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

## Budget Overview for the 2025-26 School Year

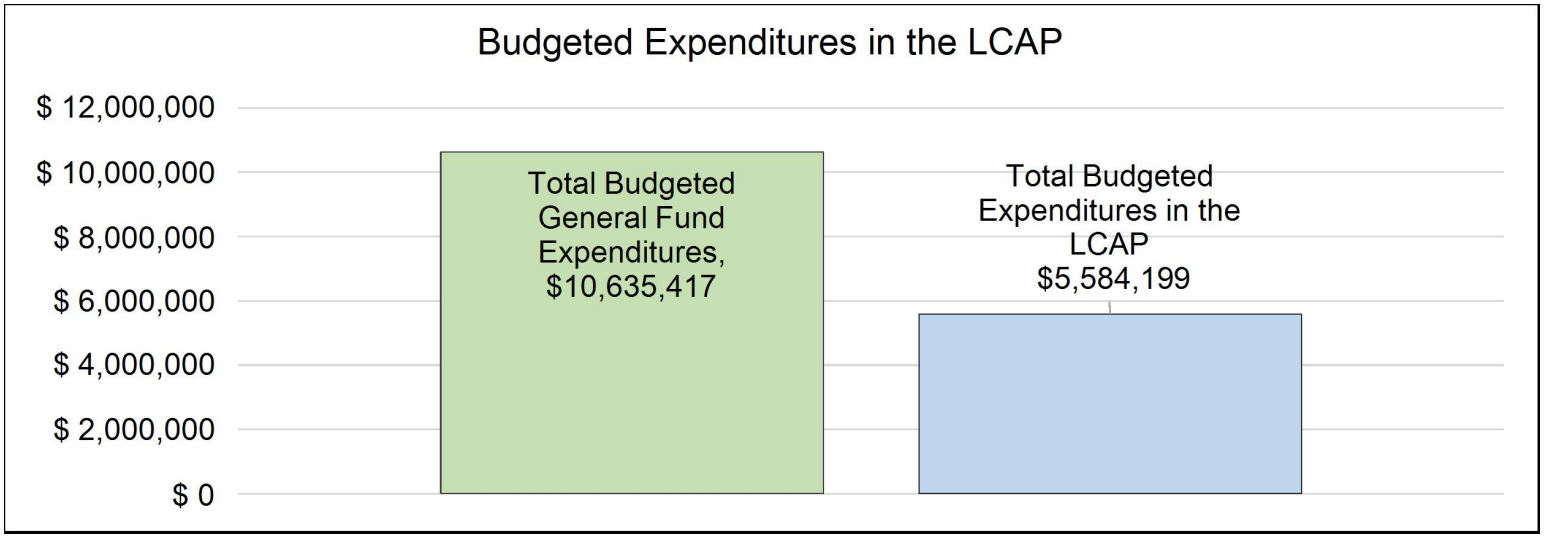



This chart shows the total general purpose revenue Ednovate - USC Hybrid High School College Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ednovate - USC Hybrid High School College Prep is $11,026,339, of which $8,520,075 is Local Control Funding Formula (LCFF), $2,018,305 is other state funds, $ is local funds, and $487,959 is federal funds.  Of the $8,520,075 in LCFF Funds, $2,358,785 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 Ednovate - USC Hybrid High School College Prep plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

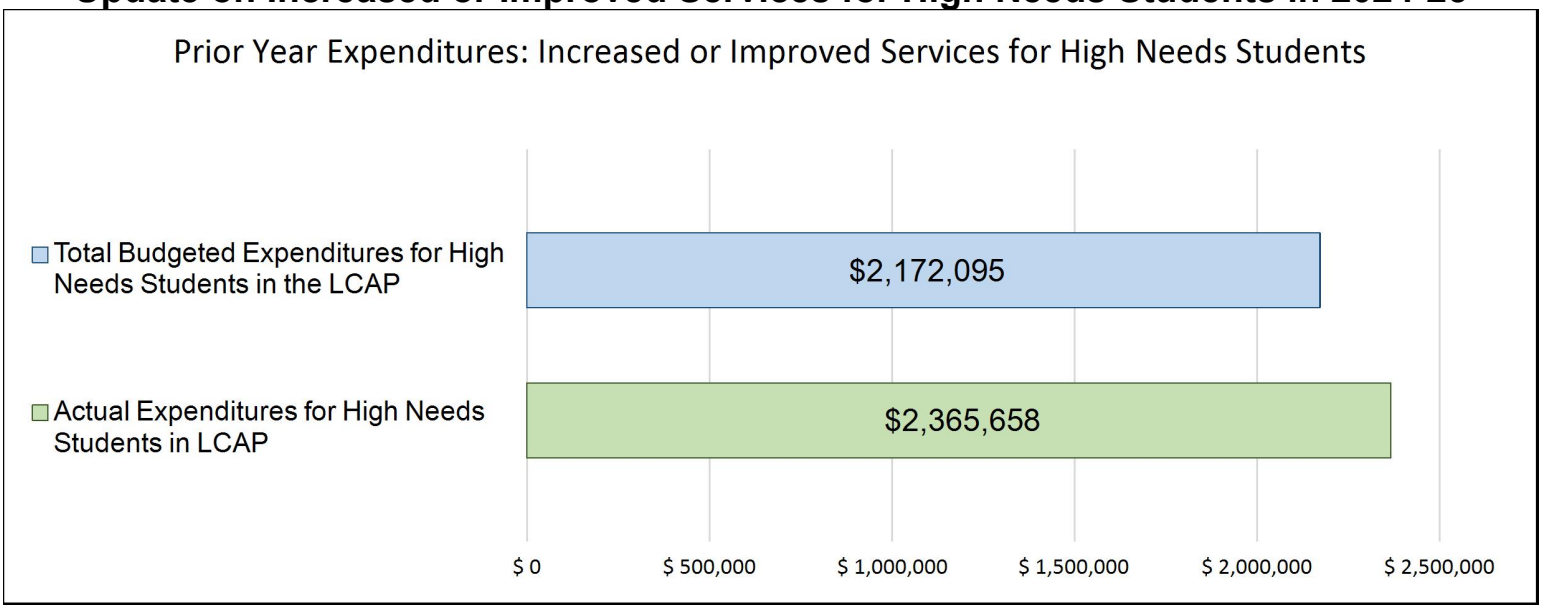
The text description of the above chart is as follows: Ednovate - USC Hybrid High School College Prep plans to spend $10635417 for the 2025-26 school year. Of that amount, $$5,584,199.24 is tied to actions/services in the LCAP and $5,051,217.76 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Ednovate - USC Hybrid High School College Prep is projecting it will receive $2,358,785 based on the enrollment of foster youth, English learner, and low-income students. Ednovate - USC Hybrid High School College Prep must describe how it intends to increase or improve services for high needs students in the LCAP.  Ednovate - USC Hybrid High School College Prep plans to spend $2363496 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




This chart compares what Ednovate - USC Hybrid High School College Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ednovate - USC Hybrid High School College Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Ednovate - USC Hybrid High School College Prep's LCAP budgeted $2,172,095 for planned actions to increase or improve services for high needs students. Ednovate - USC Hybrid High School College Prep actually spent $2,365,658 for actions to increase or improve services for high needs students in 2024-25.

# 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 |
|---|---|---|
| Ednovate - USC Hybrid High School College Prep | Rachael DeRogatis<br>Principal | rderogatis@uschybridhigh.org<br>(213)-929-1046 |

# Plan Summary [2025-26]

## General Information

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

Ednovate is humbled and honored to be recognized as the California Charter Schools Association 2021 Hart Vision School of the Year through its mission to educate students who will use their college degrees and careers to enact Positive Multigenerational Change (PMC) in their communities, nation, and world. Our high school students serviced in the Ednovate Network include students from low-income families, underrepresented minorities, and English Learners. Ednovate's education philosophy drives results for students through their sense of purpose as agents of PMC, a mastery-based personalized college prep curriculum taught through a blended learning model, and the development of key mindsets students need to thrive and persist through college graduation. Ednovate instruction is Common Core Standards (CCSS) aligned, fulfills California's required A-G courses and meticulously prepares students for classes they will take at the university level. USC Hybrid High School students are prepared to graduate from college and pursue meaningful careers by developing college-ready habits and study skills, rigorous promotion and graduation requirements, data-driven advisory, social learning, art appreciation, and physical fitness. Ednovate students commit to making a difference that powers change throughout their communities for future generations.

USC Hybrid High School ("Hybrid") is the first of 6 current Ednovate Charter schools. Founded in the fall of 2012 through a partnership with the USC Rossier College of Education, USC Hybrid High College Prep is the flagship campus of the Ednovate network of charter schools. Hybrid High is proud to advance Ednovate's mission of closing the college graduation gap and bringing positive multigenerational change via our personalized college prep curriculum and strong support systems that give every student graduate the confidence they need to persist and succeed in college. Its mission is to serve 9th-12th grade students who have traditionally been educationally underserved and are primarily first-generation college goers. USC Hybrid High is located in the USC/Exposition Park neighborhood of South Los Angeles. Rich in community, our neighborhood is home to the University of Southern California, the Los Angeles Memorial Coliseum, the Banc of California

Stadium, the EXPO Center, the California Science Center, the Natural History Museum of Los Angeles County, the California African American Museum and the Lucas Museum of Narrative Art which is currently under construction. Exposition Park is a majority-minority community with 80% identifying as Latino/Hispanic, 16% as Black/African American, 2% as white, 1% as Asian/Pacific Islander, and 1% as two or more races. The median household income is $35,424. 52.4% of adults 25 and older hold a high school diploma or its equivalent and 7% hold a Bachelor's degree or higher.
USC Hybrid collaborates with community partners through InTroVenture Week. InTroVenture week is an annual event where students explore and experience activities that align with their career interests. With the support of over 100 community partners, Hybrid offers 90 field trips to students, including our newly founded InTroVenture Week. These experiences allow our students to partner with organizations such as Medical + Red Cross Club, which works with both the Red Cross and a USC pre-med program, Building Blue Bridges with the LAPD, MESA with USC, Thrive in Joy with Multiplying Good, and Artivism with LAC-USC.
USC Hybrid High has been recognized as part of the U.S. News Best High Schools for the 5th consecutive year (recognized 2018, 2019, 2020, 2021, 2022, and 2023). The rankings include data on nearly 24,000 public high schools in 50 states and the District of Columbia.
Ednovate is a high performing network of free public charter schools in Southern California that focuses on creating a Positive Multicultural Change (PMC). In 2022-2023, Hybrid renewed its accreditation for the next 6 years granted by the Western Association Commission of Schools (WASC).
Hybrid is staffed with unique, accomplished, and dedicated educators who represent the communities we serve. Hybrid combines teachers' expertise with Ednovate's student-centered programs, for example, the Academic College Readiness Indicators (ACRIs) that support their preparation, and small classes to create a rigorous and supportive environment. Since its first graduating class in 2016, Hybrid has had a 100% college acceptance rate which demonstrates the effectiveness of Ednovate's academic and social environment at schools that ensures our students are eligible for higher education. Hybrid students have been accepted to higher educational institutions such as Stanford, Princeton, Harvard, University of Southern California (USC), University of California Los Angeles (UCLA), Morehouse, and Howard University.

# Reflections: Annual Performance

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

At Ednovate Schools, our annual performance reflection encapsulates our commitment to rigorous, data-driven improvement while celebrating meaningful progress and identifying targeted opportunities for growth. This reflective process serves not only as a benchmark of our current achievements but also as a strategic guide to enhance outcomes for every student in our network. In reflecting on our performance of the 2024 CA school dashboard, we are proud of the following bright spots and significant growth made:

- Graduation Rate Maintained at High Levels: USC Hybrid High continued to demonstrate strong outcomes in student completion, with 97% of students graduating in 2024, maintaining from the previous year and earning a Blue performance level for All Students. Two significant student groups also earned Blue ratings. Hispanic students graduated at a rate of 96.6%, and Socioeconomically Disadvantaged students graduated at a rate of 97.6%, a 1.5 percentage point increase from the prior year. These results reflect the school's consistent success in supporting students to graduate college-ready and on time.
- Strong Growth in English Language Arts Achievement: USC Hybrid High made significant gains in English Language Arts, with All Students increasing by 23.2 points to 62.4 points above standard, earning a Blue performance level. This academic growth was

mirrored by key student groups. Hispanic students increased by 19.6 points to 64.3 points above standard, and Socioeconomically Disadvantaged students increased by 24.4 points to 60.9 points above standard—both receiving Blue performance levels. These outcomes highlight the impact of rigorous instruction and targeted literacy strategies across the school.

- Positive English Learner Progress: English Learners at USC Hybrid High demonstrated strong progress in language acquisition, with 60% making progress toward English proficiency, increasing by 14.8 percentage points from the prior year. This performance earned a Blue rating on the English - Learner Progress Indicator. Long-Term English Learners also made gains, with 60% progressing, resulting in a Blue performance level. These results point to the effectiveness of the school's structured language development supports and monitoring systems.
- Low Suspension Rates Across All Student Groups: The school maintained a strong school climate and positive behavior culture, with a schoolwide suspension rate of just 0.6%, a 1 percentage point decrease from the prior year, earning a Green performance level for All Students. Four out of our six significant student groups received a Blue performance level, reflecting excellent outcomes in inclusive and supportive discipline practices. Hispanic students (0.2%), Socioeconomically Disadvantaged students (0.2%), English Learners (0%), and Long-Term English Learners (0%) all had extremely low suspension rates and showed continued improvement from the prior year.

While we are proud of the progress made in several key areas, the 2024 California School Dashboard also highlighted important opportunities for growth. Specifically, our data indicates the need for deeper focus and targeted support in the following areas:

- Smaller Gains in Mathematics Performance: Mathematics continues to be an area for targeted improvement. While All Students improved slightly by 5.5 points, they remain 65 points below standard, earning a Yellow performance level. Two significant student groups received Orange ratings. Hispanic students maintained their performance at 64.8 points below standard, and Socioeconomically Disadvantaged students also maintained at 65.8 points below standard. These results highlight the need for sustained focus on numeracy, problem-solving, and curriculum-aligned instructional strategies.
- Decline in College and Career Readiness: The percentage of students considered "Prepared" declined by 3.6 percentage points to 63.4%, resulting in a Yellow performance level for All Students. Both significant student groups earned Yellow ratings: Hispanic students declined 6.5 percentage points to 65.2%, and Socioeconomically Disadvantaged students declined 2.7 percentage points to 63.7%. Although the school remains above the state average, these declines indicate a need to expand access to college-readiness opportunities.
- Suspension Rate Disparities for Specific Groups: While overall suspension rates remained impressively low, two student groups received Orange ratings due to relative increases in suspension. African American students had a suspension rate of 5.1%, an increase of 3.4 percentage points, and Students with Disabilities had a rate of 3.5%, increasing by 2.2 percentage points. These trends suggest a need to ensure equity in behavior support and discipline practices, with targeted efforts to engage and support these populations through restorative approaches.

Learning Recovery and Emergency Block Grant: Hybrid has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1, Actions 9. See action descriptions for an explanation of the rationale for choosing the selected actions.

# Reflections: Technical Assistance

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

NA: Not on DA

# 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.

NA: Not on 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.

NA: Not on CSI

### *Monitoring and Evaluating Effectiveness*

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

NA: Not on CSI

# 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 |
| --- | --- |
| All educational partners (administrators, teachers, non-instructional staff members, students, PAC members, ELAC members, SELPA, and other parents of our students) | In the formulation of our Local Control and Accountability Plan (LCAP), we initiated an extensive engagement process involving crucial educational stakeholders such as teachers, principals, administrators, school personnel, parents, and students. Valuing the critical perspectives these groups offer, we integrated their feedback to evaluate the effectiveness of our current LCAP goals and actions. This collaborative effort proved essential in pinpointing areas needing enhancement and in fine-tuning our approaches to improve both the academic and social development of our students. Our engagement went beyond mere compliance; it was a sincere endeavor to ensure that our LCAP accurately represents the needs and goals of our educational community, thereby fostering significant and lasting improvements across our network.<br>For the current year’s process, we redesigned our LCAP input surveys to be more robust, aiming to capture a broad spectrum of insights and reflections from the entire LCAP cycle. Understanding that each stakeholder group might provide different perspectives and priorities, the surveys were tailored to solicit specific feedback relevant to each group's experiences and interactions with our LCAP initiatives.<br>• Survey Administration: In March, we administered these detailed surveys, allowing ample time for our teachers, principals, administrators, school personnel, parents, and students to participate. This timing was chosen to ensure that respondents had sufficient opportunity to reflect on their |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | experiences and provide meaningful feedback without the pressure of immediate deadlines.<br>• Direct Engagement Activities: Following the surveys, we organized direct engagement activities, including 'Coffee with the Principal' sessions and meetings with the Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). These meetings served as crucial platforms for face-to-face discussions, allowing families and other educational partners to express their thoughts and concerns in a more personal and interactive setting.<br>• Drafting and Feedback on LCAP Goals and Actions: With the initial feedback in hand, principals and network leadership convened to draft the new set of LCAP goals and actions. This draft then underwent a further review during dedicated feedback sessions, enabling stakeholders to review the proposed goals and metrics and suggest adjustments based on their direct experiences and expert insights.<br>• Public Hearing and Final Adjustments: Finally, we presented the revised LCAP draft at a public hearing, providing a formal opportunity for all members of our community to engage with and provide feedback on the proposed plan. This session was crucial for ensuring transparency and inclusivity in the final adjustments of our LCAP.<br>This comprehensive timeline of engagement reflects our commitment to a genuinely collaborative process, valuing the input of our entire educational community. By structuring our engagement to include both broad and targeted feedback mechanisms, we ensure that our LCAP is reflective of our collective vision and directly addresses the needs and aspirations of our students and their families, ultimately leading to improved academic and social outcomes |
| Families | Family Engagement Meetings and Dates:<br>• Coffee with the Principal (parent groups) meetings, occurring bi-monthly.<br>• English Learner Advisory Committee meetings, occurring quarterly |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | • Parent Advisory Council meetings, occurring quarterly<br>• February Focus Group<br>• English Learner Survey (December 2023)<br>• Quarterly Family Survey<br>• Parent Focus Groups, occurring quarterly. |
| Students | Students (which included student sub-groups of English Learners, Foster Youth, Students with IEPs, Low-Income).<br>• Student Focus Groups, occurring quarterly.<br>• Quarterly student survey<br>• LCAP Specific Questions added |
| School Staff | School Staff (district administrators, including special education teachers (SELPA), principals, etc.)<br>• Quarterly Staff Survey, administered in October 2023, January 2024, and March of 2024.<br>• Teacher Weekly Professional Development, occurring every Friday.<br>• LCAP Survey |
| Public At Large | Public At Large (Community members)<br>• Public Hearing Board Meeting in April and final approval in June 2025 |

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

Throughout the development of Ednovate's 2025-26 Local Control and Accountability Plan (LCAP), feedback from educational partners—including students, families, staff, and community members—played a central role in shaping our goals, actions, and priorities. Engagement occurred through multiple channels such as family meetings, English Learner Advisory Committee (ELAC) and Parent Advisory Council (PAC) sessions, student government and club forums, and ongoing staff collaboration. These conversations revealed clear themes across three critical domains: culture and student life, academic and college readiness, and communication and access to support.

Culture and Student Life: Students consistently expressed the need for more equitable enforcement of rules and discipline, with particular concerns around fairness, favoritism, and racial disparities. There was also a strong desire to expand extracurricular offerings—especially sports such as football and running clubs—and to increase student voice in school decisions, including rules, field trips, and events. In response, updates to Goal 2 include continued staff training on bias and reinforcement of positive behavior systems such as shout-outs and reminders. Mental health and SEL supports remain a priority through initiatives like Wayfinder and WCRC programming. In addition, the Athletics program will be a focus of solidifying partnerships for consistent use of facilities for sports teams

Academic and College Readiness: Families and students alike called for more interactive and hands-on learning opportunities, a stronger focus on individualized support (especially for English Learners), and enhanced math and language development. Additionally, there was a shared interest in expanding career exploration and post-secondary preparation. These insights led to refinements in Goal 1, including continued investment in PMCJ's career pathway exploration, instructional supports for student subgroups, and scaffolded academic interventions.

Communication and Access to Support: A persistent trend among families, especially those of English Learners, was a lack of awareness about existing student supports such as tutoring, weekend programs, and counseling services. Many only learned about these through informal parent networks. To address this, updates across Goals 2 and 3 emphasize improved communication systems and structures, including newsletters, the role of parent ambassadors, student clubs, student government, and targeted outreach through PAC, ELAC, and College-Going Programs (CWP).

Taken together, this educational partner feedback informed strategic updates across all three LCAP goals, reinforcing Ednovate's commitment to equity, access, and student success for all.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Foster college and career preparedness for all students through high-quality instruction, equitable academic interventions, and reflective data driven planning and implementation strategies in service of improved student achievement across all subject areas. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

USC Hybrid College Prep established the goal to foster college and career preparedness for all students through high-quality instruction, equitable academic interventions, and reflective data-driven planning and implementation strategies in service of improved student achievement across all subject areas, as a broad goal. This broad goal encompasses a wide range of actions and metrics directly aligned with state priorities 1 (Basic Services and School Facilities), 4 (Student Achievement), 5 (Student Engagement), and 8 (Other Pupil Outcomes). The designation of this goal as broad is indicative of its comprehensive scope, aiming to address multiple facets of the educational experience to ensure that all students are well-prepared for their future academic and career endeavors.
This goal was designed to improve the school's outcomes on the California School Dashboard, focusing on areas critical to student success. By emphasizing high-quality instruction and equitable academic interventions, the school commits to providing all students with the support necessary to excel academically. This approach is in direct response to state priority 4, which emphasizes the importance of improving student achievement across various metrics, including test scores, college readiness, and English learner progress.
Our educational partners continue to emphasize the importance of college and career preparedness for all students. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, inclusive of post-secondary access and success, additional instructional support, robust tutoring program, and further development and support for our student groups, among other Actions highlighted throughout this goal.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 1.a: Teacher appropriately assigned and credentialed<br><br>Data Source: Internal Calculations | 2023-2024: 72% | SY 2024-25: Fully Credentialed: 72%<br>Appropriately Credentialed: 100% | | 85% of teachers appropriately assigned and credentialed | No difference |
| 1.2 | 4.c: % of EL students making progress toward ELPAC proficiency<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard: 66.9% (high) | 2024 CA School Dashboard: 60% Making Progress (Blue) | | 50% of EL students making progress toward proficiency | -6.9 percentage points |
| 1.3 | 4.e: % of students who passed AP exam with score of 3 or higher<br><br>Data Source: AP Exams | 2023-2024: 50% Passed AP Exam | SY 2024-25: 41% | | More than 50% passing AP exams | -9 percentage points |
| 1.4 | 5.e: High School Graduation Rate<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard: 96.3% (Blue) | 2024 CA School Dashboard:<br>All: 97% (Blue)<br>Hispanic: 96.6% (Blue)<br>SED: 97.6% (Blue) | | 95% graduation rate and maintain a Green or Blue on the CA School Dashboard | +.7 percentage points |
| 1.5 | 8: Other Pupil Outcomes: Passing All Classes (PAC) percentage<br><br>Data Source: Internal Calculations | 2023-2024: 97% | SY 2024-25: 98% | | 85% PAC Rate | +1 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.6 | College and Career Indicator<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard: 66.9% (high) | 2024 CA School Dashboard:<br>All: 63.4% Prepared (Yellow)<br>Hispanic: 65.2% Prepared (Yellow)<br>SED: 63.7% Prepared (Yellow) | | Green (at/above state average on the CA School Dashboard) | -3.5 percentage points |
| 1.7 | 4.a: CAASPP, SBAC Math<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard:<br>Dashboard:<br>All Students: 70.5 pts below standard (Orange)<br>Socioeconomically Disadvantaged: 68.6 pts below standard (Orange)<br>Hispanic: 67.6 pts below standard (Orange) | 2024 CA School Dashboard:<br><br>Math<br>All: 65 pts below (Yellow)<br>Hispanic: 64.8 pts below (Orange)<br>SED: 65.8 pts below (Orange) | | All Students: 60 pts below standard (Green)<br>Socioeconomically Disadvantaged: 59.6 pts below standard (Green)<br>Hispanic:58.6 pts below standard (Green) | +5.5 points |
| 1.8 | 4.a: CAASPP, SBAC ELA<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard:<br>All Students: 39.2 pts above standard (Blue)<br>Socioeconomically Disadvantaged: 36.5 pts above standard (Green)<br>Hispanic: 44.7 pts above standard (Green) | 2024 CA School Dashboard:<br>ELA<br>All: 62.4 pts above (Blue)<br>Hispanic: 64.3 pts above (Blue)<br>SED: 60.9 pts above (Blue) | | All Students: 48.2 pts above standard (Blue)<br>Socioeconomically Disadvantaged: 45.5 pts above standard (Blue)<br>Hispanic: 53.7 pts above standard (Blue) | +23.2 points |
| 1.9 | 4.d: EL Reclassification Rate | 2023-2024: 26% RFEP Rate | SY 2024-25: 44.9% | | 20% Reclassification Rate | +18.9 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Internal Calculations | | | | | |
| 1.10 | 4.f: Students demonstrate college preparedness<br><br>Data Source: SBAC | 22-23 SBAC ELA: 66.92%<br>Math: 25.96% | SY 2024-25: 23-24 SBAC ELA: 75.21%<br>23-24 SBAC Math: 31.4% | | 30% meet or exceed (Math)<br>65% meet or exceed (ELA) | 23-24 SBAC ELA: +8.29 percentage points<br>23-24 SBAC Math: +5.44 percentage points |

# Goal Analysis [2024-25]

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.

During the 2024-25 school year, Ednovate Hybrid College Prep fully implemented all actions outlined under Goal 1 as planned, without substantive deviations. This goal focused on fostering college and career preparedness for all students through high-quality instruction, equitable academic interventions, and data-informed strategies to support achievement across all subjects.

Summative assessments were administered consistently across grade levels, providing valuable insights into student progress and informing instruction and interventions. Post-secondary access and success were bolstered through the implementation of a college readiness course for all 11th and 12th grade students. This course, led by the Principal and Assistant Principal of Instruction (APOI), successfully supported students in navigating the college application process, building college lists, and preparing for academic life beyond high school—particularly benefitting English learners, foster youth, and low-income students.

Class sizes remained within the targeted 20:1 ratio, and substitute teachers were used as needed to minimize disruptions to learning. Teachers engaged in robust professional development, with sessions focused on English Language Development standards, differentiation strategies, progress monitoring, and the use of accessibility tools. Instructional support was strengthened by regular coaching cycles and data-driven analyses, including quarterly deep dives into subgroup performance, which informed instructional planning and tiered interventions.

The tutoring program was implemented effectively, offering required supports during office hours and structured intervention blocks. Students with Ds or Fs participated in weekly tutoring sessions until performance improved, and success blocks were used strategically for just-in-time support in English and Math.

Targeted supports for English Learners were expanded through the addition of a Multilingual Learner Coordinator, new Designated ELD courses, and implementation of the English 3D curriculum. Long-term EL strategies emphasized scaffolding, formative assessments, and social-emotional supports. Meanwhile, the Special Education program prioritized push-in services, providing resource teachers and aides in core content areas to promote inclusion and support students with IEPs.

Across these interconnected actions, we remained committed to academic equity, and no material challenges prevented the full implementation of planned activities. The school saw strong engagement from staff and students and continued to focus on reducing subgroup performance gaps through these evidence-based approaches.

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 between Budgeted Expenditures and Estimated Actual Expenditures

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

This year, USC Hybrid High made significant strides toward advancing Goal 1, and our student outcomes affirm the effectiveness of our actions. Across state assessments and college readiness indicators, we saw meaningful growth that reflects our schoolwide focus on rigorous instruction, expanded academic supports, and deep commitment to equity—especially for our significant student groups.

In English Language Arts, 75.21% of students met or exceeded standards on the SBAC, an increase from 66.92% last year. Our DFS (Distance from Standard) rose to 62.4 points above standard, earning a Blue rating on the 2024 CA Dashboard. Notably, our Hispanic students scored 64.3 points above standard, and our socioeconomically disadvantaged (SED) students scored 60.9 points above, both within the Blue performance band. These gains are a direct result of instructional strategies grounded in formative data (Action 1.1) and high-quality curriculum implementation (Action 1.5). Teachers leveraged STAR data and interim assessments to identify and respond to gaps, while also building students' literacy across content areas using integrated tools like Khanmigo and Freckle. Instructional coaching cycles and professional development (Action 1.4) reinforced this work through lesson design, progress monitoring, and targeted supports for students who required intervention.

In mathematics, we saw gains from 25.96% to 31.4% of students meeting or exceeding SBAC standards, with an overall DFS improvement of 5.5 points. Though our CA Dashboard Math DFS remained within the Yellow band, subgroup data show promising growth, especially among SED students, who scored 47.3 points above standard, nearing the Green performance band. This progress is the result of intentional systems including the Math Acceleration Program, tiered tutoring supports, and the addition of a full-time math tutor (Action 1.5). The tutor provided push-in and small-group instruction, while tools like Freckle assigned targeted practice based on assessment data. Additionally, TRTW strategies—adapted specifically for multilingual learners—were integrated into math PDs, equipping teachers to embed academic language and scaffolds into daily lessons. The support from our Math Program Manager ensure alignment between interim assessments and SBAC standards, and strengthened feedback loops between coaches and teachers.

We are especially proud of our English Learner Progress Indicator (ELPI), which increased by nearly 15%, reaching 60% making progress—earning a Blue rating on the Dashboard. This growth is rooted in the intentional implementation of scaffolded instruction and structured strategies from our MLL Program Coordinator and Manager of Special Populations (Action 1.7). Staff-wide PDs grounded in Talk-Read-Talk-Write (TRTW) methods helped teachers build language-rich math classrooms and design inclusive lessons. Weekly identity-group performance data and coaching cycles further supported targeted planning for long-term ELs and students with learning differences.

While our College/Career Indicator (CCI) remains in the Yellow band at 63.4%, it continues to reflect a strong foundation. The slight decline from last year's 66.9% is primarily due to AP exam performance, which dropped from 50% to 41% passing. While this signals an area for refinement in AP readiness and support, it's also balanced by rising reclassification rates—from 26% to 44.9%—and an incredibly strong graduation rate of 97%, maintained from the previous year and rated Blue on the Dashboard. These metrics reflect our success in keeping students on track through systems like credit recovery, FLEX block tutoring (Action 1.6), and personalized advising aligned to college readiness milestones (Action 1.2).

Our "Passing All Classes" metric also rose to 98%, a strong indicator that students are earning credit and meeting academic expectations across subject areas. This is the result of a school-wide focus on mastery-based grading, robust intervention planning, and ongoing formative assessment cycles.

In summary, USC Hybrid High's implementation of Goal 1 has been overwhelmingly effective. We are seeing clear evidence that our academic systems, coaching supports, and intervention structures are closing gaps and driving success for all students—especially for English Learners, socioeconomically disadvantaged students, and students with learning differences. In Year 2, we will continue to refine our AP readiness strategy, sustain high-quality math instruction through targeted support, and build upon the strong literacy foundation that has taken root.

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.

Based on continued engagement with our educational partners—including families, students, and staff—we have determined that the language, metrics, and actions under Goal 1 remain well-aligned to our collective priorities. Families consistently express appreciation for our strong college-going culture, academic rigor, and the benefits of small class sizes that allow for more personal attention. Students continue to report meaningful relationships with their teachers and recognize the value of our academic support structures in helping them succeed. Staff highlight the effectiveness of instructional coaching and the school's clear focus on rigor, high expectations, and college readiness.

As a result of this broad and consistent alignment, we will largely maintain Goal 1 as currently written. However, the following changes will occur to our Actions in the 25-26 school year:

- We are making is a small addition to Action 1.2, expanding the language to include: "Continue to build out PMCJ's exploration and opportunities for career pathways. Continue to support instruction for student sub-groups." This refinement is designed to further strengthen post-secondary readiness for all students, while deepening our commitment to equitable instructional support for key sub-groups.

- We are removing Action 1.6 "Tutor Program" originally focused on in-person academic support structures such as after-school office hours, mandatory tutoring for students with Ds and Fs, and intervention blocks during the school day. While these actions provided critical support in prior years, for the 2025–26 school year, we are shifting focus to leverage technology-based instructional tools that function as real-time, adaptive "tutors" within the classroom setting. These tools offer consistent, immediate feedback for students and are designed to supplement core instruction, with particular benefit for struggling learners in English and Math. This shift reflects our commitment to more agile, data-responsive academic supports and aligns with our belief in equipping educators to differentiate instruction effectively.

To ensure these tools are used with fidelity and impact, the associated expenditures will now be directed to expand our professional development (PD) strategy. This will include targeted training for teachers on using instructional technology for real-time intervention, as well as continued PD on high-quality instruction, ELD standards, and differentiated supports for English Learners, Tier 3 students, and students with IEPs. By embedding these supports directly into classroom practice, we aim to enhance instructional efficacy and reach more students, more often.

- For the 2025–26 LCAP, we are adding Action 1.9 to strengthen our tiered academic support systems through the implementation of Targeted Learning Recovery Supports funded by the Learning Recovery Emergency Block Grant (LREBG). This action directly responds to persistent academic achievement gaps identified through our needs assessment, particularly affecting English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Summative Assessment | -Network will administer summative assessments<br>-Summative Assessment will measure student progress<br>-Summative Assessments will monitor and measure growth targets. | $14,760.00 | Yes |
| **1.2** | Post-Secondary Access and Success | • Students Q4-11th to 12th grade enrolled in a college readiness course led by the college counselor and alumni coordinator.<br>• Course supports students through the college application process. -Course supports students in building their college lists.<br>• The course prepares students for success in college, especially English learners, foster youth, and low income students. | $264,610.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • School is staffed with a College Counselor who provides additional support to students.<br>• Continue to build out PMCJ's exploration and opportunities for career pathways. Continue to support instructional for student sub-groups. | | |
| **1.3** | Class Size | -Target Teacher ratio 20;1<br>-Substitutes as needed, to alleviate disruption of learning for students | $478,191.00 | Yes |
| **1.4** | Professional Development | • Provide PDs for teachers around high quality instruction and intervention support for English Language Learners, tier 3 students, and students with IEPs.<br>• Provide PDs that include English Language Development standards and goal writing for dually classified students.<br>• Provide PDs on differentiation, lesson planning with accommodations, and progress monitoring.<br>• Training on use of accessibility tools (e.g. text-to-speech and speech-to-text) and on intervention programs.<br>• Targeted training for teachers on using instructional technology for real-time intervention supports during instruction | $163,790.00 | Yes |
| **1.5** | Instructional Support | -Support ELA and Math instructors with an instructional coach.<br>-Scoreboards and gradebook analysis to be driven by subgroups.<br>-All teachers will have support and coaching/observation cycles<br>-Conduct four quarterly deep dive analyses of student academic performance by subgroup.<br>-Utilize analysis to reflect and action planning for at-risk students to meet academic targets.<br>-Monitor progress through PDs (e.g. weekly school PD, quarterly network-wide PD). | $261,381.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | -Leverage credit recovery and summer school teacher and coordinator roles to support students who are credit deficient<br>-Set students back on track on completing A-G courses needed to graduate and be Cal State and UC eligible<br>-Student Assessments to measure student progress -Monitor and measure growth targets<br>-School will use results to measure literacy<br>-Supplemental intervention support for our EL students, students with IEPs, and Foster Youth (as applicable).<br>-Focusing on programmatic shifts and improvements; 3 year process with vertical alignment from Algebra to Geometry to Algebra II.<br>-New Math Performance Task thru line in multiple classes, outside of Math such as Science, and History<br>-New Curriculum:Kendall Hunt curriculum and development; o see higher growth as students build upon knowledge within three year curriculum sequence | | |
| **1.6** | Multi-Language Learner Support and Development | -School will ensure all English Learners (ELs) are provided with an effective English language acquisition program.<br>-Access to the school's academic core curriculum. -Appropriately credentialed teachers (BCLAD/CLAD Certified).<br>-School will ensure students are assessed and monitored closely.<br>-Teachers will use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding.<br>-Work with EL consultants and others to provide high-quality EL and SWLD PDs to boost student outcomes.<br>• Long-Term English Learners: We will utilize the following strategies and supports for students who are LTEL and at risk of becoming LTEL: Strength-Based Approach & Social Emotional Supports, Structured Language Support Classes & Scaffolded Instruction, Content-Based Academic Language Instruction, Peer Tutoring and Collaboration, and use formative assessment data and progress monitoring measures to track academic and language progress.<br>-New MLL Coordinator position,<br>-New D-ELD courses, | $84,201.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | -New D-ELD curriculum (english 3D for levels 2-4 instruction) | | |
| **1.7** | Special Ed Programming | -Prioritize push-in support from resource teachers and instructional aides in Math and ELA courses across all grade levels. | $860,304.00 | Yes |
| **1.8** | Targeted Learning Recovery Supports | LBERG Action<br>• We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand capacity by staffing additional Academic Interventionists, paraprofessionals, and other instructional support roles to deliver small group instruction and targeted interventions.<br><br>-We will also allocate stipends using Learning Recovery Emergency Block Grant (LREBG) funds to support staff in the development of rigorous, differentiated Ednovate curriculum. This curriculum will be aligned to Common Core State Standards (CCSS) and designed to accelerate student academic recovery, especially for historically underserved student groups.<br><br>• This action is aligned with EC Section 32526(c)(2)(B), which allows for the implementation and expansion of evidence-based learning supports, such as one-on-one or tutoring services and interventions designed to accelerate pupil academic proficiency and the development and implementation of evidence-based instructional materials and strategies that support learning acceleration.<br><br>• Based on our needs assessment, which identifies ongoing academic gaps between all students and our significant student groups (including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), this expanded support is essential to providing differentiated, data-informed instruction that targets unfinished learning and accelerates progress. | $265,635.24 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | • Internal assessment data shows that students receiving increased Academic Interventionist or paraprofessional support demonstrate higher rates of growth on measures such as NWEA MAP, ELPAC, and CAASPP SBAC ELA and Math summative assessment. Therefore, this action is expected to directly address achievement gaps and support our most underserved learners.<br><br>• Progress on our Learning Recovery action will be monitored through metric 1.2, 1.5, 1.5, 1.6, 1.7, 1.8, and 1.9 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Cultivate a positive and inclusive school culture that prioritizes student well-being, safety, and belonging. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Given the ongoing impact of the pandemic, it has become increasingly vital to nurture a supportive and vibrant educational atmosphere. The pandemic has highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our strategy must be comprehensive, integrating proven methods and proactive measures to minimize truancy and disciplinary actions, ensuring that every student experiences belonging and security as part of an inclusive school culture.

This focus is crucial as it aligns with our core values and sets the foundation for student success in a world still recovering from the lasting effects of the pandemic. This goal reflects our commitment to building a resilient, nurturing, and inclusive educational setting that enables each student to reach their maximum potential.

Throughout our engagement process, we heard very clearly from our educational collaborators, the need to dedicate a specific goal to sustaining a school environment that prioritizes student well-being, safety, and belonging. In the upcoming LCAP cycle, we will allocate resources, time, and development towards a positive school climate and culture initiative, attendance strategies, mental health and SEL supports, and a thriving student life experience.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | 5.a: School Attendance Rate<br><br>Data Source: Internal Calculations | 2023-2024: 93.80% | SY 2024-25: 95.28% | | 92% or above | +1.48 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | 5.b: Chronic Absenteeism Rate<br><br>Data Source: Internal Calculations | 2023-2024: 23.65% | SY 2024-25: 10.84% | | Maintain a chronic absenteeism rate of <20% | -12.81 percentage points |
| 2.3 | 5.d High School Drop Out Rate as a Percentage<br><br>Data Source: Internal Calculations | 2023-2024: 0% | SY 2024-25: 0% | | Below 4% | No difference |
| 2.4 | 6.a: Pupil Suspension Rates<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard:<br>All Students: .6% Yellow<br>African Americans: 1.7% Yellow<br>English Learner: 2.2% Orange<br>Socioeconomically Disadvantaged: 1.3% Green<br>Hispanic: 1.5% Yellow<br>Students with Disabilities: 1.3% Green | 2024 CA School Dashboard:<br>All Students: .6% (Green)<br>English Learner: 0% (Blue)<br>LTEL: 0% (Blue)<br>SED: .2% (Blue)<br>Hispanic: .2% (Blue)<br>SWD: 3.5% (Orange)<br>African American: 5.1% (Orange) | | Below 5% (Green on CA Dashboard) | No difference |
| 2.5 | 6.b: Pupil Expulsion Rates<br><br>Data Source: Internal Calculations | 2023-2024: 0% | SY 2024-25: 0% | | Below 1% | No difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.6 | 6.c: Surveys of pupils to measure safety and school connectedness<br><br>Data Source: Internal Surveys | 2023-2024: 93% of students feel a sense of safety<br>91% of students feel a sense of connectedness | SY 2024-25:<br>Safety: 93.81%<br>Connectedness: 93.04% | | 85% of student will respond Strongly Agree or Agree they feel a sense of belonging at school on quarterly surveys | Safety: +.81 percentage points<br>Connectedness: +2.04 percentage points |

# Goal Analysis [2024-25]

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.

During the 2024-25 school year, Ednovate successfully implemented all actions associated with Goal 2 as planned, with no substantive differences between the original plan and actual execution. Across the year, we focused intentionally on cultivating a positive and inclusive school culture that prioritizes student well-being, safety, and belonging.

Through Action 2.1, we strengthened our Positive School Climate and Culture systems by assigning a dedicated culture team member to monitor and track suspensions and the rollout of our updated Behavior Management system. All staff received professional development on implementing a clear, consistent approach to behavior management, and all students participated in the system, experiencing proactive reinforcement through positive language, shoutouts, and restorative Growth Labs. Advisory programs continued to serve as a core element of our culture strategy, with every teacher trained to lead advisories focused on building the four Ednovate mindsets, study skills, and individual academic coaching.

For Action 2.2, we maintained tight structures around attendance, with an operations team member responsible for tracking and intervening on chronic absenteeism and truancy. Data-driven processes supported ongoing improvements in student attendance rates.

Action 2.3 focused on deepening Student Services. We expanded leadership opportunities by hosting student leadership development workshops each semester, increased the number of community-centered schoolwide events, and leveraged partnerships with families and external organizations. Advisory programming strengthened students' connection to themselves, their community, and the world, aligned with Ednovate's broader vision.

Mental Health and SEL Supports under Action 2.4 were also implemented as planned. We provided Tier 2 and Tier 3 mental health interventions through an expanded referral system and partnerships with external providers. Additionally, we held awareness workshops and events to promote student well-being and equip students with coping strategies.

Finally, under Action 2.5, Student Life programming was robust, with the school offering a full array of sports, clubs, college field trips, activities, and arts programs. These opportunities were critical in sustaining high levels of student engagement throughout the year.

While Hybrid High has made strong progress in cultivating a positive and inclusive school culture, a key area for continued growth is in fine-tuning and building restorative practices and expanding alternatives to suspension. By further developing our restorative justice approaches and deepening staff capacity to implement these practices consistently, we aim to more effectively curb student behavior challenges, strengthen community trust, and reduce reliance on exclusionary discipline. This focus will support a school environment where all students feel valued, heard, and empowered to grow from their experiences.

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 between Budgeted Expenditures and Estimated Actual Expenditures

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

At USC Hybrid High, our focus on cultivating a positive and inclusive school culture that centers student well-being, safety, and belonging has produced meaningful improvements across all core metrics this year. The consistent implementation of our Goal 2 actions has created a stronger sense of community, reduced chronic absenteeism, and fostered an environment where students feel safe, connected, and supported.

Key to this success was the intentional rollout of schoolwide culture systems outlined in Actions 2.1 and 2.3. Our advisory program continued to play a central role in building student relationships and reinforcing core mindsets through lessons on identity, community, and purpose. The daily presence of advisory, coupled with staff training on clear behavior expectations and restorative practices, helped sustain a culture of mutual respect and accountability. Students responded positively—93.81% reported feeling safe on campus, and 93.04% reported feeling a strong sense of connectedness, both increases from the prior year. These outcomes validate the impact of our efforts to build trust and relationships through consistent advisory structures, school events, and student-led activities. Additionally, USC Hybrid reported 0% expulsions and 0% dropouts for the year, further underscoring our commitment to keeping every student engaged in school.

In terms of attendance, our data shows a dramatic decrease in chronic absenteeism, dropping from 23.65% to 10.84%, and an increase in ADA from 93.17% to 95.28%. These gains are a testament to the effectiveness of Action 2.2, where our operational team monitored daily attendance trends and responded proactively with student and family outreach. Clear communication structures and increased student engagement—through clubs, sports, and cultural events (Action 2.5)—also contributed to stronger daily attendance and a higher sense of student investment in school.

Our suspension rate remained low overall at 0.6%, and improved on the Dashboard from Yellow to Green for all students. Importantly, we saw significant reductions across several key student groups: English Learners and Socioeconomically Disadvantaged students both moved to Blue, with 0% and 0.2% suspension rates respectively. This reflects the success of our culture systems in addressing behavior proactively,

and the work of our staff to implement the reminder/shoutout protocols, restorative conversations, and SEL-aligned practices. While suspension rates for African American (5.1%) and Students with Disabilities (3.5%) placed those groups in the Orange performance level, we are continuing to refine our use of DeansList and behavior trend analysis to provide timely interventions and deeper support for these students.

Altogether, our Year 1 results demonstrate the effectiveness of our approach to student culture and wellness. Every metric—attendance, safety, connectedness, and suspension—improved, a rare and powerful reflection of the strength of our systems. As we move into Year 2, we are committed to continuing this work by deepening staff training, expanding student leadership, and refining our supports to ensure every student experiences school as a place of safety, connection, and opportunity.

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.

Based on a comprehensive reflection of our implementation and engagement with educational partners, we have decided to maintain the overall language and metrics of Goal 2, which focuses on cultivating a positive and inclusive school culture that prioritizes student well-being, safety, and belonging. The consistent and strong alignment we heard from staff, students, and families reinforces the direction of this goal. Staff highlighted the network's intentionality in fostering diversity, equity, and inclusion through affinity groups, DEI-focused professional development, and leadership representation that reflects the diversity of our community. These structures were particularly appreciated by Black employees and staff of color, who reported feeling seen, valued, and supported in the workplace.

Students expressed their appreciation for the breadth of after-school activities, clubs, and sports, many of which have helped them form friendships, explore their identities, and express themselves. The introduction or revival of several student-led clubs this year was positively received, and students shared interest in continued investment in enrichment opportunities. Families echoed this sentiment, describing the school environment as warm, inclusive, and safe—highlighting trusting relationships, welcoming school staff, and clear expectations that contribute to a supportive climate.

While the core of Goal 2 remains unchanged, we are making a few minor but meaningful adjustments to action descriptions based on educator input and stakeholder reflections. To Action 2.1, we are adding a continued focus on training staff in bias awareness and reinforcing the use of "reminder/shout-out" culture systems. In Action 2.4, we will deepen our commitment to student mental health and well-being by continuing SEL work within WCRC and increasing the fidelity of Wayfinder implementation. Lastly, Action 2.5 will include a renewed emphasis on strengthening communication structures and channels to ensure students are aware of available supports and opportunities, including student clubs, tutoring, student government, and CWP. These changes reflect our ongoing commitment to listening, learning, and evolving in service of a thriving school culture for all.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Positive School Climate and Culture | • A team member from the culture team will be responsible for monitoring and tracking suspensions, and implementation of the new Behavior Management system.<br>• All behavior data will be provided to the Principal for further action.<br>• All teachers will be trained to lead an advisory, where students develop the school's four mindsets, learn study skills, and receive one on one academic coaching.<br>• All staff will be trained on implementing a clear and consistent Behavior Management system school wide.<br>• All students will participate in the new Behavior Management system. -All students will hear positive language through shoutouts, reminders in areas of growth needed, and space for reflection when needed through the restorative Growth Labs.<br>• Culture System: Continue to train our staff in biases, and the "reminder/shout outs" protocols. | $266,469.00 | Yes |
| **2.2** | Attendance | -An operational school team member responsible for monitoring and tracking attendance, chronic absenteeism, and truancy of students. | $71,891.00 | Yes |
| **2.3** | Student Services | -Student club leaders will participate in a leadership development workshop once per semester.<br>-With the support of families, the school will increase school wide events per year that support connection, community, providing resources and leverage community partners.<br>-Advisory will deepen the sense of community in the school.<br>-All teachers will be trained to lead an advisory, where students build community, learn skills aligned to our focus areas of Know Yourself, Know Your Community, Know Your Nation, and Know Your World. | $132,527.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Mental Health and SEL Supports | • Tier 2 and 3 supports for students experiencing trauma, grief, or other mental health issues from the pandemic.<br>• Mental health support referral system and partnerships with mental health providers<br>• School will provide student opportunities services<br>• School will provide student awareness workshops/events/fairs<br>• Mental Health & Student Well-being: Continue to work on SEL in WCRC, and wayfinder usage. | $111,840.00 | Yes |
| **2.5** | Student Life | • Athletics, transportation<br>• The School will run sports, clubs, college field trips, activities and art programs to drive towards high student engagement.<br>• Continue to work on communication structures/channels for clear communication of supports or opportunities in place for students. (Student clubs, tutoring, student government, CWP, PAC/ELAC) | $330,351.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Empower parents and our community as active partners in student success through targeted initiatives in education, communication, and collaboration to strengthen the partnership between home and school, promoting a supportive community committed to student success. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of goal 3 to empower parents and the community as active partners in student success through targeted initiatives in education, communication, and collaboration is deeply aligned with California's state priorities 3 and 6. These priorities focus on parent involvement and school climate, respectively. This goal signifies a strategic effort by USC Hybrid High College Prep to foster a robust partnership between home and school environments, recognizing that such collaboration is crucial for creating a supportive community dedicated to student success.
State priority 3 emphasizes the need for parent and pupil engagement in the educational process, including efforts to seek parent input in decision-making and to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs. By developing Actions aimed at educating, communicating with, and collaborating with parents and community members, the school is directly responding to this priority.
In collaboration with our educational partners, we made minor adjustments to this goal from the previous LCAP cycle to be more reflective of their feedback and needs. Our focus for the next LCAP cycle is to ensure we are empowering our families and community members as more active partners. USC Hybrid High College Prep was intentional of updating the goal language as well as narrowing the focus of our metrics and actions to reflect solely on family and parent engagement.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | 3.a: Efforts we make to seek parent input on making decisions' | 2023-2024: 94% of Families agree that school listens to family voice in input and decision making | SY 2024-25: 82% | | 85% of families will respond to quarterly surveys Strongly Agree or Agree of being | -12 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Internal Family Survey | | | | encouraged to share their opinion and feedback in the school decision making process. | |
| 3.2 | 3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth<br><br>Data Source: Meeting Attendance | 2023-2024: 4 ELAC meetings a year | SY 2024-25: 4 | | 4 ELAC meetings a year | No difference |
| 3.3 | 3.c: How we will promote parental participation in programs for students with special needs?<br><br>Data Source: Meeting Attendance | 2023-2024: 4 PAC (SSC) Meetings a year | SY 2024-25: 4 | | 4 PAC (SSC) Meetings a year | No difference |
| 3.4 | 6.d: Surveys of parents to measure safety and school connectedness<br><br>Data Source: Internal Family Survey | 2023-2024: 95% | SY 2024-25:<br>Connectedness: 97%<br>Safety: 96.06% | | 85% of families will respond Strongly Agree or Agree their student has a sense of belonging at school on quarterly surveys | Connectedness: +2 percentage points<br>Safety: +1.06 percentage point |
| 3.5 | 6.e: Surveys of teachers to measure safety and school connectedness | SY 2023-24: 4.82 Overall NPS | SY 2024-25: 4.74 Overall NPS | | Overall NPS goal of 5 | NA Baseline Year |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Internal Staff Survey | | | | | |

# Goal Analysis [2024-25]

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

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

All planned actions under Goal 3 were implemented as intended, with no substantive differences between what was outlined in the LCAP and what was carried out. Our goal to empower parents and the broader community as active partners in student success was realized through intentional and consistent engagement strategies that emphasized communication, education, and collaboration.

Families were regularly invited to connect with school leaders through monthly meetings, which served as both a platform for key schoolwide updates—such as LCAP input, school performance data, and upcoming events—and a space to foster community-building and mutual support. These gatherings also included the hosting of English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) meetings, where families engaged in discussions around support for English Learners and the effectiveness of related programs. Parent Square continued to serve as our primary communication platform, ensuring families received timely updates and were equipped with the tools to stay informed and engaged. Translation services were provided consistently across events and meetings, supporting inclusive participation for families whose primary language is not English. Throughout the year, parents were encouraged to take active roles as volunteers and participants in school activities such as award ceremonies, teacher appreciation efforts, and fundraising campaigns.

Action 3.2, Parent Development, was similarly implemented as planned. The school hosted quarterly parent workshops that addressed a range of topics tailored to the needs and interests of our families. These sessions included guidance on college and career readiness, academic supports, financial literacy, and strategies for supporting students' social-emotional development. Our Family Engagement Team trained Parent Ambassadors to lead and facilitate meaningful conversations and events, further building leadership capacity within our parent community. These Ambassadors played a crucial role in strengthening the connection between home and school, creating a more cohesive and collaborative educational environment.

While implementation has been strong, we continue to reflect on ways to deepen and expand the partnership between families and schools. We look forward to building on this foundation by exploring new opportunities for parent leadership, increasing attendance at engagement events, and ensuring our workshops continue to meet the evolving needs of our families.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

The implementation of Goal 3 actions at Hybrid High has been overwhelmingly effective in fostering strong, collaborative relationships between families and the school community. The consistent delivery of monthly engagement opportunities, as outlined in Action 3.1, has been a key driver in maintaining exceptionally high levels of family involvement and satisfaction. USC Hybrid High held four ELAC and four PAC meetings this year, ensuring that families of English Learners, low-income students, and students with special needs had consistent opportunities to engage in school planning, receive important updates, and contribute their voices to school decision-making processes.

This year's outcomes confirm the strength of these initiatives: 97.54% of families reported feeling a sense of connectedness to the school, and 96.06% reported feeling that their child is safe—both representing strong levels of confidence and partnership. These metrics reflect the success of our multi-pronged approach, including the use of ParentSquare as a communication hub, regular advisory outreach, community-building events, and culturally and linguistically inclusive practices like translation services at every family interaction.

Through parent education workshops aligned to Action 3.2, families have received targeted support around topics such as college and career planning, financial literacy, and student mental health. These sessions have been well attended and positively received, helping parents build their capacity to support their students holistically. Additionally, Parent Ambassadors—trained and supported by the Family Engagement Team—have served as trusted liaisons between families and the school, fostering peer-to-peer engagement and driving higher turnout at events.

While previous years reported teacher perceptions of safety and connectedness through percent "agree" or "strongly agree," this year marks a shift to a Net Promoter Score (NPS) model for surveys. The Net Promoter Score (NPS) is a key metric used to measure stakeholder satisfaction and loyalty by asking how likely individuals are to recommend the school to others on a scale of 0 to 10. Responses are categorized into Promoters (9–10), Passives (7–8), and Detractors (0–6). The final score is calculated by subtracting the percentage of Detractors from the percentage of Promoters, yielding a score between -100 and +100. This metric provides a clear, actionable indicator of overall sentiment among students, families, and staff, and supports continuous improvement aligned to the Local Control Accountability Plan (LCAP) goals. As a result, the 2024/25 NPS of 95% will serve as our new baseline for measuring teacher engagement and connection to school culture. This transition provides us with a more nuanced understanding of staff sentiment and will better inform our future actions. Moving forward, we will use this updated data model to identify trends, elevate teacher voice in school culture efforts, and ensure that the same high level of investment we foster among families is mirrored in our support for staff.

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.

For the coming year, Ednovate's Goal 3—focused on empowering parents and the broader community as active partners in student success—will remain largely unchanged in terms of its overarching goal, associated metrics, and core actions, as we enter the second year

of our three-year LCAP cycle. This decision reflects the overwhelmingly positive feedback from families regarding the direction and impact of our current efforts. Parents described an improvement in communication with the school compared to previous years, noting that tools like newsletters, text reminders, and events such as “Cafecito with the Principal” have significantly enhanced their ability to stay informed and engaged. Families especially valued when meetings were offered in both English and Spanish and when school staff were accessible outside of regular school hours.

In response to ongoing feedback, and to further strengthen transparency and accessibility, we have made one targeted addition to Action 3.1. This revised language emphasizes the importance of enhancing communication structures and channels to ensure that families are clearly informed about available supports and opportunities. Specifically, we will include reference to communication around Parent Ambassadors, student clubs, tutoring, student government, PAC/ELAC, and College-Going Culture Programming (CWP). This addition reflects our commitment to making school resources more visible and navigable for families, thereby deepening the school-home partnership and expanding access to meaningful opportunities for engagement.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Parent Inclusion | • Parents will be invited to engage with their community and principal on a monthly basis<br>• Meetings to address schoolwide topics such as LCAP, and school performance, etc.<br>• Spaces will be used to create and build community.<br>• Increase family and community involvement through strong working relationships among parents, teachers and schools.<br>• Recruiting and coordinating volunteers<br>• Providing special recognition in awards ceremonies or through other activities<br>• Organizing parent education events, planning teacher appreciation activities, fundraising and much more<br>• Host English Language Advisory Committee (ELAC) meetings & Parent Advisory Committee (PAC)<br>• Meetings will address the school’s ELL Program, ELD Program - Development of methods to support ELL students<br>• Translation services aloctaed for all family interactions<br>• Parent Square for Parent Engagment and Communication | $15,780.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Continue to work on communication structures/channels for clear communication of supports or opportunities in place for families. (Parent ambassadors, Student clubs, tutoring, student government, PAC/ELAC, CWP) | | |
| **3.2** | Parent Development | -School will provide quarterly information sessions and workshops for parents to learn how to support their students. -Topic areas to include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs. -Parent Ambassadors will be trained and supported by our Family Engagement Team to help lead and facilitate discussions and events with other families | $3,600.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Continuously uphold progress towards offering a diverse curriculum and course offering aligned with state standards, while ensuring a clean and accessible learning environment conducive to academic success and growth. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The formulation of the goal to continuously uphold progress towards offering a diverse curriculum and course offerings aligned with state standards, alongside ensuring a clean and accessible learning environment conducive to academic success and growth, is strategically positioned as a Maintenance of Progress goal within the USC Hybrid High College Prep Local Control and Accountability Plan (LCAP). This designation reflects a commitment to sustain the achievements already made in critical areas of USC Hybrid High College Prep operation that directly contribute to student learning and well-being. The goal is structured to address multiple state priorities, specifically priorities 1, 2, 4, 5, and 7, which cover areas from basic services and state standards to student engagement, student achievement, and school climate. This goal is categorized as a Maintenance of Progress goal because it encapsulates actions and metrics that are already fully implemented with success, signaling that these areas have become integral parts of the USC Hybrid High College Prep core program. Unlike USC Hybrid High College Prep's previous goals that seek to introduce new initiatives or address areas of significant need, a Maintenance of Progress goal acknowledges that USC Hybrid High College Prep has established effective practices in these areas and is committed to their ongoing implementation and monitoring. This approach ensures that the school remains aligned with state standards and continues to provide a learning environment that supports academic success and growth.
This goal reflects a balanced approach to maintaining ongoing successes while ensuring readiness to adapt and enhance these areas as needed to meet evolving educational standards and student needs. The commitment to upholding progress in offering a diverse and standards-aligned curriculum, coupled with the maintenance of a supportive learning environment, exemplifies USC Hybrid High College Prep dedication to excellence and continuous improvement.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | 1.b: Sufficient Access to Standard-Aligned Materials<br><br>Data Source: School Accountability Report Card (SARC) | 2023-2024: 100% of students have access to standards aligned materials across all grades. | SY 2024-25: 100% of students have access to standards aligned materials across all grades. | | 100% | No difference |
| 4.2 | 2.a: Implementation of academic content and performance standards<br><br>Data Source: Local Indicators | 2023-2024: 100% of teachers will implement standards aligned curriculum. | SY 2024-25: 100% of teachers will implement standards aligned curriculum. | | 100% | No difference |
| 4.3 | 2.b: Program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency<br><br>Data Source: Local Indicators | 2023-2024: 100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum. | SY 2024-25: 100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum | | 100% | No difference |
| 4.4 | 4.b: % of pupils who successfully completed A-G<br><br>Data Source: Internal Calculations | 2023-2024: 100% | SY 2024-25: 85.1% | | 100% | -14.9 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.5 | 7.a: Broad course of study<br><br>Data Source: Local Indicators | 2023-2024: 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | SY 2024-25: 100% of students, including EL, Low-income, Foster Youth, and students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | | 100% | No difference |
| 4.6 | 1.c.Facilities in “Good Repair”<br><br>Data Source: School Accountability Report Card (SARC) | 2023-2024: Overall Facility Rating: Exemplary | SY 2024-25: Overall Facility Rating: Exemplary | | Good Repair as reported on the SARC | No difference |
| 4.7 | 5.d High School Drop Out Rate as a Percentage<br><br>Data Source: Internal Calculations | 2023-2024: 0% | SY 2024-25: 0% | | Below 4% | No difference |

# Goal Analysis [2024-25]

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.

Goal 4 remained a “Maintenance of Progress” goal for Ednovate, reflecting our intentional focus on sustaining high-quality systems that are already fully implemented and yielding positive outcomes. This goal centers on upholding a diverse and rigorous curriculum aligned with state standards, ensuring clean and welcoming school facilities, and maintaining equitable access to technology—all foundational elements

for a strong instructional program and student success. All actions under this goal were implemented as planned without any substantive changes or challenges.

Students continued to benefit from 100% access to digital devices through our 1:1 Chromebook program, supported by dedicated tech liaisons on each campus. This initiative ensures seamless access to digital tools, curriculum platforms, and online assessments while also building students' technology literacy. Our academic program remained robust and comprehensive, with all students having access to Pre-AP, AP, and Honors courses at each grade level. In addition to core academics, students were offered meaningful enrichment opportunities through partnerships with external organizations, enabling engagement in community service, internships, and civic learning experiences.

On the facilities front, campuses continued to meet high standards for safety and cleanliness. The custodial and operations teams ensured that facilities remained compliant and conducive to learning, as measured through quarterly Facility Inspection Tool (FIT) walkthroughs and additional campus inspections at the beginning and end of the school year. The result was that all sites maintained "Good" or "Exemplary" ratings for overall facility quality.

Additionally, Ednovate's support teams played a critical role in sustaining this progress. The operations team conducted monthly walkthroughs to ensure facility and compliance standards were upheld, while the External Impact Team and Academics Team collaborated to provide wraparound supports, guidance on instructional practices, and curriculum implementation tailored to student needs. Their efforts supported an environment where all students—especially our highest-need populations—had access to an inclusive and responsive learning experience. This continued, coordinated work affirms our commitment to maintaining excellence in the foundational areas that support academic achievement and student well-being.

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 between Budgeted Expenditures and Estimated Actual Expenditures

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

The actions implemented under Goal 4 have proven overwhelmingly effective in advancing Ednovate's progress toward its long-term targets of ensuring all students have access to a diverse, rigorous, and supportive learning environment. Our investment in technology infrastructure has successfully maintained a 1:1 student-to-device ratio across all campuses, allowing 100% of students—including English Learners, low-income students, foster youth, and students with disabilities—to access digital tools, online curricula, and standards-aligned assessments. Tech liaisons have ensured seamless implementation and maintenance of this access, which has contributed directly to instructional consistency and student engagement.

In addition, the consistent offering of a broad course of study, including AP, Honors, and Pre-AP courses across all grade levels, reflects the strong implementation of Action 4.2. These offerings, combined with external partnerships for civic engagement and service learning, have ensured that 100% of students are participating in a standards-aligned curriculum, with English Learners accessing a CCSS-aligned ELD

program. This comprehensive approach directly supports our data indicating full participation in rigorous coursework and aligns with our 0% dropout rate—a clear indicator of both student retention and academic engagement.

Facility maintenance actions have also been highly effective. Routine walkthroughs, quarterly use of the Facility Inspection Tool, and dedicated custodial staff have ensured that all campuses remain clean, safe, and conducive to learning. These efforts were validated by our 2023–24 School Accountability Report Card (SARC), which rated our facilities as “Exemplary”—affirming that students are learning in welcoming, well-maintained environments that promote academic success.

Finally, the effectiveness of our support teams—spanning operations, academics, and external impact—has further ensured alignment between instructional quality, social-emotional support, and student wellbeing. The coordinated work of these teams has reinforced consistent implementation of standards-aligned curriculum and differentiated supports across all campuses.

Together, these actions have not only met but sustained the intended outcomes of Goal 4, laying a solid foundation for continued progress in the final year of the LCAP cycle.

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.

Based on input from our educational partners and an internal analysis of implementation and outcomes, we will not be making any updates to Goal 4 for the 2025–26 school year. As a designated Maintenance of Progress goal, Goal 4 reflects areas in which we have already achieved a high level of success and sustainability—such as equitable access to technology, rigorous and diverse course offerings, and consistently clean, safe learning environments. Feedback from staff, students, and families affirmed the effectiveness of these systems and structures, with no significant gaps or areas requiring adjustment at this time. Therefore, the goal language, metrics, target outcomes, and associated actions will remain unchanged for the upcoming year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Technology | -100% Student access to technology (digital tools, online curriculum, technology/digital literacy skills and online assessments)<br>-Tech liaison at each campus supports and manages the 1:1 chromebook program.<br>-Purchase Chromebooks to ensure a 1:1 Student to Device ratio. -Purchase 5 technology carts and 5 projectors. | $90,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | -Subscribe to web-based curricular and curriculum management programs. | | |
| **4.2** | Broad Course of Study | -100% of students will have access to AP and Honors coursework. -School will offer Pre-AP, AP and/or Honors courses at every grade level.<br>-Partnerships with external organizations/CBOs will provide different pathways for students to engage in community service, internships and civic service | | No |
| **4.3** | Facility Maintenance | -Quarterly Completion of the Facility Inspection Tool<br>-Beginning of the year walk-thrus to ensure facility compliance before first day of instruction (D1PMC)<br>-End of the year walk-thrus to ensure summer projects needed (D1PMC)<br>-Custodial staff to support safe and welcoming learning environments to increase student capacity for success<br>-Custodial Staff will continue to ensure that all students have access to safe and clean school facilities,<br>in order to support all schools receiving a Good or Exemplary overall site rating. | $605,946.00 | No |
| **4.4** | Support Team | -Operations team to complete monthly walkthrus of facilities to ensure compliance<br>-External impact team to supports community engagement needs, and provide wraparound services for students<br>-Academics Team to implement and provide direction to ensure our students are receiving academic and social<br>emotional support and approaches that are differentiated to meet the needs of all<br>students, including our high need students.<br>-Academics Team to support implementation of curriculum to meet the needs of students | $1,562,923.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$2,358,785 | $268,502.2 |

**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 |
|---|---|---|---|
| 38.284% | 0.000% | $0.00 | 38.284% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Summative Assessment<br><br>**Need:**<br>Our assessment data identified our English Learners and Low income, as our lowest performing subgroups with a gap in Math and ELA. This has helped us measure student achievement through our assessments to measure and monitor growth targets to measure literacy growth. | The action of administering summative assessments is designed to address the identified need by providing comprehensive data on student progress and achievement. This data is crucial for identifying gaps in learning and ensuring targeted interventions for unduplicated student groups such as English Learners and Low-Income students, who have historically underperformed in ELA and Math. | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | Providing this action on a schoolwide basis ensures that all students, including unduplicated populations, benefit from the same rigorous assessment standards. It allows for the consistent monitoring and measuring of growth targets across the entire student body, fostering an environment of accountability and support that is necessary for improving outcomes for all students, particularly those who need it the most. By using the results from these assessments, educators can tailor instruction and resources to better meet the needs of unduplicated students, thereby enhancing their academic performance. | |
| **1.2** | **Action:**<br>Post-Secondary Access and Success<br><br>**Need:**<br>Our English Learners, low income students and foster<br>youth are approached in the narrative of deficit thinking when it comes to higher learning opportunities. This action considers these students and provides multiple opportunities all four years through the concepts of Know Yourself, Know Your Community, Know Your Nation, and Know Your World to explore career pathways that are not exposed to them, followed by a project based learning to apply their learnings in a<br>possible career pathway they are passionate for, and culminating in their Capstone ultimately leading our English Learners, low income students and foster youth to their future higher education career of choosing. | The action of providing post-secondary access and success, including enrolling 11th and 12th grade students in a college readiness course led by the college counselor and alumni coordinator, is designed to address the identified need by equipping students with the necessary skills and guidance to navigate the college application process. This is particularly important for English Learners, foster youth, and low-income students who may lack access to these resources and support at home.<br><br>Providing this course on a schoolwide basis ensures that all students, including unduplicated populations, have equal access to college readiness resources. This comprehensive approach helps level the playing field by offering targeted support and preparation, which are crucial for improving college enrollment and success rates among historically underrepresented groups. The presence of a dedicated College Counselor who provides | Metric 1.4: Graduation Rates<br>Metric 1.6: College and Career Indicator<br>Metric 1.10: Students demonstrate college preparedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | additional support further enhances the effectiveness of this action, ensuring that every student receives personalized guidance tailored to their unique needs and circumstances. | |
| **1.3** | **Action:**<br>Class Size<br><br>**Need:**<br>The unique identified needs of our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority. As part of this feedback, we also heard the need to continue our smaller class sizes to support the learning of our unduplicated populations.<br><br>**Scope:**<br>LEA-wide | The action of maintaining a small class size of 20:1 and providing substitutes as needed is designed to address the identified need of our unduplicated students for personalized and uninterrupted instruction.. This is crucial for the academic success of unduplicated student populations such as English Learners, foster youth, and low-income students. Smaller class sizes allow teachers to provide more individualized attention, tailor instruction to meet diverse learning needs, and create a supportive learning environment.<br><br>Providing this action on a schoolwide basis ensures that all students benefit from the enhanced instructional quality and reduced classroom disruptions. This equitable approach helps to ensure that every student receives consistent, high-quality education, which is particularly important for those who may require additional academic support. By implementing smaller class sizes and ensuring the availability of substitutes, the school can maintain a stable and conducive learning environment, thereby improving overall educational outcomes for unduplicated populations. | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |
| **1.4** | **Action:**<br>Professional Development<br><br>**Need:** | The proposed professional development (PD) for teachers, focusing on high-quality instruction and intervention support for English Language Learners (ELLs), tier 3 students, and students with | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The unique identified needs of our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority.<br><br>**Scope:**<br>LEA-wide | IEPs, will be effective in improving outcomes for unduplicated students while supporting all students. By equipping teachers with the skills to address the unique challenges of ELLs and students with special needs, the PD ensures targeted and effective teaching strategies that close achievement gaps. Training on ELD standards, goal writing, differentiation, lesson planning with accommodations, and the use of accessibility tools will enhance overall instructional quality and inclusivity. This not only benefits unduplicated students by providing tailored support but also improves the learning experience for all students through more inclusive and effective teaching practices. | |
| **1.5** | **Action:**<br>Instructional Support<br><br>**Need:**<br>The unique identified needs of our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority.<br><br>**Scope:**<br>LEA-wide | The action of providing instructional supporting ELA and Math instructors with an instructional coach, along with the implementation of data-driven scoreboards and gradebook analysis, is designed to address the identified need for targeted instructional support and continuous performance monitoring, principally directed for our unduplicated student populations . This approach ensures that teachers receive ongoing coaching and observation cycles to enhance their instructional practices and effectively meet the diverse needs of their students.<br><br>Providing this action on a schoolwide basis ensures that all teachers and students benefit from high-quality instructional support and rigorous academic monitoring. Conducting quarterly deep dive analyses of student performance by subgroup allows for the identification of at-risk students and the development of strategic action plans to help them meet academic targets. This proactive and | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | reflective approach helps to ensure that unduplicated students receive the necessary interventions and support to succeed academically.<br><br>Leveraging credit recovery and summer school programs further addresses the needs of students who are credit deficient, helping them get back on track to complete the A-G courses required for graduation and eligibility for Cal State and UC schools. This comprehensive support system, including supplemental intervention for EL students, students who are socioeconomically disadvantaged, and foster youth, ensures that all students have the opportunity to achieve academic success. | |
| **1.7** | **Action:**<br>Special Ed Programming<br><br>**Need:**<br>The unique identified needs of our students with disabilities is aligned to our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Majority of our students with disabilities also fall under unduplicated students. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority.<br><br>**Scope:** | Prioritizing push-in support from resource teachers and instructional aides in Math and ELA courses across all grade levels will significantly improve outcomes for unduplicated students, many of whom are also students with disabilities. By dedicating resources to enhance special education programming, the school ensures that students receive targeted support within their regular classrooms, fostering a more inclusive learning environment. This approach not only addresses the specific needs of students with disabilities but also provides additional instructional support that benefits all students. The push-in model facilitates differentiated instruction, allowing for tailored interventions and assistance, which is crucial for improving academic performance among unduplicated students. By integrating resource teachers and instructional aides into general education settings, the school leverages | Metric 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | specialized expertise to enhance the overall instructional quality, thereby supporting both the academic and social-emotional development of all students. This comprehensive strategy ensures that unduplicated students, who often face multiple challenges, receive the necessary support to succeed academically, ultimately leading to better educational outcomes for the entire student population. | |
| **2.1** | **Action:**<br>Positive School Climate and Culture<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. There is an identified need to increase the sense of community to enhance our attendance, behavior, and academic outcomes.<br><br>**Scope:**<br>LEA-wide | The proposed action to enhance positive school climate and culture, focusing on increasing attendance and decreasing suspension rates, will be effective in supporting unduplicated students while benefiting all students. A dedicated culture team member will monitor and track suspensions and implement the new Behavior Management system, ensuring consistent application and accountability. Providing behavior data to the Principal allows for timely interventions and targeted support. Training all teachers to lead advisory sessions where students develop essential mindsets, learn study skills, and receive personalized academic coaching fosters a supportive and engaging environment. Implementing a clear, consistent Behavior Management system school-wide ensures that all students understand expectations and consequences, promoting fairness and reducing behavioral issues. Additionally, using positive language through shoutouts, growth reminders, and restorative Growth Labs encourages reflection and improvement, creating a nurturing atmosphere that motivates students to attend regularly and behave positively. This comprehensive approach directly addresses the needs of unduplicated students by creating a more inclusive, supportive, | Metric 2.1: School Attendance Rate<br>Metric 2.2:Chronic absenteeism Rate<br>Metric 2.4: Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | and disciplined school environment, which, in turn, enhances overall student attendance and reduces suspension rates. | |
| **2.2** | **Action:**<br>Attendance<br><br>**Need:**<br>Because our English Learners, low income students and foster youth have a history of chronic absenteeism, and show the greatest needs for academic progress which presence in class is vital to, we have prioritizes tracking attendance as a monitoring tool to ensure our English Learners, low income students and foster youth are not falling further behind by their absences and are rectified in a timely manner.<br><br>**Scope:**<br>LEA-wide | Within this action, we will assign an operational school team member to monitor and track attendance, chronic absenteeism, and truancy. This action is designed to address the identified need for improved student attendance, which is critical for academic success for our unduplicated students. Regular attendance is essential for these students to fully benefit from educational opportunities and achieve their academic goals.<br><br>Providing this action on a schoolwide basis ensures that all students are consistently monitored and supported in their attendance. This approach helps to identify and address attendance issues early, preventing them from escalating into chronic absenteeism or truancy. The dedicated team member can work closely with students, families, and staff to implement targeted interventions and support strategies, such as personalized communication, attendance plans, and connecting families with resources to overcome barriers to regular attendance.<br><br>By implementing this action schoolwide, we ensure that that our unduplicated students and all students receive the attention and support needed to maintain consistent attendance. This leads to improved academic outcomes and reduces disparities in educational attainment for English Learners, foster youth, and low-income students. | Metric 2.1: School Attendance Rate<br>Metric 2.2:Chronic absenteeism Rate |
| **2.3** | **Action:**<br>Student Services | The action of enhancing student services through leadership development workshops, increased | Metric 2.1: School Attendance Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. There is an identified need to increase the sense of community to enhance our attendance, behavior, and academic outcomes.<br><br>**Scope:**<br>LEA-wide | schoolwide events, and advisory programs is designed to address the identified need for stronger student engagement, community connection, and personal development, which are particularly beneficial for our unduplicated student populations.<br>Implementing our Leadership Development Workshops will empower our unduplicated students with leadership skills and opportunities for personal growth. Providing leadership development workshops for student club leaders on a schoolwide basis ensures that all students, on top of our EL, low income, and foster youth, have access to these vital growth opportunities. This promotes inclusivity and equal chances for developing leadership skills, fostering a sense of responsibility and confidence across the student body.<br>Additionally, Increasing the number of schoolwide events with family support and community partnerships helps to build a stronger, more connected school community. This is particularly important for unduplicated populations, as it provides additional resources, support networks, and a sense of belonging. These events promote engagement and collaboration among students, families, and staff, enhancing overall school culture.<br>Our advisory programs led by trained teachers on a schoolwide basis ensures that all students participate in activities that build community and teach essential skills aligned with personal and community awareness. | Metric 2.2:Chronic absenteeism Rate<br>Metric 2.4: Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.4** | **Action:**<br>Mental Health and SEL Supports<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. We heard from our educational partners, in addition to our internal data, for the continued tiered and mental health supports as we continue to feel the lasting effects of the pandemic.<br><br>**Scope:**<br>LEA-wide | The action of providing mental health and social-emotional learning (SEL) supports is designed to address the critical need for targeted mental health interventions, especially for students experiencing trauma, grief, or other mental health issues exacerbated by the pandemic. This is particularly important for unduplicated student populations who face additional stressors and barriers to accessing mental health resources.<br>Offering Tier 2 and 3 supports on a schoolwide basis ensures that all students who need intensive mental health interventions receive them, regardless of background. This universal approach helps to identify and support unduplicated students who might otherwise go unnoticed, ensuring they receive the care necessary for their well-being and academic success.<br>Implementing a referral system and establishing partnerships with mental health providers schoolwide ensures that all students have access to professional mental health services. This system is crucial for unduplicated students, who may face greater challenges in accessing such services outside of school. It helps to remove barriers and provides a streamlined process for getting the help they need.<br>Conducting awareness workshops, events, and fairs on a schoolwide basis ensures that all students receive important information and education about mental health and SEL. This broad approach helps to foster a school culture that values and prioritizes mental health, providing unduplicated students with the knowledge and resources to seek help and support when needed. | Metric 2.3: High School Drop Out Rate as a Percentage<br>Metric 2.4: Pupil Suspension Rates<br>Metric 2.5: Pupil Expulsion Rates<br>Metric 2.6: Surveys of pupils to measure safety and school connectedness<br>Metric 2.7: Surveys of pupils to measure safety and school connectedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.5** | **Action:**<br>Student Life<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. We heard from our educational partners, in particularly from our students, for the need of increased school events, clubs, and sporting opportunities.<br><br>**Scope:**<br>LEA-wide | This action is principally directed toward addressing the unique needs of our unduplicated student groups—English Learners, low-income students, and foster youth—who, based on school data and educational partner feedback, have historically experienced higher levels of chronic absenteeism, elevated suspension rates, and academic underperformance. The correlation between student engagement, school connectedness, and academic success is well-documented, and the need to improve school belonging and motivation has been emphasized in surveys and focus groups, especially among these student populations.<br><br>To address these challenges, we are implementing a schoolwide student life initiative that includes athletics, extracurricular clubs, college field trips, arts programming, and a structured transportation plan to enable participation in these activities. These offerings are not merely enrichment but serve as critical levers to increase engagement and reduce barriers to access, which disproportionately affect our unduplicated students. For example, transportation ensures equitable participation for students whose families may lack reliable means to support after-school involvement. Similarly, increased access to clubs and events responds directly to feedback from students who expressed feeling disengaged or disconnected from their school environment.<br><br>This action is implemented on a schoolwide basis because the conditions it addresses—absenteeism, suspension, and low academic performance—are prevalent across all student | Metric 2.3: High School Drop Out Rate as a Percentage<br>Metric 2.4: Pupil Suspension Rates<br>Metric 2.5: Pupil Expulsion Rates<br>Metric 2.6: Surveys of pupils to measure safety and school connectedness<br>Metric 2.7: Surveys of pupils to measure safety and school connectedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | groups but are most acute among unduplicated students. By embedding student engagement opportunities into the fabric of school life, we can normalize participation and peer connection for all students while strategically targeting improvements in attendance and school connectedness for our highest-need populations. | |
| **3.1** | **Action:**<br>Parent Inclusion<br><br>**Need:**<br>Because our English Learners, Low income, and foster youth need a holistic approach to succeed academically, we engage our parents as partners in their needs. We leverage our PAC/ELAC, and Coffee with the Principal meetings to discuss and share the school's ELD Program, methods to support ELL students, and include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs.<br><br>**Scope:**<br>LEA-wide | We provide quarterly information sessions and workshops for parents to learn how to support their students' learning such as ELPAC testing awareness. Also, quarterly, parents receive report cards during a one-on-one conference with each student's advisor. Parents are also given weekly progress reports by their students' advisors with behavior reports that track their child's progress and past assignments.<br>This has successfully kept open lines of communication for our parents and the needs of our English Learners, Low income, and foster youth<br>students, while also supporting communication for all students. | Metric 3.1: Efforts we make to seek parent input on making decisions<br>Metric 3.5: Surveys of parents to measure school connectedness |
| **3.2** | **Action:**<br>Parent Development<br><br>**Need:**<br>Because our English Learners, Low income, and foster youth need a holistic approach to | We provide quarterly information sessions and workshops for parents to learn how to support their students' learning such as ELPAC testing awareness. Also, quarterly, parents receive report cards during a one-on-one conference with each student's advisor. Parents are also given weekly | Metric 3.1: Efforts we make to seek parent input on making decisions<br>Metric 3.5: Surveys of parents to measure school connectedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | succeed academically, we engage our parents as partners in their needs. We leverage our PAC/ELAC, and Coffee with the Principal meetings to discuss and share the school's ELD Program, methods to support ELL students, and include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs.<br><br>**Scope:**<br>LEA-wide | progress reports by their students' advisors with behavior reports that track their child's progress and past assignments.<br>This has successfully kept open lines of communication for our parents and the needs of our English Learners, Low income, and foster youth<br>students, while also supporting communication for all students. | |
| **4.1** | **Action:**<br>Technology<br><br>**Need:**<br>English Learners, Low income, and foster youth are the dominant demographics in our school, and come from<br>a home that has little to no technology exposure. Our model considers them first and improves learning outcomes for all students as well as technology/digital literacy skills, and prepares students for online assessments and state tests.<br><br>**Scope:**<br>LEA-wide | Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home.<br>Implementing a 1:1 environment where each student receives a Chromebook regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from | Metric 4.1: Sufficient Access to Standard-Aligned Materials<br>Metric 4.5: Broad course of study |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | technology-enhanced learning both in and out of the classroom | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.6** | **Action:**<br>Multi-Language Learner Support and Development<br><br>**Need:**<br>The unique identified needs of our English Learners (EL) stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority. This cycle there was also an identified need for additional support for our long-term English Learners and ensuring the are reclassified as soon as possible.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | The action is designed to address the identified needs of our English Learners (ELs) by providing a comprehensive and effective English language acquisition program, ensuring their access to the academic core curriculum, and employing appropriately credentialed teachers (BCLAD/CLAD Certified). The school will closely assess and monitor students, and teachers will use the Specifically Designed Academic Instruction in English (SDAIE) approach to teach academic content with additional scaffolding. By working with EL consultants, the school will provide high-quality professional development to boost student outcomes.<br><br>For Long-Term English Learners (LTELs) and those at risk of becoming LTELs, the school will utilize strategies and supports such as strength-based approaches, social-emotional supports, structured language support classes, scaffolded instruction, content-based academic language instruction, peer tutoring, and collaboration. | Metric 1.2: % of EL students making progress toward ELPAC proficiency<br>Metric 1.9: EL Reclassification Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Additionally, formative assessment data and progress monitoring measures will be used to track academic and language progress. These comprehensive measures ensure that ELs receive the necessary support to develop language proficiency, engage with the curriculum, and achieve academic success. | |

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.

All limited Actions had expenditures.

## 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.

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. The additional concentration funds will be used to increase the number of staff that provide direct services to our students, such as our teachers, that allow us to have smaller classes to provide further individualized support to our English Learners, low-income, and foster youth students. Furthermore, our academic model curriculum is designed for students to excel academically in preparation for college, which is further supported by our 1:1 Chromebook program for students to learn tech skills they may not be able to learn at home. The additional funds will support further contributions such as individual support from teachers, EL tutors to push the classroom supports and provide 1:1 tutoring opportunities, as well as the addition of instructional aides, credit recovery, and summer school. The school has developed its culture team to provide overall support, including mental health, for our low-income English Learners, students and/or foster youth, specifically through Tier 1 and 3, focused on supporting students with trauma, grief, or other mental health issues. Additionally, to also increase the amount of student services and build awareness through workshops/events/fairs. Lastly, for our teachers to strengthen their social-emotional support strategies and ensure our students have the utmost safe environment. Lastly, an ELL/MLL Coordinator will also be hired to lead the ELD (English Language Development) strategy at USC Hybrid High College Prep with expertise in the instruction of ELD, and ensuring all ELL/MLL (Multilingual learner) students are supported academically, socially, emotionally, at a school level through collaboration with counselors, teachers, and families.

| 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 | NA Single School LEA | NA Single School LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA Single School LEA | NA Single School LEA |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $6,161,290 | $2,358,785 | 38.284% | 0.000% | 38.284% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,532,365.00 | $826,270.24 | $0.00 | $225,564.00 | $5,584,199.24 | $2,138,641.24 | $3,445,558.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Summative Assessment | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $14,760.00 | $14,760.00 | | | | $14,760.00 | |
| 1 | 1.2 | Post-Secondary Access and Success | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $214,884.00 | $49,726.00 | $264,610.00 | | | | $264,610.00 | |
| 1 | 1.3 | Class Size | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $323,191.00 | $155,000.00 | $478,191.00 | | | | $478,191.00 | |
| 1 | 1.4 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $163,790.00 | $127,590.00 | | | $36,200.00 | $163,790.00 | |
| 1 | 1.5 | Instructional Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $133,350.00 | $128,031.00 | $261,381.00 | | | | $261,381.00 | |
| 1 | 1.6 | Multi-Language Learner Support and Development | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $84,201.00 | $0.00 | $84,201.00 | | | | $84,201.00 | |
| 1 | 1.7 | Special Ed Programming | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $600,804.00 | $259,500.00 | $299,669.00 | $560,635.00 | | | $860,304.00 | |

| 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 | 1.8 | Targeted Learning Recovery Supports | All | No | | | All Schools | Ongoing | $223,802.24 | $41,833.00 | | $265,635.24 | | | $265,635.24 | |
| 2 | 2.1 | Positive School Climate and Culture | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $257,559.00 | $8,910.00 | $77,105.00 | | | $189,364.00 | $266,469.00 | |
| 2 | 2.2 | Attendance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $64,691.00 | $7,200.00 | $71,891.00 | | | | $71,891.00 | |
| 2 | 2.3 | Student Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $132,527.00 | $0.00 | $132,527.00 | | | | $132,527.00 | |
| 2 | 2.4 | Mental Health and SEL Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $103,632.00 | $8,208.00 | $111,840.00 | | | | $111,840.00 | |
| 2 | 2.5 | Student Life | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $330,351.00 | $330,351.00 | | | | $330,351.00 | |
| 3 | 3.1 | Parent Inclusion | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $15,780.00 | $15,780.00 | | | | $15,780.00 | |
| 3 | 3.2 | Parent Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $3,600.00 | $3,600.00 | | | | $3,600.00 | |
| 4 | 4.1 | Technology | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $90,000.00 | $90,000.00 | | | | $90,000.00 | |
| 4 | 4.2 | Broad Course of Study | All | No | | | All Schools | Ongoing | | | | | | | | |
| 4 | 4.3 | Facility Maintenance | All | No | | | All Schools | Ongoing | $0.00 | $605,946.00 | $605,946.00 | | | | $605,946.00 | |
| 4 | 4.4 | Support Team | All | No | | | All Schools | Ongoing | $0.00 | $1,562,923.00 | $1,562,923.00 | | | | $1,562,923.00 | |

# 2025-26 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 |
|---|---|---|---|---|---|---|---|---|---|
| $6,161,290 | $2,358,785 | 38.284% | 0.000% | 38.284% | $2,363,496.00 | 0.000% | 38.360 % | **Total:** | $2,363,496.00 |
| | | | | | | | | **LEA-wide Total:** | $2,279,295.00 |
| | | | | | | | | **Limited Total:** | $84,201.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Summative Assessment | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $14,760.00 | |
| **1** | **1.2** | Post-Secondary Access and Success | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $264,610.00 | |
| **1** | **1.3** | Class Size | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $478,191.00 | |
| **1** | **1.4** | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $127,590.00 | |
| **1** | **1.5** | Instructional Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $261,381.00 | |
| **1** | **1.6** | Multi-Language Learner Support and Development | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $84,201.00 | |
| **1** | **1.7** | Special Ed Programming | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $299,669.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| **2** | **2.1** | Positive School Climate and Culture | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $77,105.00 | |
| **2** | **2.2** | Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $71,891.00 | |
| **2** | **2.3** | Student Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $132,527.00 | |
| **2** | **2.4** | Mental Health and SEL Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $111,840.00 | |
| **2** | **2.5** | Student Life | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $330,351.00 | |
| **3** | **3.1** | Parent Inclusion | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,780.00 | |
| **3** | **3.2** | Parent Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,600.00 | |
| **4** | **4.1** | Technology | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $90,000.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,221,810.88 | $5,490,469.50 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Summative Assessment | Yes | $17,480.00 | $16,781.86 |
| **1** | **1.2** | Post-Secondary Access and Success | Yes | $225,503.00 | $202,797.67 |
| **1** | **1.3** | Class Size | Yes | $430,373.00 | $453,824.00 |
| **1** | **1.4** | Professional Development | Yes | $136,100.00 | $145,000.00 |
| **1** | **1.5** | Instructional Support | Yes | $218,328.00 | $261,920.75 |
| **1** | **1.6** | Tutoring Program | No | $156,625.00 | $155,228.38 |
| **1** | **1.7** | Multi-Language Learner Support and Development | Yes | $82,875.00 | $73,944.56 |
| **1** | **1.8** | Special Ed Programming | Yes | $798,859.88 | $993,445.85 |
| **2** | **2.1** | Positive School Climate and Culture | Yes | $208,945.00 | $222,679.50 |
| **2** | **2.2** | Attendance | Yes | $69,624.00 | $72,401.66 |
| **2** | **2.3** | Student Services | Yes | $127,883.00 | $128,256.59 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Mental Health and SEL Supports | Yes | $117,039.00 | $100,539.02 |
| 2 | 2.5 | Student Life | Yes | $320,903.00 | $342,972.00 |
| 3 | 3.1 | Parent Inclusion | Yes | $13,990.00 | $7,304.94 |
| 3 | 3.2 | Parent Development | Yes | $3,800.00 | $13,173.41 |
| 4 | 4.1 | Technology | Yes | $90,000.00 | $97,931.46 |
| 4 | 4.2 | Broad Course of Study | No | | |
| 4 | 4.3 | Facility Maintenance | No | $719,872.00 | $647,788.00 |
| 4 | 4.4 | Support Team | No | $1,483,611.00 | $1,554,479.85 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,319,201 | $2,172,095.00 | $2,365,658.43 | ($193,563.43) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Summative Assessment | Yes | $17,480.00 | $16,781.86 | | |
| 1 | 1.2 | Post-Secondary Access and Success | Yes | $225,503.00 | $202,797.67 | | |
| 1 | 1.3 | Class Size | Yes | $430,373.00 | $453,824.00 | | |
| 1 | 1.4 | Professional Development | Yes | $99,000.00 | $85,000.00 | | |
| 1 | 1.5 | Instructional Support | Yes | $218,328.00 | $261,920.75 | | |
| 1 | 1.7 | Multi-Language Learner Support and Development | Yes | $82,875.00 | $73,944.56 | | |
| 1 | 1.8 | Special Ed Programming | Yes | $289,710.00 | $448,275.65 | | |
| 2 | 2.1 | Positive School Climate and Culture | Yes | $65,587.00 | $60,534.86 | | |
| 2 | 2.2 | Attendance | Yes | $69,624.00 | $72,401.66 | | |
| 2 | 2.3 | Student Services | Yes | $127,883.00 | $128,256.59 | | |
| 2 | 2.4 | Mental Health and SEL Supports | Yes | $117,039.00 | $100,539.02 | | |
| 2 | 2.5 | Student Life | Yes | $320,903.00 | $342,972.00 | | |
| 3 | 3.1 | Parent Inclusion | Yes | $13,990.00 | $7,304.94 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **3** | **3.2** | Parent Development | Yes | $3,800.00 | $13,173.41 | | |
| **4** | **4.1** | Technology | Yes | $90,000.00 | $97,931.46 | | |

# 2024-25 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) |
|---|---|---|---|---|---|---|---|---|
| $6,151,639 | $2,319,201 | 0 | 37.701% | $2,365,658.43 | 0.000% | 38.456% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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