# LCFF Budget Overview for Parents

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Gaspar de Portola Charter Middle School

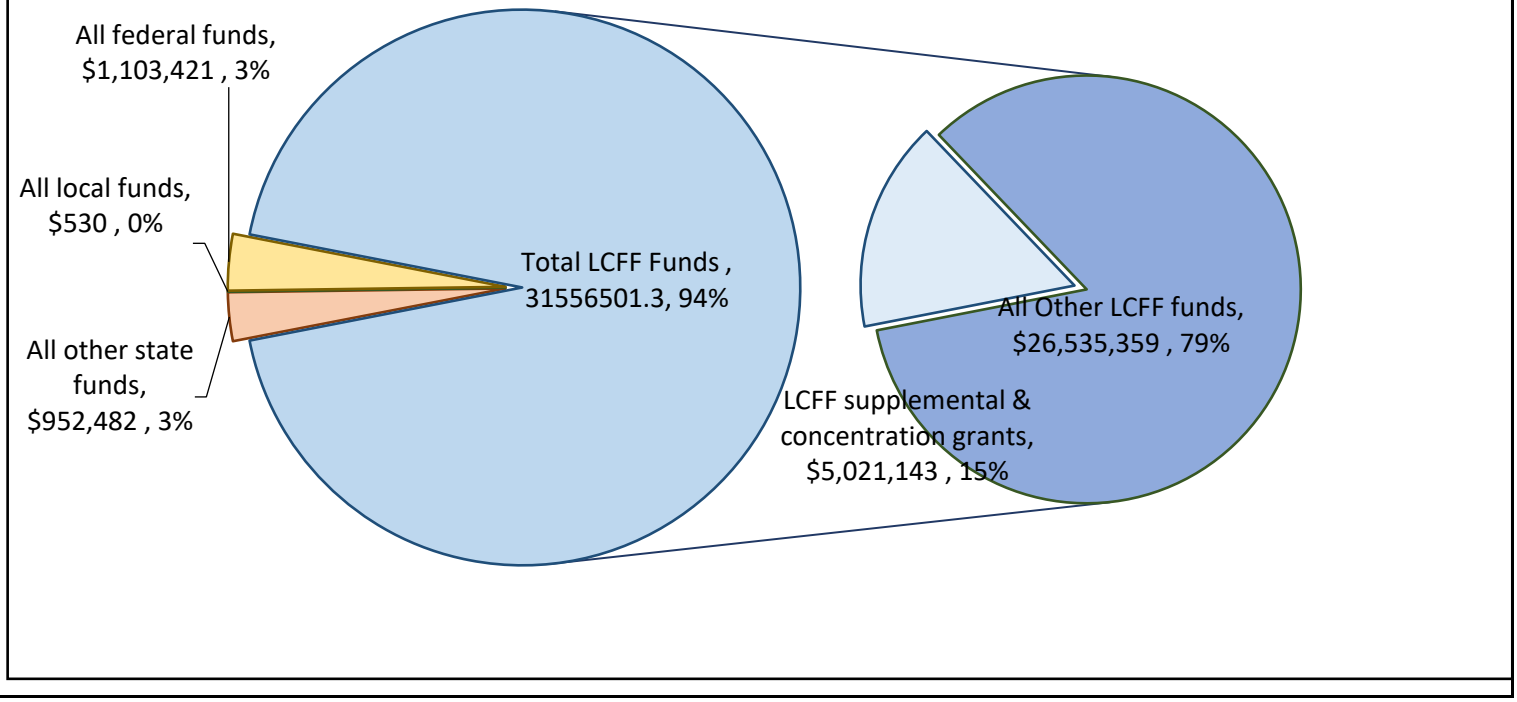
CDS Code: 19 64733 6061584

School Year: 2026-27

LEA contact information: Javier Tapia, Principal; jtapia1@lausd.net

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

### Budget Overview for the 2026-27 School Year

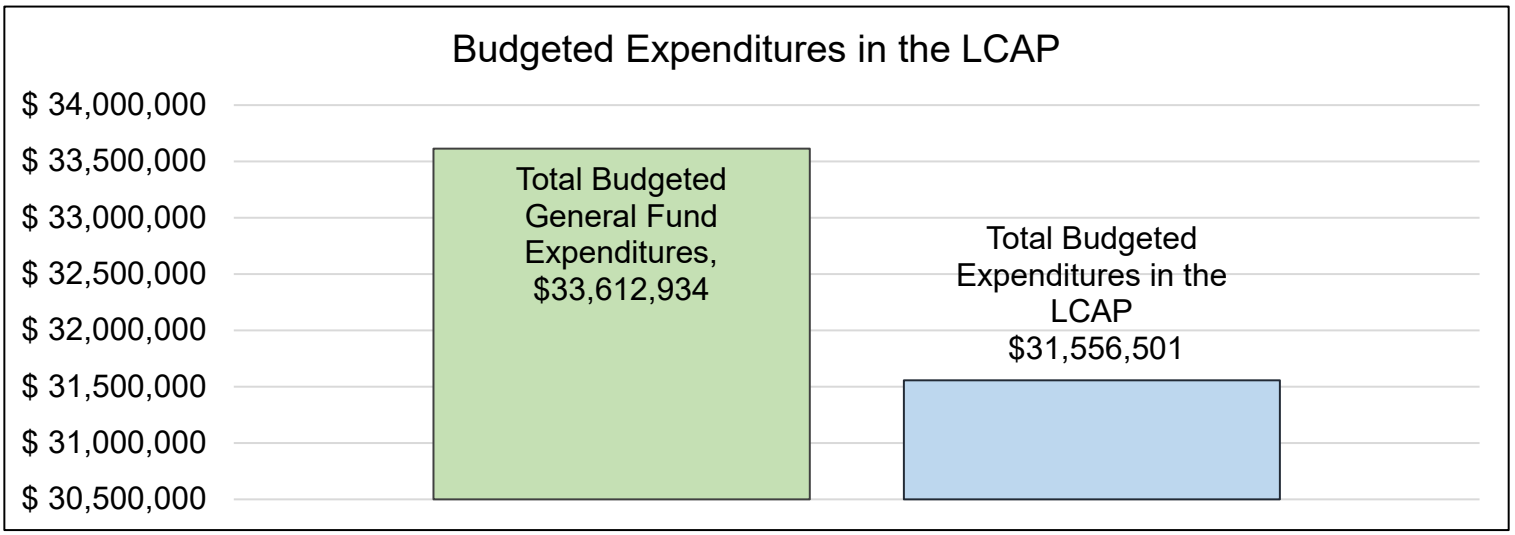



This chart shows the total general purpose revenue Gaspar de Portola Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gaspar de Portola Charter Middle School is $33,612,934.30, of which $31,556,501.30 is Local Control Funding Formula (LCFF), $952,482.00 is other state funds, $530.00 is local funds, and $1,103,421.00 is federal funds. Of the $31,556,501.30 in LCFF Funds, $5,021,142.54 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 Gaspar de Portola Charter Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gaspar de Portola Charter Middle School plans to spend $33,612,934.30 for the 2026-27 school year. Of that amount, $31,556,501.30 is tied to actions/services in the LCAP and $2,056,433.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

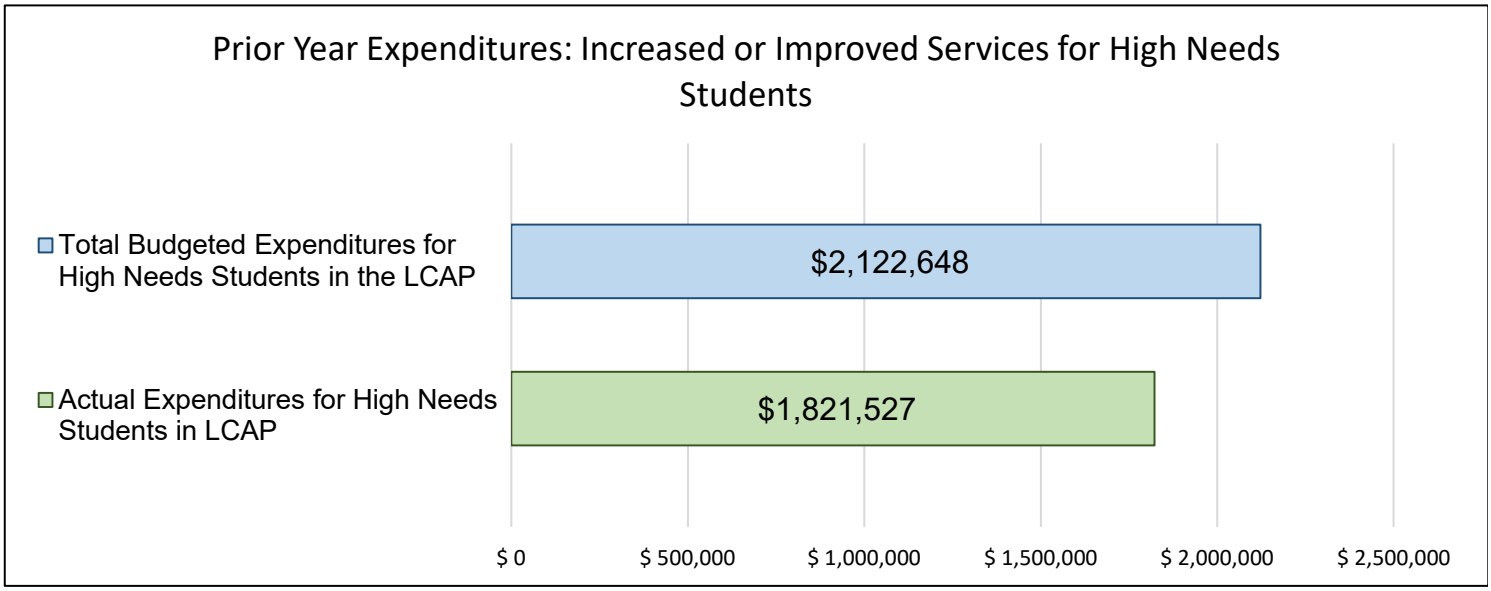
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary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

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

In 2026-27, Gaspar de Portola Charter Middle School is projecting it will receive $5,021,142.54 based on the enrollment of foster youth, English learner, and low-income students. Gaspar de Portola Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Gaspar de Portola Charter Middle School plans to spend $5,021,142.54 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




This chart compares what Gaspar de Portola Charter Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gaspar de Portola Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Gaspar de Portola Charter Middle School's LCAP budgeted $2,122,648.00 for planned actions to increase or improve services for high needs students. Gaspar de Portola Charter Middle School actually spent $1,821,527.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $301,121.00 had the following impact on Gaspar de Portola Charter Middle School's ability to increase or improve services for high needs students:

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

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| **Gaspar de Portola Charter Middle School** | Javier Tapia, Principal | jtapia1@lausd.net ; (818) 654-3300 |

# Plan Summary [2026-27]

## General Information

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

**Gaspar de Portola Charter Middle School**, Academy of Integrated Arts & Technology (AIAT), and Highly Gifted Magnet (HGM), a School for Advanced Studies (SAS) and Western Association of Schools and Colleges (WASC) accredited school, is an LAUSD Affiliated Charter School, consisting of a partnership of teachers, staff, administrators, parents, students and the community. Combined we share the obligation of providing a safe, nurturing and supportive learning environment. Our vision is to provide all students an academically rigorous and comprehensive curriculum to foster maximum academic achievement and positive character development. We empower students to maximize their academic potential through standards-based instruction. We will facilitate our students in developing critical thinking skills, learning personal and social accountability and responsibility, and technological skills to support the 21st Century and prepare them for post secondary opportunities. Portola Charter Middle School seeks to attract the families within the Charter School's surrounding neighborhoods and local families who elect to send their children to a school of choice for grades 6-8. As a neighborhood school offering a solid academic program in all curricular areas, our objective is to provide our community members the opportunity to attend a competitive school that provides students with an academically challenging, emotionally nurturing school with a diverse student population balanced with socio-emotional learning and character development. We will continue developing educational programs based on student needs that best meet the demands of our students.

Portola Charter Middle School, AIAS, and Highly Gifted Magnet are a partnership of teachers, staff, administrators, parents, students and the community. Combined we share the obligation of providing a safe, nurturing and supportive learning environment. Our vision is to provide all students an academically rigorous and comprehensive curriculum that fosters maximum academic achievement and positive character development. We empower students to maximize their academic potential through standards-based instruction. We facilitate our students in developing critical thinking skills, learning personal and social accountability and responsibility, and technological skills to support the 21st Century, and prepare them for post secondary college and/or career opportunities.

Gaspar de Portola Charter Middle School, AIAS, and Highly Gifted Magnet Center will provide all students (including students from underrepresented populations and those with disabilities) a rigorous and comprehensive curriculum to support maximum academic achievement and positive character development in a safe learning environment. Our structuring addresses both the content and delivery of the curriculum in a coordinated school-wide process to implement state and district standards. Portola focuses on improving student reading, writing, and mathematical skills across all academic areas.

As part of Portola Charter Middle School's Mission, our schoolwide learner outcomes state that Portola students will be:

- Effective Communicators
  - Able to communicate effectively, both orally and in writing
  - Able to articulate their points of view respectfully
- Academically Prepared
  - Able to meet or exceed academic standards in all core subjects
  - Able to successfully transition to high school
- Independent Thinkers
  - Able to confidently use their academic and social skills to think critically and solve real-world problems
  - Able to set and achieve personal goals
- Socially Responsible
  - Able to work collaboratively as a member of the Portola community
  - Able to be sensitive to social and cultural differences among individuals and groups

# Reflections: Annual Performance

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

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

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

In the 2025 CA Dashboard for English Language Arts indicator increased by 11.9 points, for Mathematics 14 points since the previous year. Both indicators progressed much better than the state's performance. English Learner Progress indicator showed a decline of 12.6%. Mathematics and English language Arts growth were accelerated.

While overall, chronic absenteeism declined by 3.1% from the previous year, chronic absenteeism was very high for African American students. In order to encourage excellent attendance, we ran incentive campaigns, conducted home visits, and made phone calls home weekly. We had two School Climate Advocates who developed monthly student activities to promote inclusion, equity, and student engagement. They worked collaboratively with our PSW and ASB Advisor to help students feel connected and more engaged. They ran weekly lunch-time student activities on the Lawn focused on social emotional development. We doubled the number of family engagement activities with our African American students. We implemented cultural events after school like the Black Student Union Talent Show, Family Ice-Cream Social, Friendsgiving Thanksgiving Event, and a Culmination Celebration.

## Reflections: Technical Assistance

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

[Respond here]

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

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

[Identify the eligible schools here]

### *Support for Identified Schools*

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

[Describe support for schools here]

### *Monitoring and Evaluating Effectiveness*

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

[Describe monitoring and evaluation here]

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Students | Students were active engagement partners through several leadership opportunities at Portola. Students were invited to participate in SSC through morning announcements, blackboard connect, and Schoology updates. There were three students who were a part of the SSC board and are actively meeting regularly. Associated Student Body leaders are paired with a staff member to share their leadership ideas and activities. Each leadership student is then assigned to a homeroom where they make announcements, listen to peer feedback, and garner enthusiasm for future school activities. The Principal has “Breakfast with Mr. Tapia” monthly for students to share about their Portola experiences, goals, and needs. The Principal meets with the ASB leaders to collaborate on school activities and culturally relevant celebrations. |
| Parents | All parents were invited to SSC/ELAC meetings, Orientation Meetings, Back-to-School Night, and Coffee with the Principal through weekly announcements and flyers. Parents also actively participate in “Friends of Portola” and “Magnet Parent Association” to support the school's goals. The Principal and the Parent Center Director attend their monthly meetings to give updates and answer questions about the Portola community. This year, we had an increase in the number of parent volunteers on campus. Parents were also given the Comprehensive Needs Assessment and provided their feedback regarding the upcoming school year. Parents were given opportunities to provide feedback on the LCAP Goals, the SPSA and the Every School Safe Plan. These priorities were taken into consideration when planning for upcoming positions and expenditures. |
| Staff (Certificated and Classified) | The PLC (Professional Learning Community), composed of Department Chairs and representatives of resident, magnet, and academy programs, met monthly to discuss instructional programs, District initiatives, review data and determine curriculum needs for the Local Control Plan. Teachers participate |

| | |
|---|---|
| | in Plan, Do Act, Study (PDSA) cycles of inquiry in their departments twice a month. Teachers are working with their departments to create smart goals related to academic achievement, analyze data and discuss progress monitoring strategies. Staff are engaging in Instructional Rounds where they are observing colleagues and sharing feedback about instructional strategies.<br><br>Both certificated and classified staff make up the PBIS team and work together to ensure that we are systematically teaching and reinforcing school wide and classroom behavior expectations. School administrators meet with Portola's SLT (School Leadership Team) which includes counselors, nurse, school psychologist, and out-of-class support staff bi-monthly to reflect on various school-related topics. Portola staff provides important perspectives regarding student achievement, targeted instruction and intervention strategies to support our students, which were incorporated into the planning of LCAP and SPSA plans. |
| Community | Community members were engaged through marquee announcements, social media, and monthly informational meetings and parent workshops. We leveraged social media to highlight programs, student activities, and school announcements by increasing the number of social media posts. Community member are invited to all public meetings with our SSC and governing councils. Community businesses provide support and partner with activities on campus. The Encino Neighborhood Council provides a grant to the school to participate in LA County's Mock Trial Program. |

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

Portola engaged with our various educational partners through various meetings and councils during the LCAP development process. Our educational partners were given opportunities to collaborate and provide feedback regarding various student needs with regard to planning of the LCAP/SPSA/TSP. The feedback provided was taken into consideration when planning for upcoming positions and expenditures. SSC and Charter Governance committees each met several times throughout the school year to collaborate and discuss the LCAP, schoolwide data, and the various needs that Portola students have and how they can be addressed to support our students' academic success. Student safety on campus is a high priority for all educational partners. A comprehensive needs assessment was presented to all of the educational partners of Portola and the results of the needs assessment were taken into consideration when finalizing the LCAP.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Portola Charter Middle School is committed to providing high-quality instruction and support to achieve our goal of 100% graduation, starting with reducing middle school dropout rates and preparing students for success in high school. We will provide a personalized educational experience to support all students' academic and social-emotional needs. Early success builds the foundation for continued proficiency and ultimate achievement in life. Portola students will continue to increase scores on standardized assessments. This goal aligns with the District's Strategic Plan.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Middle School Dropout Rate** | **2022-2023**<br>**All Students:**<br>1.8% | **2023-2024**<br>**All Students:**<br>1.5% | **2024-2025**<br>**All Students:**<br>2.1%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0.2% | **All Students:**<br>+0.3% |
| 2 | **Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8** | **2022-2023**<br>**All Students:**<br>37.9<br>**African American/Black:**<br>-30.3<br>**Hispanic/Latino:**<br>-10.4<br>**English Learner:**<br>-156.6<br>**RFEP:**<br>10.2<br>**Standard English Learner:**<br>1.8<br>**Students with Disabilities:**<br>-62.9<br>**Low Income:**<br>-6.0<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>37.5<br>**African American/Black:**<br>-5.2<br>**Hispanic/Latino:**<br>-14.8<br>**English Learner:**<br>-137.7<br>**RFEP:**<br>17.0<br>**Standard English Learner:**<br>1.3<br>**Students with Disabilities:**<br>-54.2<br>**Low Income:**<br>4.7<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>50.2<br>**African American/Black:**<br>-2.3<br>**Hispanic/Latino:**<br>-2.2<br>**English Learner:**<br>-117.4<br>**RFEP:**<br>32.8<br>**Standard English Learner:**<br>11.5<br>**Students with Disabilities:**<br>-23.6<br>**Low Income:**<br>4.6<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>56.2<br>**African American/Black:**<br>3.0<br>**Hispanic/Latino:**<br>3.0<br>**English Learner:**<br>-112.4<br>**RFEP:**<br>37.8<br>**Standard English Learner:**<br>16.5<br>**Students with Disabilities:**<br>-18.6<br>**Low Income:**<br>9.7 | **All Students:**<br>+12.3<br>**African American/Black:**<br>+28.0<br>**Hispanic/Latino:**<br>+8.2<br>**English Learner:**<br>+39.2<br>**RFEP:**<br>+22.6<br>**Standard English Learner:**<br>+9.7<br>**Students with Disabilities:**<br>+39.3<br>**Low Income:**<br>+10.6 |
| 3 | **Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8** | **2022-2023**<br>**All Students:**<br>11.4<br>**African American/Black:**<br>-66.6<br>**Hispanic/Latino:**<br>-55.4 | **2023-2024**<br>**All Students:**<br>16.9<br>**African American/Black:**<br>-35.2<br>**Hispanic/Latino:**<br>-62.2 | **2024-2025**<br>**All Students:**<br>31.0<br>**African American/Black:**<br>-35<br>**Hispanic/Latino:**<br>-44.1<br>**English Learner:** | **2025-2026**<br>**All Students:**<br>36.0<br>**African American/Black:**<br>–25.2.2<br>**Hispanic/Latino:**<br>–39.1 | **All Students:**<br>+19.6<br>**African American/Black:**<br>+31.6<br>**Hispanic/Latino:**<br>+11.3 |

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|---|---|---|---|---|---|---|
| | | **English Learner:** -152.8 **RFEP:** -26.4 **Standard English Learner:** -42.3 **Students with Disabilities:** -89.5 **Low Income:** -47.3 *Source: Open Data Dashboard* | **English Learner:** -142.8 **RFEP:** -8.8 **Standard English Learner:** -42.9 **Students with Disabilities:** -71.1 **Low Income:** -20.0 *Source: Open Data Dashboard* | -133.6 **RFEP:** 9.2 **Standard English Learner:** -30.1 **Students with Disabilities:** -43.7 **Low Income:** -30.0 *Source: Open Data Dashboard* | **English Learner:** –128.6 **RFEP:** 14.2 **Standard English Learner:** –25.1 **Students with Disabilities:** -38.7 **Low Income:** –25.0 | **English Learner:** +19.2 **RFEP:** +35.6 **Standard English Learner:** +12.2 **Students with Disabilities:** +45.8 **Low Income:** +17.3 |
| 4 | **Percent Met/Exceed Standard on California Science Test - Grade 8** | **2022-2023 All Students:** 46.4% **African American/Black:** 14.3% **Hispanic/Latino:** 31.4% **RFEP:** 28% **Standard English Learner:** 35.9% **Students with Disabilities:** 20.3% **Low Income:** 29.5% *Source: Open Data Dashboard* | **2023-2024 All Students:** 52.3% **African American/Black:** 58.3% **Hispanic/Latino:** 31% **RFEP:** 31.9% **Standard English Learner:** 39.4% **Students with Disabilities:** 31.3% **Low Income:** 43.3% *Source: Open Data Dashboard* | **2024-2025 All Students:** 50.0% **African American/Black:** 27.8% **Hispanic/Latino:** 28.4% **RFEP:** 36.7% **Standard English Learner:** 32.6% **Students with Disabilities:** 26.1% **Low Income:** 31.2% *Source: Open Data Dashboard* | **2025-2026 All Students:** 55.3% **African American/Black:** 60.3% **Hispanic/Latino:** 34.0% **RFEP:** 41.7% **Standard English Learner:** 42.4% **Students with Disabilities:** 34.3% **Low Income:** 46.3% | **All Students:** +3.6% **African American/Black:** +13.5% **Hispanic/Latino:** -3.0% **RFEP:** +8.7% **Standard English Learner:** -3.3% **Students with Disabilities:** +5.8% **Low Income:** +1.7% |
| 5 | **English Learner Reclassification Rate** | **2022-2023 All Students:** 45.1% *Source: Open Data Dashboard* | **2023-2024 All Students:** 20.2% *Source: Open Data Dashboard* | **2024-2025 All Students:** 19.3% *Source: Open Data Dashboard* | **2025-2026 All Students:** 23.2% | **All Students:** -25.8% |
| 6 | **Percent of English Learners Who** | **2022-2023** | **2023-2024** | **2024-2025 All Students:** | **2025-2026** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Progress in English Proficiency (as measured by ELPI Levels)** | **All Students:**<br>60.0%<br>*Source: Open Data Dashboard* | **All Students:**<br>No Data | 50.7%<br>*Source: Open Data Dashboard* | **All Students:**<br>63.0% | **All Students:**<br>-9.3% |
| 7 | **Percent of English Learners Meeting ELPAC Performance Level 4** | **2022-2023**<br>**All Students:**<br>25%<br>**Hispanic/Latino:**<br>15.6%<br>**Low Income:**<br>25.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>21.1%<br>**Hispanic/Latino:**<br>8.8%<br>**Low Income:**<br>17.1%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>15.1%<br>**Hispanic/Latino:**<br>No Data<br>**Low Income:**<br>No Data<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>28.0%<br>**Hispanic/Latino:**<br>18.6%<br>**Low Income:**<br>28.6% | **All Students:**<br>-9.9%<br>**Hispanic/Latino:**<br>±0<br>**Low Income:**<br>±0 |
| 8 | **Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day** | **2022-2023**<br>**All Students:**<br>66.5%<br>**African American/Black:**<br>90.9%<br>**Hispanic/Latino:**<br>52.1%<br>**RFEP:**<br>39.3%<br>**Standard English Learner:**<br>65.2%<br>**Low Income:**<br>60.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>64.4%<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>53.2%<br>**RFEP:**<br>35.3%<br>**Standard English Learner:**<br>67.7%<br>**Low Income:**<br>54.1%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>71.4%<br>**African American/Black:**<br>75.0%<br>**Hispanic/Latino:**<br>60.7%<br>**RFEP:**<br>57.5%<br>**Standard English Learner:**<br>68.4%<br>**Low Income:**<br>62.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>76.4%<br>**African American/Black:**<br>94.9%<br>**Hispanic/Latino:**<br>65.7%<br>**RFEP:**<br>62.5%<br>**Standard English Learner:**<br>70.7%<br>**Low Income:**<br>67.2% | **All Students:**<br>+4.9%<br>**African American/Black:**<br>-16<br>**Hispanic/Latino:**<br>+8.6%<br>**RFEP:**<br>+18.2%<br>**Standard English Learner:**<br>+3.2%<br>**Low Income:**<br>+1.6% |
| 9 | **Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines** | **2022-2023**<br>**All Students:**<br>87.5%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>No Data<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>No Data<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>90.0% | **All Students:**<br>±0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | **Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)** | **2022-2023**<br>**All Students:**<br>79.3%<br>**Hispanic/Latino:**<br>83.0%<br>**RFEP:**<br>70.0%<br>**Standard English Learner:**<br>80.0%<br>**Low Income:**<br>77.0%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>84.6%<br>**Hispanic/Latino:**<br>90.0%<br>**RFEP:**<br>90.0%<br>**Standard English Learner:**<br>85.1%<br>**Low Income:**<br>88.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>72.8%<br>**Hispanic/Latino:**<br>67.7%<br>**RFEP:**<br>72.4%<br>**Standard English Learner:**<br>68.4%<br>**Low Income:**<br>69.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>87.6%<br>**Hispanic/Latino:**<br>93.0%<br>**RFEP:**<br>93.0%<br>**Standard English Learner:**<br>88.1%<br>**Low Income:**<br>91.6% | **All Students:**<br>-6.5%<br>**Hispanic/Latino:**<br>-15.3%<br>**RFEP:**<br>+2.4%<br>**Standard English Learner:**<br>-11.6%<br>**Low Income:**<br>-7.4% |

# Goal Analysis for [2025-2026]

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

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

**Action 1: General Fund School Program**

Portola Charter Middle School continued to outperform district and state averages in both English Language Arts (ELA) and Mathematics. In 2024–25, 66% of students met or exceeded grade-level expectations in reading and 59% in mathematics. English Learners demonstrated notable progress, with nearly 80% advancing toward proficiency—almost double the state rate—reflecting the strength of the school's English Learner program. Moving forward, the school focused on accelerating students who were approaching proficiency, narrowing subgroup gaps in mathematics, and building upon strong outcomes for English Learners.

The school demonstrated measurable growth toward increasing overall student proficiency in ELA. i-Ready Diagnostic results reinforced these outcomes, with the percentage of students performing at Mid or Above Grade Level increasing from 56% to 61% in reading and from 49% to 59% in mathematics between Beginning of Year (BOY) and Middle of Year (MOY). All grade levels showed gains in reading proficiency, including a 9% increase in sixth grade, 4% in seventh grade, and 6% in eighth grade. Targeted student groups also experienced progress: Special Education students increased proficiency by 6%, Black Student Achievement Plan (BSAP) students by 8%, and Hispanic students by 3%. Additionally, the percentage of English Learners performing three or more grade levels below decreased by 9%, from 85% to 76%. These results indicated that focused literacy instruction and targeted interventions were accelerating student growth and strengthening grade-level achievement.

Mid year i-Ready Mathematics results similarly reflected steady progress across all grade levels. The percentage of students performing at Mid or Above Grade Level increased by 9% in sixth grade, 7% in seventh grade, and 8% in eighth grade. Gains were also evident among focus groups, with increases in the proportion of students at or above grade level and corresponding reductions in the lowest performance bands. Special Education students increased by 4%, BSAP students by 12%, English Learners by 10%, and Hispanic students by 6% from BOY to MOY. Overall, the data demonstrated consistent academic growth and continued movement toward grade-level proficiency.

**Action 2: Magnet Program**

SBA data reflected 100% proficiency in both Math and ELA for students in the highly gifted magnet program. Similarly, i-Ready data demonstrated 100% proficiency, indicating high academic performance. The magnet program fostered critical thinking, collaboration, and career readiness while maintaining a strong focus on academic achievement. Magnet teachers incorporated industry-relevant practices, technology, and performance-based assessments to connect classroom learning to the real world.

The school expanded social-emotional support by having a dedicated Psychiatric Social Worker to strengthen Social Emotional Learning (SEL) and mental health supports by providing SEL instruction, counseling services, and targeted wellness interventions to improve student readiness and reduce behavioral incidents. In addition, counselors supported students with stress management and executive functioning skills during homeroom lessons. The school implemented culturally responsive educational practices to help sustain growth and ensure

equitable progress for all students. Likewise, equitable grading policies were implemented to ensure accuracy and that all students reached their academic potential.

**Action 3: Special Education Supports**

This action was implemented to address the needs of students. The Special Education Supports action was implemented through consistent push-in and pull-out instructional models that provided individualized support while maintaining access to grade-level content. With approximately 250 students receiving special education services, the school employed a full-time Special Education Support Provider who collaborated with parents, school psychologists, itinerant specialists, and psychiatric social workers to provide essential academic, behavioral, and social-emotional support.

These efforts ensured that students with disabilities meaningfully engaged in grade-level content through targeted scaffolds and instructional support. In addition, special education teachers were provided specific professional development time to meet as a department to share instructional practices around small group learning. These supports were effective, and teachers ensured inclusive practices. Students were also provided opportunities to work with RSP teachers after school to further learning opportunities and to ensure grade-level standards were met.

**Action 4: Class Size Reduction**

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Portola Charter Middle School. These smaller learning environments strengthened student–teacher interactions and allowed teachers to consistently implement differentiated instruction, targeted feedback, and small-group support. Overall, class size reduction enhanced student engagement, confidence, and instructional quality, contributing to measurable academic gains across grade levels and different focus groups. Grade-level teachers engaged in the PDSA cycle to analyze data within these smaller classrooms to identify small group practices that would enhance student achievement.

**Action 5: Black Student Achievement Plan (BSAP)**

Portola Charter strategically leveraged Black Student Achievement Program (BSAP) funds to address equity gaps for Black students and for other students in need of academic support. Through this funding, the school employed a Climate Advocate and expanded educational partnerships with community organizations to enrich learning opportunities and provide additional academic and social-emotional support for students and families. These partnerships included mentoring programs, culturally responsive enrichment activities, and social-emotional learning workshops designed to empower students and strengthen family-school connections. These efforts led to strong academic improvement in i-Ready progress, with a 12% gain in Mathematics and an 8% gain in Reading from BOY to MOY in student proficiency rates for the BSAP population.

**Action 6: Supplemental Afterschool Programs**

Intervention teachers provided structured small-group instruction aligned to priority standards, and tutoring opportunities were expanded through a more targeted recruitment process to ensure priority students received timely academic support. These data-driven interventions contributed to reduced performance gaps and strengthened academic progress for English Learner, Low-Income, and Foster Youth students.

Students who participated in after-school tutoring and enrichment demonstrated improved outcomes in both ELA and math on formative and benchmark assessments. Supplemental Afterschool programs were effective because they provided targeted academic support beyond the school day, giving students additional time to master standards while also engaging them in enrichment activities that built confidence and curiosity.

**Action 7: Supplemental A-G Interventions**

SBA results reflected strong achievement across grade levels, with English Learners making progress from 9% to 14% proficiency in ELA and from 14% to 18% proficiency in Mathematics. These funds were effective because they directly supported staffing and arts programming that benefitted targeted subgroups. English Learners in particular showed significant gains, confirming that concentrated supports were reaching the intended population..

**Action 8: SENI Investments towards Academic Excellence**

SENI investments were effective because they allowed the school to provide additional instructional time and professional development specific to English Learners, low income students and foster youth. These supports targeted the most vulnerable student populations, ensuring equity in access to intervention and enrichment. Students were also able to take after-school intervention classes in ELA and Math with these investments.

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

No material differences.

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

Portola Charter Middle School continued to outperform district and state averages in both English Language Arts and Mathematics. In 2024–25, 66% of students met or exceeded grade-level expectations in reading and 59% in Math. English Learners also showed exceptional progress, with nearly 80% advancing toward proficiency—almost double the state rate—demonstrating the strength of the EL program. Moving forward, the school focused on accelerating students who were close to proficiency, closing subgroup gaps in math, and continuing to build on the strong outcomes for English Learners.

These gains were supported by smaller class sizes, which allowed teachers to provide more individualized instruction, targeted interventions, and closer monitoring of student progress. Moving forward, the school focused on accelerating students who were close to proficiency, closing subgroup gaps in math, and continuing to build on the strong outcomes for English Learners.

**Action 1: General Fund School Program**

Data: i-Ready BOY data reflected overall 49% proficiency in Mathematics, with 52% in 6th grade, 51% in 7th grade, and 43% in 8th grade (Hispanic 30%, Black 30%, Special Education 31%, and English Learners 3%). i-Ready BOY data reflected 55% proficiency in ELA, with 53% in 6th grade, 60% in 7th grade, and 51% in 8th grade (Hispanic 37%, Black 37%, Special Education 34%, and English Learners 6%).

Effectiveness: The school demonstrated measurable growth toward increasing overall student proficiency in ELA. i-Ready Diagnostic results reinforced these outcomes, with the percentage of students performing at Mid or Above Grade Level increasing from 56% to 61% in reading and from 49% to 59% in mathematics between Beginning of Year (BOY) and Middle of Year (MOY). All grade levels showed gains in reading proficiency, including a 9% increase in sixth grade, 4% in seventh grade, and 6% in eighth grade. Targeted student groups also experienced progress: Special Education students increased proficiency by 6%, Black Student Achievement Plan (BSAP) students by 8%, and Hispanic students by 3%. Additionally, the percentage of English Learners performing three or more grade levels below decreased by 9%, from 85% to 76%. These results indicated that focused literacy instruction and targeted interventions were accelerating student growth and strengthening grade-level achievement.

Midyear i-Ready Mathematics results similarly reflected steady progress across all grade levels. The percentage of students performing at Mid or Above Grade Level increased by 9% in sixth grade, 7% in seventh grade, and 8% in eighth grade. Gains were also evident among focus groups, with increases in the proportion of students at or above grade level and corresponding reductions in the lowest performance bands. Special Education students increased by 4%, BSAP students by 12%, English Learners by 10%, and Hispanic students by 6% from BOY to MOY. Overall, the data demonstrated consistent academic growth and continued movement toward grade-level proficiency.

These supports were effective because small-group instruction, targeted pull-outs, and integration of arts and technology into the curriculum provided engaging, rigorous opportunities for all learners. Teachers reported that students were demonstrating growth not only on standardized tests but also in formative assessments, with progress evident across grade levels.

**Action 2: Magnet Program**

Data: SBA data reflected 100% proficiency in both Math and ELA for students in the highly gifted magnet program.

Effectiveness: I-Ready BOY data to MOY data demonstrates growth in ELA by 2% from 96% to 98% proficient. In Math, magnet students increased from 99% proficient to 100% proficient.These supports were effective and teachers ensured inclusive practices. Pull-out and push-in models gave students access to grade-level content while addressing individualized goals.

**Action 3: Special Education Supports**

Data: According to i-Ready Beginning-of-Year data, Special Education students were 34% on or above grade level in Reading and 31% in Mathematics. Special Education students increased proficiency by 6% from i-Ready BOY to MOY in Reading and gained 4% proficiency in Math.

Effectiveness: With approximately 250 students receiving special education services, the school employed a full-time Special Education Support Provider who collaborated with parents, school psychologists, itinerant specialists, and psychiatric social workers to provide essential academic, behavioral, and social-emotional support. These efforts ensured that students with disabilities meaningfully engaged in grade-level content through targeted scaffolds and instructional support. In addition, special education teachers were provided specific professional development time to meet as a department to share instructional practices around small group learning. These supports were effective, and teachers ensured inclusive practices. Students were also provided opportunities to work with RSP teachers after school to further learning opportunities and to ensure grade-level standards were met.

**Action 4: Class Size Reduction**

Data: SBA data reflected growth in ELA by 2% from the previous year. i-Ready Reading data reflected a slight upward trend from 2024–2025 BOY proficiency from 53% to 55% for this academic year. i-Ready Diagnostic results reinforced these outcomes, with the percentage of students performing at Mid or Above Grade Level increasing from 56% to 61% in reading and from 49% to 59% in mathematics between Beginning of Year (BOY) and Middle of Year (MOY). All grade levels showed gains in reading proficiency, including a 9% increase in sixth grade, 4% in seventh grade, and 6% in eighth grade. Targeted student groups also experienced progress: The percentage of English Learners performing three or more grade levels below decreased by 9%, from 85% to 76%. These results indicated that focused literacy instruction and targeted interventions were accelerating student growth and strengthening grade-level achievement.

Mid year i-Ready Mathematics results similarly reflected steady progress across all grade levels. The percentage of students performing at Mid or Above Grade Level increased by 9% in sixth grade, 7% in seventh grade, and 8% in eighth grade. Gains were also evident among focus groups, with increases in the proportion of students at or above grade level and corresponding reductions in the lowest performance bands. English Learners increased by 10% from BOY to MOY. Overall, the data demonstrated consistent academic growth and continued movement toward grade-level proficiency.

Effectiveness: Class size reduction was effective because it allowed teachers to differentiate instruction more consistently, provide targeted feedback, and dedicate more time to small-group work.

**Action 5: Black Student Achievement Plan (BSAP)**

Data: According to i-Ready Beginning-of-Year data, Black students were 37% on or above grade level in Reading and 30% in Mathematics. Students increased in ELA by 8% from BOY to MOY and in Math by 12% from BOY to MOY.

Effectiveness: Portola Charter strategically leveraged Black Student Achievement Program (BSAP) funds to address equity gaps for Black students and other students in academic need. Through this funding, the school employed a Climate Advocate and expanded educational partnerships with community organizations to enrich learning opportunities and provide additional academic and social-emotional support for students and families. These partnerships included mentoring programs, culturally responsive enrichment activities, and social-emotional learning workshops designed to empower students and strengthen family-school connections.

**Action 6: Supplemental Afterschool Programs**

Data: Students who participated in after-school tutoring and enrichment demonstrated improved outcomes in both ELA and math on formative and benchmark assessments. The school had 35 after-school classes with about 15 students per class.

Effectiveness: Supplemental Afterschool programs were effective because they provided targeted academic support beyond the school day, giving students additional time to master standards while also engaging them in enrichment activities that built confidence and curiosity.

**Action 7: Supplemental A-G Interventions**

Data: SBA results reflected strong achievement across grade levels, with English Learners making progress from 9% to 14% proficiency in ELA and from 14% to 18% proficiency in Mathematics. The percentage of English Learners performing three or more grade levels below decreased by 9% from BOY to MOY in Reading. In Math, English Learners increased proficiency by 10%.

Effectiveness: These funds were effective because they directly supported staffing and arts programming that benefitted targeted subgroups. English Learners in particular showed significant gains, confirming that concentrated supports were reaching the intended population.

**Action 8: SENI Investments towards Academic Excellence**

Data:  i-Ready Diagnostic results showed gains, with the percentage of students performing at Mid or Above Grade Level increasing from 56% to 61% in reading and from 49% to 59% in mathematics between Beginning of Year (BOY) and Middle of Year (MOY). All grade levels showed gains in reading proficiency, including a 9% increase in sixth grade, 4% in seventh grade, and 6% in eighth grade. The percentage of students performing at Mid or Above Grade Level in Math increased by 9% in sixth grade, 7% in seventh grade, and 8% in eighth grade.

Effectiveness: SENI Investments towards Academic Excellence was effective because they allowed the school to provide additional instructional time and professional development specific to student needs. These supports targeted the most vulnerable student populations, ensuring equity in access to intervention and enrichment. Students were also able to take after school intervention classes in ELA and Math with these investments.

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.

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

Portola Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Portola Charter.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Base Instructional Supports, including General Fund School Program | Portola Charter Middle School will provide quality first instruction to all students to reach Academic Excellence. | District Cost: $7,381,195 **School Discretionary Fund Cost: $1,135,233** | N |
| 2 | Magnet Program | Portola Charter Middle School will continue to implement the following magnet program to support our students: Gaspar de Portola Charter Middle Highly Gifted Magnet: focuses on accelerated, in-depth course work in history, language arts, mathematics, and science. | District Cost: $96,708 | N |
| 3 | Special Education Supports | Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Portola Charter Middle School to provide quality first instruction to all students to reach Academic Excellence. | District Cost: $10,339,819 | N |
| 4 | Class Size Reduction and School Level Supports for Personalized Learning Interventions | Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Portola Charter Middle School. | District Cost: $4,105,450 | Y |
| 5 | Black Student Achievement Plan | Portola Charter Middle School will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships. | District Cost: $281,482 | N |
| | Supplemental Afterschool Programs | Portola Charter Middle School will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Portola Charter Middle School LCAP. | | |
| | Supplemental A-G Interventions | Portola Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Portola Charter. | | |

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| 6 | SENI Investments towards Academic Excellence | We will be funding an intervention coach to deliver targeted intervention in ELA and Math. Our intervention coach will also be our Data Champion. | **School Discretionary Fund Cost: $663,372** | Y |

# Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Portola Charter is deeply committed to the joy, wellness, and success of our students, staff, and broader community. Social-emotional well-being continues to be a central focus of our school's mission, and we remain steadfast in supporting the whole child—academically, emotionally, and socially.

This year, we expanded our mental health support services to better meet the evolving needs of our students and families. Portola Charter now has two full-time Psychiatric Social Workers (PSWs) on campus who provide ongoing counseling, crisis support, and social-emotional education to students. In addition to working directly with students, our PSWs also lead parent education workshops and staff professional development focused on suicide prevention, drug awareness, and mental health wellness.

To further strengthen our support network, we welcomed a Pupil Services and Attendance (PSA) Counselor who plays a vital role in helping students overcome attendance barriers by working closely with families to identify and address a range of social-emotional and logistical needs. The PSA Counselors work collaboratively with our PSW and ASB Advisor to help students feel connected and more engaged based on the school climate section of the School Experience Survey (SES). They run weekly lunch-time student activities on the Lawn focused on social emotional development. We implemented a Club Fair where students sign up for new clubs to connect with other peers and develop interests outside the academic classroom. All clubs are student led with an assigned Certificated staff member and open to all students. Some of the new clubs we implemented this year were Culture Club, Gamer's Society, K-Pop Fan, Harry Potter, Minecraft, Bar/Bat Mitzvah, Future Doctors, and Uno Club. In addition, our Climate Advocates run a Mentor Magic Program where they assign staff members to students who need additional academic and emotional support. Mentors use check-in and attendance incentives to help students connect with their peers and teachers. Mentors also monitor Schoology assignments, grades, and parent phone calls home.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Percent of All Students with Excellent Attendance (96% or Higher)** | **2022-2023**<br>**All Students:**<br>52.6%<br>**African American/Black:**<br>36.0%<br>**Hispanic/Latino:**<br>47.4%<br>**English Learner:**<br>43.8%<br>**RFEP:**<br>50.0%<br>**Standard English Learners:**<br>46.0%<br>**Students with Disability:**<br>46.2%<br>**Low Income:**<br>46.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>53.0%<br>**African American/Black:**<br>55.8%<br>**Hispanic/Latino:**<br>44.9%<br>**English Learner:**<br>34.4%<br>**RFEP:**<br>52.5%<br>**Standard English Learners:**<br>46.3%<br>**Students with Disability:**<br>47.9%<br>**Low Income:**<br>46.3%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>56.7%<br>**African American/Black:**<br>57.9%<br>**Hispanic/Latino:**<br>48.7%<br>**English Learner:**<br>39.8%<br>**RFEP:**<br>58.5%<br>**Standard English Learners:**<br>50.0%<br>**Students with Disability:**<br>48.3%<br>**Low Income:**<br>48.4%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>61.0%<br>**African American/Black:**<br>58.8%<br>**Hispanic/Latino:**<br>53.0%<br>**English Learner:**<br>47.9%<br>**RFEP:**<br>63.0%<br>**Standard English Learner:**<br>55.0%<br>**Students with Disabilities:**<br>50.9%<br>**Low Income:**<br>49.3% | **All Students:**<br>+4.1%<br>**African American/Black:**<br>+21.9%<br>**Hispanic/Latino:**<br>+1.3%<br>**English Learner:**<br>-4.0%<br>**RFEP:**<br>+8.5%<br>**Standard English Learner:**<br>+4.0%<br>**Students with Disability:**<br>+2.1%<br>**Low Income:**<br>+1.8% |
| 2 | **Percent of All Students Chronically Absent (90% or Lower) - Grades K-8**<br>**(State Calculation)** | **2022-2023**<br>**All Students:**<br>18.0%<br>**African American/Black:**<br>32.1%<br>**English Learner:**<br>27.8%<br>**Hispanic/Latino:**<br>19.3%<br>**RFEP:**<br>14.7% | **2023-2024**<br>**All Students:**<br>19.0%<br>**African American/Black:**<br>22.0%<br>**English Learner:**<br>28.0%<br>**Hispanic/Latino:**<br>24.0%<br>**RFEP:**<br>20.0% | **2024-2025**<br>**All Students:**<br>16.0%<br>**African American/Black:**<br>24.1%<br>**English Learner:**<br>26.4%<br>**Hispanic/Latino:**<br>22.2%<br>**RFEP:**<br>10.6% | **2025-2026**<br>**All Students:**<br>13.0%<br>**African American/Black:**<br>20.0%<br>**English Learner:**<br>26%<br>**Hispanic/Latino:**<br>22.0%<br>**RFEP:**<br>7.0% | **All Students:**<br>-2.0%<br>**African American/Black:**<br>-8.0%<br>**English Learner:**<br>-1.4%<br>**Hispanic/Latino:**<br>+2.9%<br>**RFEP:**<br>-4.1% |

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| | | **Standard English Learners:** 23.0% **Students with Disability:** 23.3% **Low Income:** 24.5% | **Standard English Learners:** 24.0% **Students with Disability:** 27.0% **Low Income:** 26.0% | **Standard English Learners:** 22.6% **Students with Disability:** 24.3% **Low Income:** 22.1% *Source: Open Data Dashboard* | **Standard English Learner:** 22.0% **Students with Disabilities:** 21.0% **Low Income:** 18.0% | **Standard English Learner:** -0.4% **Students with Disability:** +1.0% **Low Income:** -2.4% |
| 3 | **Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8** **(District Calculation)** | **2022-2023** **All Students:** 21.9% **African American/Black:** 34.0% **Hispanic/Latino:** 25.0% **English Learner:** 32.5% **RFEP:** 20.3% **Standard English Learner:** 27.6% **Students with Disabilities:** 26.4% **Low Income:** 28.1% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 23.5% **African American/Black:** 28.8% **Hispanic/Latino:** 28.3% **English Learner:** 37.8% **RFEP:** 23.3% **Standard English Learner:** 28.4% **Students with Disabilities:** 31.5% **Low Income:** 31.5% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 19.4% **African American/Black:** 26.3% **Hispanic/Latino:** 25.9% **English Learner:** 33.0% **RFEP:** 14.8% **Standard English Learners:** 25.7% **Students with Disability:** 28.1% **Low Income:** 26.0% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 17.9% **African American/Black:** 21.8% **Hispanic/Latino:** 21.0% **English Learner:** 28.5% **RFEP:** 11.0% **Standard English Learner:** 23.6% **Students with Disabilities:** 22.4% **Low Income:** 24.1% | **All Students:** -2.5% **African American/Black:** -7.7% **Hispanic/Latino:** +0.9% **English Learner:** +0.5% **RFEP:** -5.5% **Standard English Learner:** -1.9% **Students with Disability:** +1.7% **Low Income:** -2.7% |
| 4 | **Percent of Staff with Excellent Attendance (96% or Higher)** | **2022-2023** **All Staff:** 35.8% *Source: Open Data Dashboard* | **2023-2024** **All Staff:** 55.4% *Source: Open Data Dashboard* | **2024-2025** **All Staff:** 48.6% *Source: Open Data Dashboard* | **2025-2026** **All Staff:** 58.4% | **All Staff:** +12.8% |
| 5 | **Single Student Suspension Rate** | **2022-2023** **All Students:** 0.98% | **2023-2024** **All Students:** 0.75% | **2024-2025** **All Students:** 0.8% | **2025-2026** **All Students:** 0.50% | **All Students:** -0.18% |

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|---|---|---|---|---|---|---|
| | | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |
| 6 | **Instructional Days Lost to Suspension** | **2022-2023**<br>**All Students:**<br>36<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>26<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>23 | **All Students:**<br>-13 |
| 7 | **Expulsion Rate** | **2022-2023**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0.01% | **All Students:**<br>0% |
| 8 | **Percent of Students Who Feel Safe at School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>59.6%<br>**African American/Black:**<br>61.8%<br>**Hispanic/Latino:**<br>60.0%<br>**English Learner:**<br>68.3%<br>**RFEP:**<br>51.7%<br>**Standard English Learner:**<br>61.7%<br>**Students with Disabilities:**<br>65.7%<br>**Low Income:**<br>58.0%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>57.1%<br>**African American/Black:**<br>43.6%<br>**Hispanic/Latino:**<br>56.7%<br>**English Learner:**<br>62.5%<br>**RFEP:**<br>54.5%<br>**Standard English Learner:**<br>54.1%<br>**Students with Disabilities:**<br>65.3%<br>**Low Income:**<br>55.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>61.7%<br>**African American/Black:**<br>45.8%<br>**Hispanic/Latino:**<br>61.8%<br>**English Learner:**<br>54.3%<br>**RFEP:**<br>58.6%<br>**Standard English Learners:**<br>62.0%<br>**Students with Disability:**<br>69.1%<br>**Low Income:**<br>59.0%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>65.0%<br>**African American/Black:**<br>46.3%<br>**Hispanic/Latino:**<br>66.0%<br>**English Learner:**<br>65.5%<br>**RFEP:**<br>63.0%<br>**Standard English Learner:**<br>68.0%<br>**Students with Disabilities:**<br>74.0%<br>**Low Income:**<br>63.0% | **All Students:**<br>+2.1%<br>**African American/Black:**<br>-16.0%<br>**Hispanic/Latino:**<br>+1.8%<br>**English Learner:**<br>-14.0%<br>**RFEP:**<br>+6.9%<br>**Standard English Learner:**<br>+0.3%<br>**Students with Disability:**<br>+3.4%<br>**Low Income:**<br>+1.0% |
| 9 | **Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>71.4%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>74.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>82.0%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>77.5% | **All Parents:**<br>+10.6% |

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| 10 | **Percent of Staff who Feel Safe at School (per School Experience Survey)** | **2022-2023**<br>**All Staff:**<br>94.9%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Staff:**<br>92.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Staff:**<br>94.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Staff:**<br>95.6% | **All Staff:**<br>-0.7% |
| 11 | **Percent of Students Who Feel They are a Part of their School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>55.4%<br>**African American/Black:**<br>42.9%<br>**Hispanic/Latino:**<br>49.2%<br>**English Learner:**<br>57.9%<br>**RFEP:**<br>53.2%<br>**Standard English Learner:**<br>50.8%<br>**Students with Disabilities:**<br>56.3%<br>**Low Income:**<br>52.7%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>51.1%<br>**African American/Black:**<br>37.5%<br>**Hispanic/Latino:**<br>45.3%<br>**English Learner:**<br>52.1%<br>**RFEP:**<br>45.7%<br>**Standard English Learner:**<br>43.5%<br>**Students with Disabilities:**<br>52.9%<br>**Low Income:**<br>45.9%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>56.5%<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>53.4%<br>**English Learner:**<br>45.6%<br>**RFEP:**<br>50.2%<br>**Standard English Learners:**<br>53.7%<br>**Students with Disability:**<br>60.1%<br>**Low Income:**<br>52.1%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>61.0%<br>**African American/Black:**<br>40.5%<br>**Hispanic/Latino:**<br>58.0%<br>**English Learner:**<br>55.1%<br>**RFEP:**<br>55.0%<br>**Standard English Learner:**<br>58.0%<br>**Students with Disabilities:**<br>65.0%<br>**Low Income:**<br>57.0% | **All Students:**<br>+1.1%<br>**African American/Black:**<br>±0<br>**Hispanic/Latino:**<br>+4.2%<br>**English Learner:**<br>-12.3%<br>**RFEP:**<br>-3.0%<br>**Standard English Learner:**<br>+2.9%<br>**Students with Disability:**<br>+3.8%<br>**Low Income:**<br>-0.6% |
| 12 | **Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>75.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>80.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>84.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>83.2% | **All Parents:**<br>+9.5% |
| 13 | **Percent of Staff who Feel Their School is a** | **2022-2023**<br>**All Staff:**<br>75.6% | **2023-2024**<br>**All Staff:**<br>74.5% | **2024-2025**<br>**All Staff:**<br>83.2% | **2025-2026**<br>**All Staff:**<br>77.5% | **All Staff:**<br>+7.6% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Supportive and Inviting Place to Work (per School Experience Survey)** | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |

# Goal Analysis for [2025-2026]

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

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

**Action 1: Base-Funded Health Supports**

At Portola Charter Middle School, we implemented a whole-child approach by expanding health and mental health services to strengthen student safety, connection, and consistent attendance. We had two dedicated PSWs, 3 counselors, a full-time nurse, and a 2-day PSA to provide support for our students. These staff members partnered with families, monitored student needs, and helped reduce barriers that often kept students out of school. Alongside this expanded support network, we used data-informed attendance plans to provide timely outreach and intervention for students showing early signs of disengagement. Our strong attendance plans decreased Chronic Absenteeism by 4% this year. By ensuring that students' health needs were addressed promptly and equitably, the school fostered a safe environment that allowed students to remain engaged in learning and be present at school consistently.

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

This action was implemented to support a positive and inclusive school climate through the consistent presence of base-funded school climate staff, including counselors, campus aides, and the dean, throughout the school year. According to the most recent School Experience Survey, 63% of students reported feeling safe at school which was a 3% increase from the prior year, and 55% reported feeling connected to the school community. This action was effective because school climate supports, including a PSW, regular PBIS lessons, and safety-focused and community building assemblies, directly contributed to students' sense of security and belonging. These supports created a positive and orderly learning environment where students felt welcomed, valued, and safe.

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

Portola Charter Middle School implemented targeted climate support for English Learners (EL), Low-Income, and Foster Youth students through supplemental staffing that increased supervision, mentorship, and culturally responsive engagement. The School Climate Advocate provided daily check-ins, supported conflict prevention through active listening and de-escalation, and ensured students in vulnerable groups had trusted adults to connect with throughout the day. This work was coordinated with counselors, PSWs, and administrators to implement multi-tiered systems of support, including restorative interventions and referrals when needed. According to the most recent School Experience Survey, 63% of students reported feeling safe at school which was a 3% increase from the prior year, and 55% reported feeling connected to the school community. This action was effective for targeted student groups, including English Learners, foster youth, and low-income students. Supplemental staffing ensured that these students had additional support and felt connected to the school community. The high survey results reflected the success of these supplemental supports in fostering equity, inclusion, and a safe climate.

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

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Portola Charter Middle School to promote a positive and engaging school climate through expanded activities, student involvement opportunities, and

well-being initiatives. According to the most recent School Experience Survey, 63% of students reported feeling safe at school which was a 3% increase from the prior year, and 55% reported feeling connected to the school community. The School Climate Advocate supported daily campus culture through de-escalation, restorative practices, and relationship-building, while ensuring students—especially EL, Low-Income, and Foster Youth—felt safe and supported. Two PSWs complemented this work by providing counseling, crisis intervention, behavior assessments, and staff consultation to help teachers respond effectively to student needs. This action was effective in supporting students' social-emotional growth, increasing positive school climate indicators,and maintaining strong attendance patterns. These efforts contributed directly to students feeling safe, cared for, and connected to their school community.

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

No material differences.

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

LCAP actions under this goal translated into positive outcomes for students. Attendance data revealed that more than 96% of students maintained excellent attendance, while chronic absenteeism rates remained below district averages. According to the School Experience Survey, 92% of students reported feeling safe at school, and 89% reported feeling that they were a valued part of the school community. Schoolwide events such as Unity Day, the Apex Fun Run, and Walk & Talk not only promoted wellness and physical activity but also strengthened peer-to-peer connections and relationships between staff, students, and families.

**Action 1: Base-Funded Health Supports**

Data: The majority of students at Portola Charter maintained excellent attendance during the first semester with 77% of students in the Proficient/Advanced Band.

Effectiveness: This action was highly effective because consistent health support services, including a full-time nurse and access to wellness resources, reduced barriers to daily attendance. By ensuring that students' health needs were addressed promptly and equitably, the school fostered a safe environment that allowed students to remain engaged in learning and present at school consistently.

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

Data: According to the most recent School Experience Survey, 63% of students reported feeling safe at school which was a 3% increase from the prior year, and 55% reported feeling connected to the school community.

Effectiveness: This action was effective because school climate supports, including a PSW, regular PBIS lessons, and safety-focused and community building assemblies, directly contributed to students' sense of security and belonging. These supports created a positive and orderly learning environment where students felt welcomed, valued, and safe.

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

Data: According to the most recent School Experience Survey, 63% of students reported feeling safe at school which was a 3% increase from the prior year, and 55% reported feeling connected to the school community.

Effectiveness: This action was effective for targeted student groups, including English Learners, foster youth, and low-income students. Supplemental staffing ensured that these students had additional support and felt connected to the school community. The high survey results reflected the success of these supplemental supports in fostering equity, inclusion, and a safe climate.

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

Data: According to the most recent School Experience Survey, 63% of students reported feeling safe at school which was a 3% increase from the prior year, and 55% reported feeling connected to the school community.

Effectiveness: This action was effective in supporting students' social-emotional growth, increasing positive school climate indicators, and maintaining strong attendance patterns. These efforts contributed directly to students feeling safe, cared for, and connected to their school community.

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

No significantly planned changes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Base-Funded Student Health Services | In order to ensure health access and equity for all students, Portola Charter Middle School will continue to receive nursing support. | District Cost: $176,882 | N |
| 2 | Base-Funded School Climate Support Staff | Portola Charter Middle School will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school. | District Cost: $72,536 | N |
| 3 | Supplemental School Climate Support Staff | To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Portola Charter Middle School will also provide supplemental school climate support staffing. | District Cost: $24,181 | Y |
| 4 | SENI Investments towards Joy and Wellness | In order to increase joy and wellness, we will fund a PSA, and two School Climate Advocates. | **School Discretionary Fund Cost: $228,140** | Y |

# Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Family and community engagement is important to support student success. Portola Charter Middle School worked closely with families and community partners, to engage, develop and empower students to reach their full potential. Portola leveraged resources and programs within the larger community in order to provide services that support the whole child. Each semester, Portola hosted family engagement evenings where students and families came together to share in schoolwide activities. In the Fall, students entered a video contest and families were invited to view the videos created. In the Spring, each classroom created a booth where student work was creatively displayed for parents to view student academic progress during the Renaissance Fair.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."** | **2022-2023**<br>**All Parents:**<br>64.8%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>66.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>70.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>69.5% | **All Parents:**<br>+5.8% |
| 2 | **Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"** | **2022-2023**<br>**All Parents:**<br>72.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>73.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>74.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>76.6% | **All Parents:**<br>+2.1% |
| 3 | **Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."** | **2022-2023**<br>**All Parents:**<br>67.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>69.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>70.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>72.0% | **All Parents:**<br>+3.1% |
| 4 | **Percent of Parents Reporting on the School** | **2022-2023**<br>**All Parents:**<br>89.0% | **2023-2024**<br>**All Parents:**<br>88.7% | **2024-2025**<br>**All Parents:**<br>89.8% | **2025-2026**<br>**All Parents:**<br>91.7% | **All Parents:**<br>+0.8% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Experience Survey: "This school provides me with information (verbal and written) I can understand."** | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |

# Goal Analysis for [2025-2026]

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

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

According to the Focus dashboard, the school was at 95% registered parents on the Parent Portal, with 1,486 parents registered out of 1,562. The school actively worked to engage all parents and continued efforts to register parents toward the 100% goal by utilizing counselors and Climate Advocates to conduct outreach. The school had over 175 parent volunteers engaging in the school community. Parents were connected through weekly Principal updates, marquee announcements, social media, monthly informational meetings, and Parent Education classes. Parent meetings were scheduled at varied times and dates in order to accommodate parent schedules, including mornings, afternoons, evenings, and weekends. Zoom workshops were held simultaneously to accommodate working parents.

In addition, parents participated in Region North events and collaborated with Taft High School to provide seamless co-events such as 8th Grade High School Night, BSAP Taft Collaborative, and the AIAT Continuity Program. In addition to monthly Coffee with the Principal, the Parent Center Director organized various parent education courses through the Parent University. Classes included Supporting Gifted Learners, Suicide Prevention, Supporting Safe Environments for All, Cybersecurity, Vape and Tobacco Prevention, Hypersensitivity and Inattention, and Keeping Students Safe on Social Media. The school also provided Spanish, Farsi, and Russian translation for families when requested for parent conferences and parent education classes. Parent organizations also hosted family mixers twice a semester at local restaurants to equip parents with school information and networking opportunities to support students' academic and social-emotional success. The school maintained a robust volunteer program, allowing families to participate in special school events and field trips as educational partners.

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

No material differences.

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

Registered parents on the Parent Portal increased by 1% each year over the past three years. The school planned to increase the percentage of students and families responding favorably on the School Experience Survey.

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

No significantly planned changes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | SENI Investments towards Engagement and Collaboration | While Portola Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration. | | |

# Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Facilities maintenance is important so that our staff can deliver high-quality instruction in a safe, clean environment for all Portola's students. Technology infrastructure is also important so that all our students have access to technology. All classrooms are equipped with Chromebook carts for instructional purposes.The campus remained a place where both students and staff were supported, ensuring that academic and social-emotional growth could occur within a positive and nurturing climate.

## Measuring and Reporting Results

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

# Goal Analysis for [2025-2026]

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

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

**Action 1: LAUSD Support for Affiliated Charter Operations**
This action was fully implemented to address the needs of all students, to ensure high-quality facilities, qualified staffing, and access to essential instructional resources. Through consistent maintenance and oversight, school facilities were kept in excellent condition, earning an overall “Exemplary” rating for Good Repair on the most recent SARC. In addition, 100% of teachers were appropriately credentialed and provided standards-aligned instruction supported by ongoing professional development.
As a result, all students had full access to standards-based instructional materials, meeting Williams Act requirements and supporting a safe, welcoming, and effective learning environment.Parents and staff frequently noted the high quality of the facilities, which contributed to a positive and welcoming school environment.

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

No material differences.

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

**Action 1: LAUSD Support for Affiliated Charter Operations**

Data: The most recent School Accountability Report Card (SARC) showed that Portola Charter’s facilities received a “Good Repair” rating. Additionally, 95% of teachers at Portola Charter were appropriately credentialed for their teaching assignments. Finally, all students at Portola Charter had access to standards-based instructional materials, meeting Williams Act requirements

Effectiveness: This action was effective because the plant manager consistently maintained the school in excellent condition, ensuring classrooms and common areas were clean, safe, and conducive to learning. Parents and staff frequently noted the high quality of the facilities, which contributed to a positive and welcoming school environment. Additionally, fully credentialed teachers provided instruction aligned with state standards. Teacher expertise and professional development ensured that students received rigorous, standards-based instruction supported by best practices. Finally, all students at Portola Charter had access to standards-based instructional materials, meeting Williams Act requirements.

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

No significantly planned changes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | LAUSD Support for Affiliated Charter Operations | As an Affiliated Charter School in Los Angeles Unified, Portola Charter Middle School will continue to receive centralized support for the operation of our school and its facilities. | District Cost: $7,051,503 | N |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $891,512.00 (School Discretionary Funds - new S/C revenues)<br>$5,021,142.54 (Total District and School S/C funds, including carryover) | $0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 78.53% | 0% | $0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP. | 78.53% |

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

# Required Descriptions

**LEA-wide and Schoolwide Actions**

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| Goal 1 Action 4 | Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions<br>Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Portola Charter<br>Scope: School-wide | Los Angeles Unified School District, including Portola Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing.<br><br>Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs. | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8 |
| Goal 1 Action 6 | Action: SENI Investments towards Academic Excellence<br>Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment.<br>Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English | Portola will provide targeted intervention and tutoring classes for increased individualized coaching, increased teacher-student positive interactions, and distribution of resources, to lessen and/or close the learning gaps in our EL student subgroups. The TSP Administrators will work to target our TSP students for additional academic and socio-emotional support which work to lessen and/or close the learning gaps in our TSP student subgroups. | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8 |

| | | | |
|---|---|---|---|
| | Learners, students from low income families, and students in foster care.<br>Portola Charter will continue to support English Learners, low-income students and students in foster care.<br>Scope: School-wide | TSP Administrators are continuing resources for our school. The TSP Admin work closely with targeted groups of students and teachers both during and after the school day. For instance, the TSP Admin coordinates resources for homeless or foster youth, and provides support for teachers who serve these high needs populations. Through this work, the TSP Admin help us achieve a greater proficiency for all students in ELA and Math, as measured by CAASPP and i-Ready assessment scores. This has already been seen in higher than the LAUSD District Baseline Reclassification rate of 22%; Portola's Reclassification rates for the previous two years are 37% in 2022-2023 and 19% in 2023-2024. In 2024-2025 the reclassification rate dropped to 18%, as there were less support staff so less time was able to be devoted to ELs in 2024-2025. | |
| Goal 2<br>Action 3 | Action: Supplemental School Climate Support Staff<br>Need: English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students.<br>Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning.<br>Scope: School-wide | In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Portola Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as Low-income.<br><br>The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |

| | | | |
|---|---|---|---|
| | | In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide. | |
| Goal 2<br>Action 4 | Action:<br>SENI Investments towards Joy and Wellness<br>**Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care.<br><br>Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning.<br><br>Scope:<br>Schoolwide | Campus Supervision Aides will supervise students and physical spaces to help promote positive student behavior, increase cooperation, foster safety at school and promote a welcoming school environment.<br>This is a continuing resource for Portola. At the direction of an Administrator or Teacher, Supervision Aides assist in maintaining standards of student discipline, and ensuring the observance of rules and procedures by all students, including TSP students, and adults on school campus. They prevent vandalism, keep campus free of unauthorized persons, and discuss campus safety concerns with Administration. LCAP Goal #2: Joy and Wellness | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of All Students with Excellent Attendance (96% or Higher)<br>● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8<br>● Single Student Suspension Rate<br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |

**Limited Actions**

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

**Additional Concentration Grant Funding**

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

Gaspar De Portola Charter is not eligible for these funds.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 47.12 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,580 students (As of May 01, 2026)<br><br>**Note that these figures are also included in the LAUSD LCAP.* | *Not applicable* |
| Staff-to-student ratio of certificated staff providing direct services to students | 96.45 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,580 students (As of May 01, 2026)<br><br>**Note that these figures are also included in the LAUSD LCAP.* | *Not applicable* |

## Gaspar de Portola Charter Middle School 2026-2027 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Gaspar de Portola Charter Middle School 2026-2027 | $ 1,135,233 | $ 891,512 | 78.53% | 0.000% | 78.53% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 2,026,745 | $ - | $ - | $ - | $ 2,026,745.00 | $ 1,869,195 | $ 157,550 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Base Insructional Supports, including General Func School Program | All Students | No | Schoolwide | | Schoolwide | Ongoing | $ 1,058,298 | $ 76,935 | $ 1,135,233 | $ - | $ - | $ - | $ 1,135,233 | 0.000% |
| 1 | 6 | SENI Investments towards Academic Excellence | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 582,757 | $ 80,615 | $ 663,372 | $ - | $ - | $ - | $ 663,372 | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 228,140 | $ - | $ 228,140 | $ - | $ - | $ - | $ 228,140 | 0.000% |

## Gaspar de Portola Charter Middle School 2026-2027 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $ 1,135,233 | $ 891,512 | 78.53% | 0.000% | 78.53% | $ 891,512 | 0.000% | 78.53% | **Total:** | $ 891,512 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 891,512 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Base Insructional Supports, including General Fund School Program | No | Schoolwide | | Schoolwide | $ - | 0.000% |
| 1 | 8 | SENI Investments towards Academic Excellence | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 663,372 | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 228,140 | 0.000% |

# Gaspar de Portola Charter Middle School 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 2,122,648.00 | $ 1,821,527.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1 | Base Insructional Supports, including General Fund School Program | No | $ 1,164,614 | $ 984,250 |
| 1 | 8 | SENI Investments towards Academic Excellence | Yes | $ 435,127 | $ 415,947 |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 522,907 | $ 421,330 |

## Gaspar de Portola Charter Middle School 2025-2026 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $ 958,034 | $ 958,034 | $ 837,277 | $ 120,757 | 0.000% | 0.000% | 0.000% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 8 | SENI Investments towards Academic Excellence | Yes | $ 435,12 | $ 415,947 | 0.000% | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 522,90 | $ 421,330 | 0.000% | 0.000% |

## Gaspar de Portola Charter Middle School 2025-2026 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 1,164,614 | $ 958,034 | 0.000% | 82.262% | $ 837,277 | 0.000% | 71.893% | $0.00 - No Carryover | 0.00% - No Carryover |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

## *Requirements and Instructions*

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

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

## Reflections: Technical Assistance

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

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

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

### Comprehensive Support and Improvement

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

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

## *Requirements*

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

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

### Baseline

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

### Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

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

**For LEAs With Unexpended LREBG Funds**

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

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

## *Purpose*

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

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

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

## Statutory Requirements

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

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

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

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

## LEA-wide and Schoolwide Actions

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

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

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

## For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

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

## *LCFF Carryover Table*

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

California Department of Education
November 2024