LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: William Howard Taft Charter High School

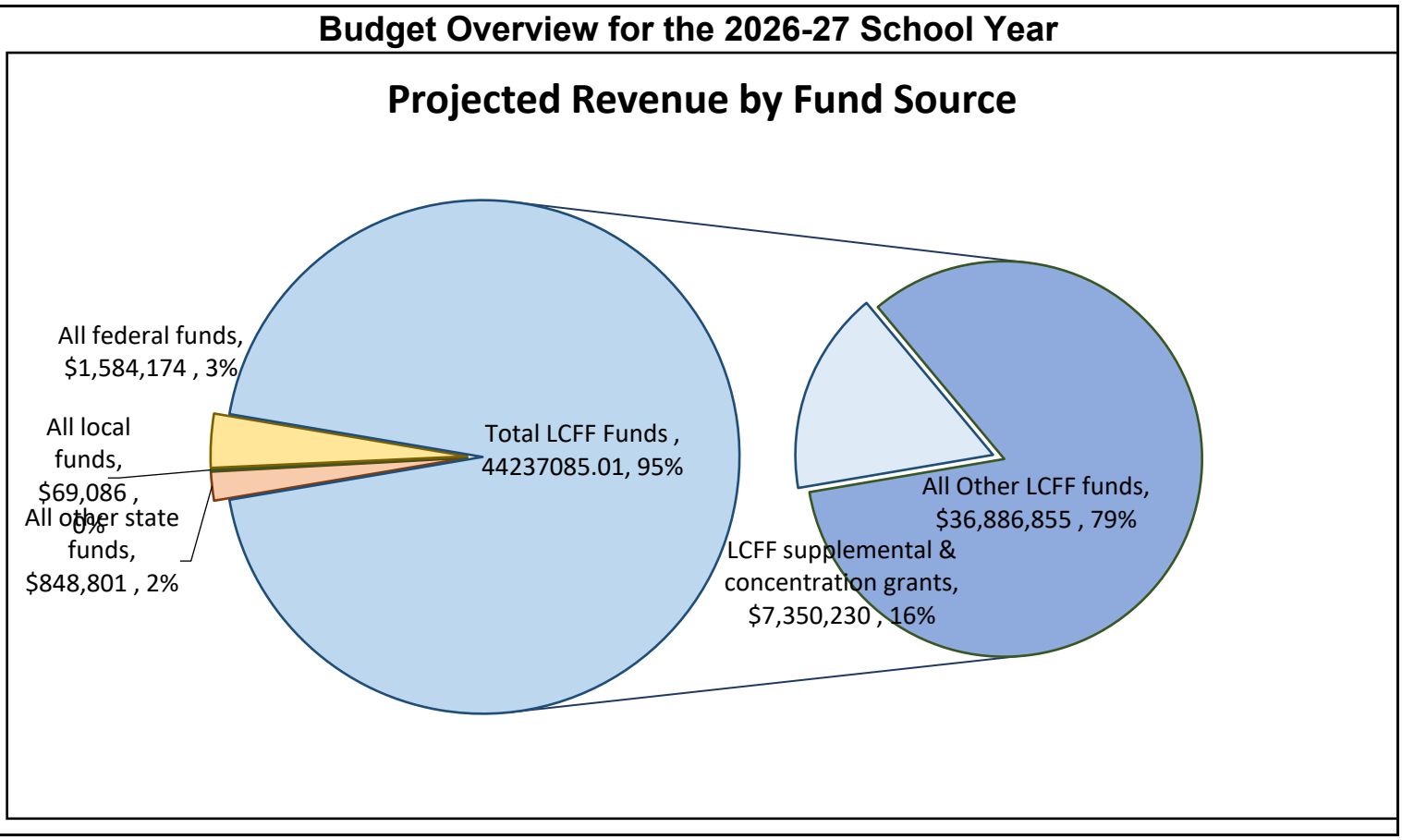
CDS Code: 19 64733 193612

School Year: 2026-27

LEA contact information: Yun Yu, Principal; y@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

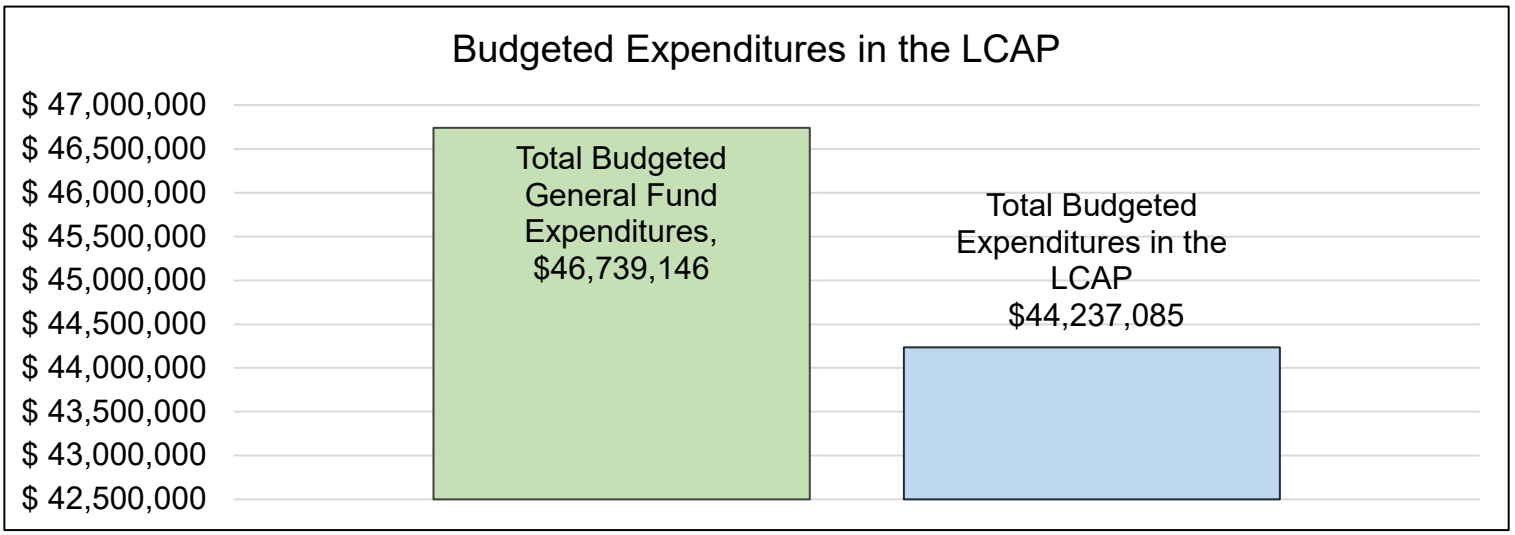


This chart shows the total general purpose revenue William Howard Taft Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for William Howard Taft Charter High School is $46,739,146.01, of which $44,237,085.01 is Local Control Funding Formula (LCFF), $848,801.00 is other state funds, $69,086.00 is local funds, and $1,584,174.00 is federal funds. Of the $44,237,085.01 in LCFF Funds, $7,350,229.52 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 William Howard Taft Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: William Howard Taft Charter High School plans to spend $46,739,146.01 for the 2026-27 school year. Of that amount, $44,237,085.01 is tied to actions/services in the LCAP and $2,502,061.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

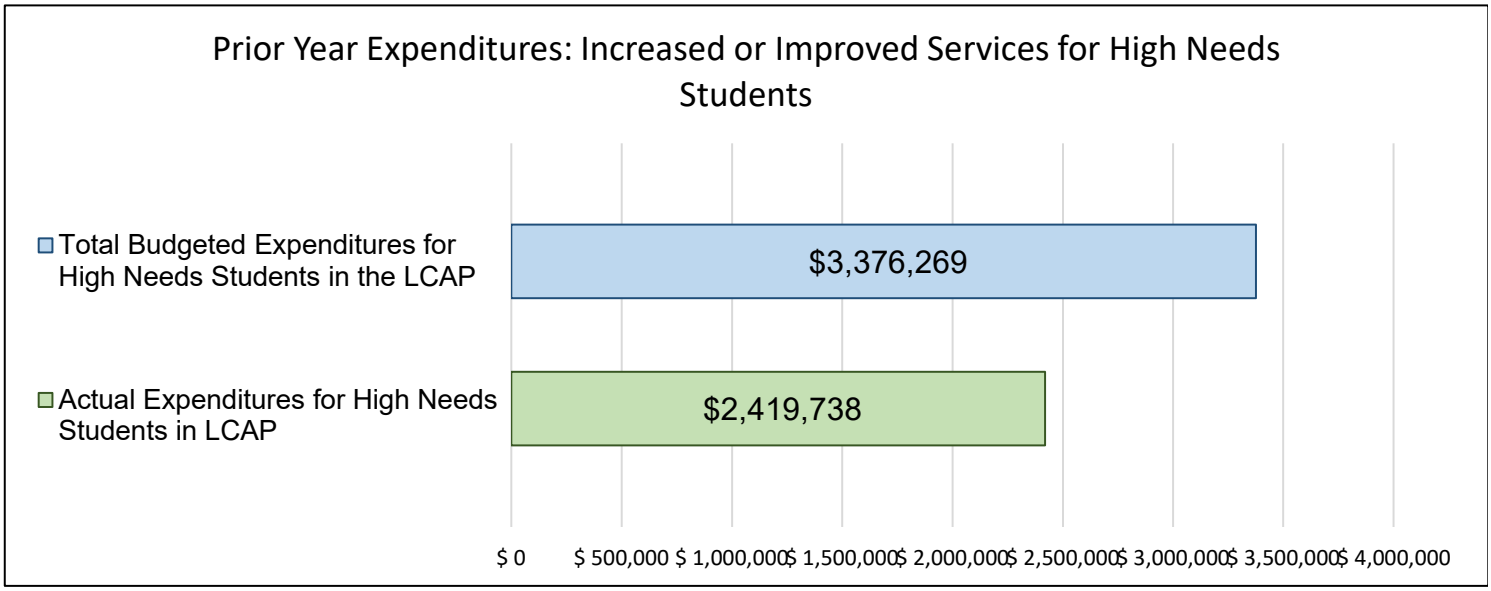
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, William Howard Taft Charter High School is projecting it will receive $7,350,229.52 based on the enrollment of foster youth, English learner, and low-income students. William Howard Taft Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. William Howard Taft Charter High School plans to spend $7,350,229.52 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 William Howard Taft Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what William Howard Taft Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, William Howard Taft Charter High School's LCAP budgeted $3,376,269.00 for planned actions to increase or improve services for high needs students. William Howard Taft Charter High School actually spent $2,419,738.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $956,531.00 had the following impact on William Howard Taft Charter High School's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taft Charter High School	Yun Yu, Principal	yy@lausd.net 818-227-3601

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.

William Howard Taft Charter High School is a 2024 California Distinguished school, located in Woodland Hills, California, a suburb of the city of Los Angeles. Taft, through its Affiliated Charter enrollment process, STEAM Magnet, AIAT, SAS, HIPP and PWT programs attract many students from outside our zip code area. Taft High School has 75 classrooms, a full-time teacher librarian, and a library. Taft is a 100% 1:1
student-to-technology school with each student having a laptop and on-campus access to tech support. We have learning centers for our students in the special education programs and specialized rooms for classes, including our Fashion and Design, Visual and Performing Arts, Media, Science, CTE classrooms, and our AIAT Academy.

In addition to the STEAM Magnet, Taft is a Humanitas program (HIPP) that partners with Pierce Community College to provide a dual enrollment program where students complete both their A-G high school diploma and are on track to earn an AA degree here at Taft.
Taft's Parent Center and student center (temporarily located at the library due to construction) provides parent training, communication, and support to the school. Our Parent Centers have an extensive email list of parents and community members that it uses to communicate vital and timely school information. Taft's PTO provides financial support for the instructional program as well as for extracurricular clubs, arts, and sports programs. Parents and community members play an active role in creating a culture of academic achievement through their participation on our ELAC, SSC, and LSLC Charter Councils.

The Taft Charter High School webpage (tafths.lausd.org) serves as a comprehensive platform offering essential resources, including the school calendar, faculty contact details, news updates, as well as pertinent information from the Los Angeles Unified School District.

Reflections: Annual Performance

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

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

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

An area of growth is to enhance our supports for our Students with Disabilities student group who dropped 49.4 points from 34.2 to 83.6 points below standard in ELA and declined 28.6 points from 122.5 to 151.1 points below standard, Taft will implement targeted strategies, actions, and supports specifically designed to improve ELA and Math outcomes for students with disabilities. To ensure access to grade-level standards, Taft will deliver ELA instruction using culturally responsive literature and smaller class sizes to allow for differentiated instruction, scaffolding, and individualized support aligned to students' IEP goals and accommodations.

Teachers will also receive focused professional development on evidence-based practices, including: Close Reading Strategies with structured scaffolds and guided practice, Constructive Conversations using sentence frames and language supports, Purposeful Grouping for targeted small-group instruction, Data Chats to monitor progress and adjust instruction, and Thinking Maps and visual supports to strengthen comprehension and writing.
Additional academic support will be provided through Taft Success Academy (TSA) Saturday interventions and credit recovery opportunities, offering reteaching, skill reinforcement, and extended learning time.

To address math performance, teachers will use data analysis as a problem-solving approach to reteach standards and address skill gaps. i-Ready Math diagnostics and IXL performance data will guide individualized instruction and intervention planning.

Collaboration between General education teachers and Special Education teachers will be strengthened through professional development to enhance coordinated support, consistent accommodations, and aligned instructional strategies for students with disabilities. Monitoring, instructional planning, and evaluation of program effectiveness will be based on in-class pre- and post-assessments, as well as ongoing mini-assessments using IXL and i-Ready to ensure measurable growth and timely instructional adjustments.

Collectively, these ELA and Math strategies provide structured, data-driven, and individualized support to improve academic achievement for students with disabilities.

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	Taft consistently engaged our students through Toreador news, Weekly announcements, Schoology posts, our school website and personalized check-ins. Taf boasts a large number of student-led clubs and extracurricular activities Through these opportunities, they gain valuable leadership experience, connect with peers, and enrich our school community. Taft has an active Associated Student Body, which serves as our student leadership on campus. Taft solicited student feedback through formal and informal surveys. Counselors and support staff check-ins with students to identify academic challenges, areas for improvement, and proposals for student activities. Taft facilitated grade-level assemblies to welcome our students and provide information about how students can access school resources and their A-G requirements. Our back-to-school night provided our students with the opportunity to take ownership of their school experience by providing tours to their families. Additionally, Taft gathered feedback on school climate and culture, including experiences related to bullying, inclusion,diversity, and school safety to inform our PBIS team. Student representatives are also voting members of Taft's SSC, ELAC, PBISTeam, and Charter/LSLC.
Parents	Taft had monthly parent meetings, including Coffee with the Principal and BSAP Parent meetings. In addition, Taft's decision-making committees, such as ELAC, SSC, LSLC, and PTO, where parents are members and play a vital role in representing family needs, meet on a monthly basis During ELAC meetings, members were apprised of their responsibilities to discuss the importance of school attendance and to review the LAUSD EL Master Plan. During ELAC Meetings, parents reviewed the state-mandated topic of the Importance of School Attendance and made a recommendation to the

	SSC to continue and enhance our attendance incentives to make sure our students attend class and to focus on academic program placement for our English learners. Taft had one of the highest in-seat attendance rates in the district. Meetings continued to discuss student data and provide recommendations to SSC for EL students and the SPSA, with a focus on our English Learners. During Taft's SSC meetings, members discussed our Title 1 allotments, comprehensive needs assessment, the School Plan for Student Achievement, and budget changes as needed. Taft's LSLC/Charter Council met to discuss monetary allocations, professional development, and the provided information on the CA Dashboard. Our parents evaluated the English Learner progress based on the ELPAC exam from spring 2025. Taft also engaged parents during Back to School Night. Parents and families were invited to attend an evening schedule in which they followed their student's classes period by period to meet teachers and learn about course expectations, school programs, and graduation requirements. In addition, parents were provided opportunities to engage with their students' teachers and counselors during Open House on April 16, 2026. Our BSAP program also provides monthly parent meetings where families learn about the Black Student Achievement Plan at Taft. These meetings include data discussions, college and career planning information, updates on Black Student Union activities on campus, and opportunities to participate in needs assessments. In addition, parents are invited to attend district-facilitated parent workshops that provide resources, strategies, and information to support student academic success and college and career readiness.
Staff (Certificated and Classified)	Staff were actively involved in the goal-setting and decision-making process at Taft. Monthly SSC/Charter/LSLC and ILT meetings were held to discuss key topics related to the LCAP (Local Control and Accountability Plan), SPSA (Single Plan for Student Achievement), and TSP. During these meetings, staff members were encouraged to share their perspectives, concerns, and suggestions regarding student needs, instructional strategies, and resource allocation. Teachers were voting members of all of these decision-making groups. Support staff, such as our Deans and campus aides, ensured school safety and provided feedback that was used to inform our school safety plan. Our Psychiatric Social Worker and PSA provided social and emotional support for our students and advocated for interventions and additional services. Teachers attended Instructional Leadership Team (ILT) meetings where data was analyzed to create collaborative, actionable goals. Instructional Leadership Teams disseminated information and gathered feedback from teachers and staff to guide our PDSA cycles. Additional teachers and staff participated in weekly professional development trainings that were themed around school goals.

Community	Taft engages with community members by leveraging the expertise, resources, and support of various educational partners. These partnerships involved mentoring programs, academic support services, cultural enrichment activities, and advocacy initiatives aimed at promoting equity and excellence in Education. Taft has a community representative and a BSAP Community Representative that provide direct communication to parents and community groups and host guest speakers from diverse backgrounds, professions, and industries to share their expertise, experiences, and insights with students, staff, and community members, such as CTE field experts, to local Judges who provide insights into our legal system and facilitate mock trials in Social Studies classes. Our college office consistently invites guest speakers from varied colleges to provide college insight to our students. Our community partners offer insights into emerging industries, career opportunities, and skills needed for success in the workforce.

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

The adopted Local Control and Accountability Plan (LCAP) at Taft Charter High School was developed through structured engagement with the School Site Council (SSC), the English Learner Advisory Committee (ELAC), Instructional leadership team (ILT) and the Parent-Teacher Organization (PTO). During these meetings, educational partners reviewed student performance data, discussed school needs, and provided recommendations regarding academic supports, student wellness, and family engagement. Feedback from these groups highlighted priorities such as expanding tutoring and intervention opportunities, strengthening support for English language learners, and increasing access to mental health and counseling services.

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.

Students at Taft Charter High School (TCHS) are the leaders, educators, entrepreneurs, artists, and innovators of tomorrow. They will think critically, communicate effectively, and possess the standards-based knowledge, skills, and resilience to tackle real-life challenges. All of our students will graduate as lifelong learners and engaged global citizens, with the motivation and tenacity to pursue their life goals. TCHS 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 95.7% **African American/Black:** 93.9% **Hispanic/Latino:** 96.0% **English Learner:** 85.2% **RFEP:** 98.4% **Standard English Learners:** 94.3% **Students with Disabilities:** 94.5% **Low Income:** 95.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 97.6% **African American/Black:** 93.3% **Hispanic/Latino:** 97.7% **English Learner:** 93.3% **RFEP:** 99.1% **Standard English Learners:** 96.6% **Students with Disabilities:** 88.2% **Low Income:** 97.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 96.4% **African American/Black:** 97.3% **Hispanic/Latino:** 96.2% **English Learner:** 70.6% **RFEP:** 99.1% **Standard English Learners:** 98.5% **Students with Disabilities:** 94.3% **Low Income:** 96.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 98.5% **African American/Black:** 98.5% **Hispanic/Latino:** 98.0% **English Learner:** 96.0% **RFEP:** 100.0% **Standard English Learner:** 99.5% **Students with Disability:** 94.5% **Low Income:** 99.0%	**All Students:** +0.7% **African American/Black:** +3.4% **Hispanic/Latino:** +0.2% **English Learner:** -14.6% **RFEP:** +0.7% **Standard English Learners:** +4.2% **Students with Disabilities:** -0.2% **Low Income:** +1.0%
2	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 2.5% **African American/Black:** 6.1% **Hispanic/Latino:** 2.9% **English Learner:** 7.4% **RFEP:** 0.0%	**2023-2024** **All Students:** 0.6% **African American/Black:** 0.0% **Hispanic/Latino:** 0.6% **English Learner:** 3.3% **RFEP:** 0.0%	**2024-2025** **All Students:** 1.8% **African American/Black:** 0.0% **Hispanic/Latino:** 2.7% **English Learner:** 23.5% **RFEP:** 0.9%	**2025-2026** **All Students:** 0.5% **African American/Black:** 0.0% **Hispanic/Latino:** 0.5% **English Learner:** 2.5% **RFEP:** 0.0%	**All Students:** -0.7% **African American/Black:** -6.1% **Hispanic/Latino:** -0.2% **English Learner:** +16.1% **RFEP:** +0.9%

		Standard English Learner: 4.1% **Students with Disabilities:** 3.6% **Low Income:** 2.4% *Source: Open Data Dashboard*	**Standard English Learner:** 0.0% **Students with Disabilities:** 1.5% **Low Income:** 0.6% *Source: Open Data Dashboard*	**Standard English Learners:** 0.0% **Students with Disabilities:** 1.4% **Low Income:** 1.7% *Source: Open Data Dashboard*	**Standard English Learner:** 0.0% **Students with Disability:** 1.0% **Low Income:** 0.4%	**Standard English Learners:** -4.1% **Students with Disabilities:** -2.2% **Low Income:** -0.7%
3	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023** **All Students:** 72.1% **African American/Black:** 60.6% **Hispanic/Latino:** 63.0% **English Learner:** 70.4% **RFEP:** 62.2% **Standard English Learner:** 65.6% **Students with Disabilities:** 36.4% **Low Income:** 67.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.7% **African American/Black:** 66.7% **Hispanic/Latino:** 69.8% **English Learner:** 53.3% **RFEP:** 67.3% **Standard English Learner:** 74.8% **Students with Disabilities:** 44.1% **Low Income:** 72.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 76.4% **African American/Black:** 59.5% **Hispanic/Latino:** 65.1% **English Learner:** 41.2% **RFEP:** 78.7% **Standard English Learners:** 60.7% **Students with Disabilities:** 34.3% **Low Income:** 67.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 78.0% **African American/Black:** 74.0% **Hispanic/Latino:** 73.0% **English Learner:** 60.0% **RFEP:** 80.0% **Standard English Learner:** 77.0% **Students with Disability:** 45.0% **Low Income:** 75.0%	**All Students:** +4.3% **African American/Black:** -1.1% **Hispanic/Latino:** +2.1% **English Learner:** -29.2% **RFEP:** +16.5% **Standard English Learners:** -4.9% **Students with Disabilities:** -2.1% **Low Income:** +0.7%
4	**Career Technical Education (CTE) Completion Rate**	**2022-2023** **All Students:** 15.7% **African American/Black:** 15.2% **Hispanic/Latino:** 12.1%	**2023-2024** **All Students:** 12.9% **African American/Black:** 10.0% **Hispanic/Latino:** 9.9%	**2024-2025** **All Students:** 15.1% **African American/Black:** 0.0% **Hispanic/Latino:** 16.7%	**2025-2026** **All Students:** 16.5% **African American/Black:** 16.0% **Hispanic/Latino:** 18.7%	**All Students:** -0.6% **African American/Black:** -15.2% **Hispanic/Latino:** +4.6%

		English Learner: 7.4% **RFEP:** 14.2% **Standard English Learner:** 13.6% **Students with Disabilities:** 18.2% **Low Income:** 14.3% *Source: Open Data Dashboard*	**English Learner:** 6.7% **RFEP:** 13.3% **Standard English Learner:** 10.6% **Students with Disabilities:** 8.8% **Low Income:** 10.8% *Source: Open Data Dashboard*	**English Learner:** 5.9% **RFEP:** 14.8% **Standard English Learners:** 14.4% **Students with Disabilities:** 12.9% **Low Income:** 15.3% *Source: Open Data Dashboard*	**English Learner:** 7.5% **RFEP:** 16.8% **Standard English Learner:** 16.0% **Students with Disability:** 13.9% **Low Income:** 17.3%	**English Learner:** -1.5% **RFEP:** +0.6% **Standard English Learners:** +0.8% **Students with Disabilities:** -5.3% **Low Income:** +1.0%
5	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students:** 12.2% **African American/Black:** 12.1% **Hispanic/Latino:** 9.2% **English Learner:** 7.4% **RFEP:** 11.0% **Standard English Learner:** 9.6% **Students with Disabilities:** 5.5% **Low Income:** 10.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 11.5% **African American/Black:** 10.0% **Hispanic/Latino:** 7.6% **English Learner:** 3.3% **RFEP:** 11.5% **Standard English Learner:** 8.9% **Students with Disabilities:** 7.4% **Low Income:** 9.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 12.7% **African American/Black:** 0.0% **Hispanic/Latino:** 12.4% **English Learner:** 0.0% **RFEP:** 12.0% **Standard English Learners:** 10.8% **Students with Disabilities:** 5.7% **Low Income:** 11.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 14.0% **African American/Black:** 13.0% **Hispanic/Latino:** 10.5% **English Learner:** 4.0% **RFEP:** 14.5% **Standard English Learner:** 12.0% **Students with Disability:** 8.0% **Low Income:** 13.6%	**All Students:** +0.5% **African American/Black:** -12.1% **Hispanic/Latino:** +3.2% **English Learner:** -7.4% **RFEP:** +1.0% **Standard English Learners:** +1.2% **Students with Disabilities:** +0.2% **Low Income:** +0.9%

6	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023** **All Students:** 74.5% **African American/Black:** 39.0% **Hispanic/Latino:** 66.4% **RFEP:** 68.9% **Standard English Learner:** 61.1% **Students with Disabilities:** 85.2% **Low Income:** 68.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 77.7% **African American/Black:** 62.1% **Hispanic/Latino:** 69.8% **RFEP:** 74.4% **Standard English Learner:** 68.4% **Students with Disabilities:** 80.0% **Low Income:** 70.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.5% **African American/Black:** 80.7% **Hispanic/Latino:** 67.6% **RFEP:** 74.2% **Standard English Learners:** 72.1% **Students with Disabilities:** 86.8% **Low Income:** 77.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 83.5% **African American/Black:** 85.7% **Hispanic/Latino:** 70.0% **RFEP:** 76.2% **Standard English Learner:** 74.1% **Students with Disability:** 88.8% **Low Income:** 79.5%	**All Students:** +7.0% **African American/Black:** +41.7% **Hispanic/Latino:** +1.2% **RFEP:** +5.3% **Standard English Learners:** +11.0% **Students with Disabilities:** +1.6% **Low Income:** +9.1%
7	**11th Graders Prepared for College-Level English**	**2022-2023** **All Students:** 35.8% **African American/Black:** 4.0% **Hispanic/Latino:** 26.8% **RFEP:** 26.4% **Standard English Learner:** 22.2% **Students with Disabilities:** 11.1% **Low Income:** 27.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 33.5% **African American/Black:** 6.1% **Hispanic/Latino:** 22% **RFEP:** 22.9% **Standard English Learner:** 20.5% **Students with Disabilities:** 18.5% **Low Income:** 23% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 36.9% **African American/Black:** 29.2% **Hispanic/Latino:** 23.6% **RFEP:** 25.0% **Standard English Learners:** 32.8% **Students with Disabilities:** 13.0% **Low Income:** 27.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 44.0% **African American/Black:** 33.2% **Hispanic/Latino:** 30.5% **RFEP:** 24.0% **Standard English Learner:** 34.8% **Students with Disability:** 20.5% **Low Income:** 38.0%	**All Students:** +1.1% **African American/Black:** +25.2% **Hispanic/Latino:** -3.2% **RFEP:** -1.4% **Standard English Learners:** +10.6% **Students with Disabilities:** +1.9% **Low Income:** +0.2%

8	**11th Graders Prepared for College-Level Mathematics**	**2022-2023** **All Students:** 22.9% **African American/Black:** 0.0% **Hispanic/Latino:** 12.3% **RFEP:** 18.1% **Standard English Learner:** 11.2% **Students with Disabilities:** 13.0% **Low Income:** 14.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 18.1% **African American/Black:** 3.0% **Hispanic/Latino:** 6.6% **RFEP:** 9.7% **Standard English Learner:** 7.2% **Students with Disabilities:** 7.5% **Low Income:** 10.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 19.7% **African American/Black:** 4.0% **Hispanic/Latino:** 9.5% **RFEP:** 12.6% **Standard English Learners:** 10.5% **Students with Disabilities:** 7.4% **Low Income:** 10.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 24.0% **African American/Black:** 9.0% **Hispanic/Latino:** 12.5% **RFEP:** 13.5% **Standard English Learner:** 13.5% **Students with Disability:** 9.5% **Low Income:** 18.0%	**All Students:** -3.2% **African American/Black:** +4.0% **Hispanic/Latino:** -2.8% **RFEP:** -5.5% **Standard English Learners:** -0.7% **Students with Disabilities:** -5.6% **Low Income:** -3.8%
9	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11**	**2022-2023** **All Students:** 42.5 **African American/Black:** -34.3 **Hispanic/Latino:** 15.3 **RFEP:** 12.0 **Standard English Learners:** 12.3 **Students with Disabilities:** -65.6 **Low Income:** 15.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 35.4 **African American/Black:** -66.8 **Hispanic/Latino:** 5.3 **RFEP:** 19.6 **Standard English Learners:** -10.0 **Students with Disabilities:** -41.8 **Low Income:** 9.4 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 40.8 **African American/Black:** 7.8 **Hispanic/Latino:** 0.1 **RFEP:** 14.6 **Standard English Learners:** 20.4 **Students with Disabilities:** -86.7 **Low Income:** 7.8 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 63.0 **African American/Black:** 9.8 **Hispanic/Latino:** 10.0 **RFEP:** 24.5 **Standard English Learner:** 23.4 **Students with Disability:** -30.0 **Low Income:** 15.0	**All Students:** -1.7 **African American/Black:** +42.1 **Hispanic/Latino:** -15.2 **RFEP:** +2.6 **Standard English Learners:** +8.1 **Students with Disabilities:** -21.1 **Low Income:** -8.0

10	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023** **All Students:** -31.6 **African American/Black:** -137.6 **Hispanic/Latino:** -77.4 **RFEP:** -65.0 **Standard English Learner:** -77.3 **Students with Disabilities:** -143 **Low Income:** -71.7 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -45.3 **African American/Black:** -167.8 **Hispanic/Latino:** -88.2 **RFEP:** -64.1 **Standard English Learner:** -111.1 **Students with Disabilities:** -140.8 **Low Income:** -80.4 *Source: Open Data Dashboard*	**2024-2025** **All Students:** -39.8 **African American/Black:** -82.3 **Hispanic/Latino:** -93.1 **RFEP:** -79.4 **Standard English Learners:** -66.7 **Students with Disabilities:** -163.8 **Low Income:** -66.9 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -25.0 **African American/Black:** -100.5 **Hispanic/Latino:** -83.0 **RFEP:** -54.0 **Standard English Learner:** -64.7 **Students with Disability:** -130.0 **Low Income:** -55.0	**All Students:** -8.2 **African American/Black:** +55.3 **Hispanic/Latino:** -15.7 **RFEP:** -14.4 **Standard English Learners:** +10.6 **Students with Disabilities:** -20.8 **Low Income:** +4.8
11	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023** **All Students:** 38.9% **African American/Black:** 4.2% **Hispanic/Latino:** 27.5% **RFEP:** 29.2% **Standard English Learner:** 26.2% **Students with Disabilities:** 15.8% **Low Income:** 28.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 36.8% **African American/Black:** 9.1% **Hispanic/Latino:** 24.6% **RFEP:** 30.4% **Standard English Learner:** 19.7% **Students with Disabilities:** 16.1% **Low Income:** 27.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 35.3% **African American/Black:** 33.3% **Hispanic/Latino:** 24.2% **RFEP:** 27.2% **Standard English Learners:** 29.8% **Students with Disabilities:** 13.0% **Low Income:** 27.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 45.0% **African American/Black:** 35.3% **Hispanic/Latino:** 28% **RFEP:** 31.0% **Standard English Learner:** 32.8% **Students with Disability:** 19.0% **Low Income:** 32.0%	**All Students:** -3.6% **African American/Black:** +29.1% **Hispanic/Latino:** -3.3% **RFEP:** -2.0% **Standard English Learners:** +3.6% **Students with Disabilities:** -2.8% **Low Income:** -1.7%

12	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 26.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 16.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 30.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 35.0%	**All Students:** +3.1%
13	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 46.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 63.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.0%	**All Students:** +16.7%
14	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 13.6% **Hispanic/Latino:** 15.4% **Low Income:** 11.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 19.8% **Hispanic/Latino:** 17.2% **Low Income:** 16.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 28.3% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 30.3% **Hispanic/Latino:** 18.0% **Low Income:** 25.5%	**All Students:** +14.7% **Hispanic/Latino:** +2.6% **Low Income:** +14.4%
15	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 60.4% **African American/Black:** 59.1% **Hispanic/Latino:** 48.6% **RFEP:** 53.2% **Standard English Learner:** 49.4% **Low Income:** 52.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 55.3% **African American/Black:** 53.8% **Hispanic/Latino:** 44.6% **RFEP:** 43.1% **Standard English Learner:** 50.0% **Low Income:** 48.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 63.3% **African American/Black:** 76.0% **Hispanic/Latino:** 48.4% **RFEP:** 47.0% **Standard English Learners:** 56.9% **Low Income:** 53.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 65.0% **African American/Black:** 78.0% **Hispanic/Latino:** 53.0% **RFEP:** 53.0% **Standard English Learner:** 58.9% **Low Income:** 55.0%	**All Students:** +2.9% **African American/Black:** +16.9% **Hispanic/Latino:** -0.2% **RFEP:** -6.2% **Standard English Learners:** +7.5% **Low Income:** +1.4%

16	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 20.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 70.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 95.0%	**All Students:** ±0
17	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 82.7% **African American/Black:** 100.0% **Hispanic/Latino:** 83.6% **RFEP:** 74.4% **Standard English Learner:** 90.0% **Low Income:** 86.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.0% **African American/Black:** 100.0% **Hispanic/Latino:** 95.8% **RFEP:** 93.3% **Standard English Learner:** 96.4% **Low Income:** 95.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 95.4% **African American/Black:** 100.0% **Hispanic/Latino:** 95.9% **RFEP:** 95.1% **Standard English Learners:** 96.6% **Low Income:** 95.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 97.4% **African American/Black:** 100.0% **Hispanic/Latino:** 98.0% **RFEP:** 96.3% **Standard English Learner:** 98.4% **Low Income:** 97.3%	**All Students:** +12.7% **African American/Black:** 0.0% **Hispanic/Latino:** +12.3% **RFEP:** +20.7% **Standard English Learners:** +6.6% **Low Income:** +9.2%

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	Implementation
Action 1 **Career Technical Education**	This action was implemented to address the needs of all students. Taft CHS implemented Career Technical Education (CTE) pathways to support graduation requirements and prepare students with the skills necessary for success in a competitive, global workforce. Program implementation was guided by participation and completion data from the School Accountability Report Card (SARC). To guide program development, the school prioritized providing diverse, rigorous pathways that integrated technical knowledge with academic learning. As a result of these efforts, more than 738 students were enrolled in CTE courses, and 24.2% of students, equaling 537 students, had successfully completed a full CTE pathway while earning their high school diploma. Taft offered several pathways that integrated academic learning with industry-relevant skills, including Engineering, Computer Science, and Health Science. Engineering pathway offerings included Principles of Engineering, Engineering Design and Development, Introduction to Engineering Design, and Aerospace Engineering courses. The Computer Science pathway included AP Computer Science Principles, Generative Art, and Game Design, and the Health Science (Patient Care) pathway included Sports Medicine and Athletic Training. These pathways provided students with hands-on, project-based learning opportunities that strengthened critical thinking, collaboration, and technical skills while reinforcing core academic standards. Increasing participation in CTE courses supported student engagement and progress toward graduation while helping students explore postsecondary education and career options. Expanding course access while maintaining balanced enrollment across specialized programs continued to require careful scheduling and staffing coordination. Ongoing planning and collaboration among administrators, counselors, and teachers allowed Taft to continue growing its CTE opportunities and supporting positive student outcomes.
Action 2 **Transition Services**	This action was implemented to address the needs of all students. Taft CHS implemented coordinated transition supports to help Students with Disabilities (SWD) become college- and career-ready after graduation. Inclusion/Resource Specialist Program (RSP) teachers were assigned to collaborate with English Language Arts (ELA) and Math teachers in alignment with students' Individualized Education

	Programs (IEPs). Taft provided professional development focused on best practices for supporting students with disabilities in general education classrooms. These sessions emphasized differentiated instruction, co-teaching strategies, and inclusive practices that improved access to grade-level curriculum. As a result of these efforts, students with disabilities demonstrated notable improvement in graduation outcomes. The graduation rate increased from 88.2% to 94.4%, a gain of 6.1 percentage points. This growth reflected expanded access to general education coursework, improved collaboration among instructional teams, and increased exposure to college- and career-readiness experiences. According to Whole Child data, 59% of students with disabilities spent more than 80% of the school day in a general education setting, while 35% spent between 40% and 79% in a general education setting, reflecting Taft's commitment to inclusive practices and access to rigorous coursework. These efforts were supported by additional structures, such as an Intervention Prevention Support Coordinator, who supported students and parents in the IEP process. Taft also offered the Academy of Integrated Arts and Technology (AIAT), a full-inclusion gifted program serving twice-exceptional students who were both identified as gifted and eligible for special education services. AIAT classrooms typically included a general education teacher, special education teacher, and paraprofessional, allowing for smaller student-to-teacher ratios and more individualized support. Low Distance from Standard scores in English Language Arts and mathematics on the California Dashboard indicated the need for continued academic and transition-focused interventions. To strengthen outcomes, the school continued to expand early transition planning for students with disabilities.
Action 3 General Fund School Program	This action was implemented to address the needs of all students. Taft Charter High School implemented instructional supports to strengthen academic achievement through targeted instruction and collaborative learning experiences. Actions included purposeful small-group instruction, pull-out interventions, and teacher-facilitated sharing of best practices. These strategies allowed educators to differentiate instruction, provide timely feedback, and monitor student growth using both standardized and formative assessment data. As a result, Taft maintained a graduation rate of 96.4%, reflecting counselor-led Individual Graduation Plan (IGP) monitoring, credit-recovery support, and strategic teacher interventions. General Fund investments, such as auxiliary instructional time, staff training, supplemental materials, and time for teacher collaboration, supported classroom instruction and early intervention for students in need. Moving forward, continued alignment of General Fund resources with performance data—including expanded tutoring, additional instructional support staff, and structured collaboration—was identified as essential to accelerating student growth, increasing A–G completion, and maintaining on-track graduation

	outcomes.
Action 4 **Magnet Program**	Taft Charter High School implemented its Gifted STEAM Magnet Program, which continued to demonstrate strong alignment with the school's goals for academic excellence and college and career readiness. The program was recognized as a Magnet School of Excellence by Magnet Schools of America, reflecting the strength of its rigorous coursework, consistent instructional practices, and strong college-going culture. Student achievement within the magnet program continued to exceed overall schoolwide outcomes, indicating that program implementation was effective in supporting high levels of academic performance. The program provided an enriched interdisciplinary environment that encouraged creative and critical thinking while preparing students for advanced STEAM study. The magnet included programs such as VEX Robotics, CyberPatriots, pathways in Computer Science and Engineering, the E-Sports course, Magnet Mentors, and Students Build: Super STEMinists (Women in STEM), all of which provided hands-on learning and real-world problem-solving opportunities that built academic knowledge and technical proficiency. Through project-based learning, including collaborations such as TEDx, students developed the skills needed to pursue STEAM pathways in college and future careers. The successful implementation of the magnet program also highlighted opportunities to expand key practices such as hands-on projects, college tours, structured collaboration, and coherent pathway design across the broader campus to strengthen schoolwide outcomes and increase access to advanced learning experiences.
Action 5 **Special Education Supports**	This action was implemented to address the needs of students. Taft Charter High School implemented a range of special education supports to improve academic progress and graduation outcomes for students with disabilities. Implementation was informed by student performance data from the California School Dashboard, which identified both areas of progress and ongoing areas of need. Actions such as expanded access to credit recovery, targeted counselor outreach, and data-driven instructional planning supported graduation readiness for some students with disabilities. However, Distance from Standard scores in English Language Arts and mathematics indicated that many students continued to experience significant foundational skill gaps and required additional academic support to access grade-level standards. Taft focused on increasing teacher collaboration, expanding paraprofessional support, and strengthening inclusive instructional practices. The school also prioritized earlier and more individualized transition planning.
Action 6 **Class Size Reduction and School Level Supports for Personalized Learning**	Taft Charter High School implemented Class Size Reduction (CSR) and personalized learning supports to address the needs of all students, especially English Learners, students in foster care, and low-income students, while strengthening progress toward A–G completion and on-track graduation status. Smaller class sizes improved community building and student-teacher interaction, and enabled teachers to more effectively implement differentiated instruction, provide targeted feedback, and use purposeful grouping.

Interventions	These conditions increased student engagement and academic confidence while contributing to classroom participation across grade levels, as well as allowing for earlier identification of at-risk students and more strategic academic intervention.
Action 7 **Black Student Achievement Plan (BSAP)**	This action was implemented to address the needs of all students at Taft Charter High School. The Black Student Achievement Plan (BSAP) was implemented to enhance academic outcomes and support the social-emotional well-being of students, with a particular focus on achieving A–G grades of C or better for all students identified by the program. Implementation was informed by participation data and schoolwide assessment outcomes, ensuring that resources, staff support, and community partnerships were effectively leveraged to enrich college-going experiences and facilitate events benefiting all students. As a result of these efforts, Black students at Taft demonstrated strong performance on the 2024–2025 Smarter Balanced Assessment, surpassing district averages in both literacy and math. A key area guiding future program development was the school's continued emphasis on culturally and linguistically responsive instruction. Expanding access to personalized learning and integrating these strategies into schoolwide intervention systems further supported equitable outcomes and ensured all students were prepared for postsecondary education and career opportunities.
Action 8 **Supplemental A-G Interventions**	Taft Charter High School implemented this action to address the needs of English Learners, students in foster care, and low-income students by providing targeted supplemental A–G interventions designed to support academic progress, credit completion, and on-time graduation. Using transcript evaluations and Individual Graduation Plan (IGP) meetings, the school identified at-risk students and aligned tutoring, academic intervention courses, Taft Success Academy (TSA) Saturday School credit recovery, and college and career counseling to support students in meeting graduation and postsecondary eligibility requirements. Implementation results showed mixed but important progress. English Learners demonstrated improvement toward language development goals, with reclassification rates increasing by 10.2 percent in 2025; however, the graduation rate declined to 70.6 percent, indicating a continued need for strengthened graduation-focused supports. Socioeconomically disadvantaged students demonstrated strong outcomes, with a 96.7 percent cohort graduation rate, suggesting that targeted A–G interventions, individualized monitoring, and credit recovery opportunities helped many students remain on track. A continuing focus remained on closing opportunity gaps in English Language Arts and mathematics, particularly for English Learners, through ongoing data-driven monitoring, targeted instructional strategies, and expanded academic supports.
Action 9 **SENI Investments towards**	This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Taft Charter High School, strengthening instructional capacity and expanding

Academic Excellence	targeted supports through investments in professional development, dedicated teacher planning time, and intervention opportunities during the school day, after school, and through Saturday programs. These investments enabled staff to better support student needs, increase instructional consistency across classrooms, and provide additional learning time for students most at risk. SENI investments played a key role in strengthening progress monitoring systems and expanding student support structures. These improvements increased the school's ability to track student performance, identify learning needs earlier, and coordinate academic and social-emotional supports. Building on this progress, continued advancement toward the goal of academic excellence benefited from expanded intervention capacity, additional structured time for staff collaboration, and more targeted allocation of resources based on ongoing student performance data.

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

No material differences.

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

Action	Effectiveness
Action 1 Career Technical Education According to data gathered from the latest School Accountability Report Card (SARC), 24.2% of pupils who completed a Career Technical Education (CTE) program also earned a high school diploma, with a total of 738 students participating in the program.	The graduation and completion rates among students in our Career and Technical Education (CTE) programs highlighted their effectiveness in promoting both academic success and real-world readiness. By engaging students in meaningful, hands-on learning connected to career pathways, CTE pathways helped students stay motivated, perform well academically, and prepare for college, careers, or other post-secondary opportunities. These outcomes demonstrated that CTE was a powerful investment in our students' futures and a vital asset to our school community. To improve the number of students benefiting from our CTE program, our counselors continued to promote completion of pathways.
Action 2	Whole Child data provided clear evidence of the effectiveness of Taft's inclusive education initiatives. In the most recent reporting period, 75% of students with disabilities (SWD) spent at least 80% of the school

Transition Services 2025-2026 Whole Child, 59% of Students with Disabilities are in the General Education Program at least 80% of the school day 2024-2025 Whole Child 61% of SWD were in the General Education program at least 80% of the day.	day in general education settings, representing a 14% increase from the previous year. This measurable growth indicated progress toward expanding access to inclusive learning environments. These results demonstrated that Taft's inclusive practices were strategically implemented and effective in advancing academic equity and aligning with state and federal best practices for inclusive education.
Action 3 **General Fund School Program** 2024-25 Graduation Rate: 96.4% 2023-24 Graduation rate reached an impressive 97.6%, marking a 1.9% increase from the previous year's rate of 95.7%. Smarter Balance Math Data 2024-2025 indicates a 6.9% overall gain from 2023-2024. Smarter Balance ELA 2024-25 6.1% increase from 2023-2024	Taft offered multiple programs that provided varying and rigorous coursework. These programs suggested that the general fund school programs supported through strategies outlined in the adopted LCAP were having a positive impact on student achievement. The growth in Graduation rates, ELA, and Math reflected targeted instructional efforts, effective resource allocation, and data-driven interventions. Continued movement in this direction demonstrated that the school was effectively addressing academic gaps and helping students move closer to meeting grade-level standards. STEAM Gifted Magnet–Taft Charter High School was in its ninth year of a Gifted / Highly Gifted/High Ability STEAM (Science, Technology, Engineering, Arts and Mathematics) Magnet program. Two career pathways, Engineering Design and Computer Science, were offered. Throughout the four years, students enrolled in a rigorous and challenging interdisciplinary curriculum in the Magnet program to prepare for a STEAM career pathway in college. SAS—Over one-third of Taft students participated in the School for Advanced Studies (SAS) program, designed for identified gifted and high-achieving students. The AP Capstone Program, in its twenty-fourth year at Taft, was a specialized program within the SAS program, designated for highly gifted students and those achieving at the highest level. By the time these students graduated, they had earned an AP Certificate Diploma. Prospective students were required to score standards exceeded levels on all district-standardized tests. HIPP/Dual enrollment program—A partnership between Los Angeles Unified and the Los Angeles Community College District. Taft Charter High School was in its sixth year of the Humanities

May 2025, 806 students took 1,827 AP examinations with 81% of these examinations earning college-level passing scores of 3, 4, or 5 Approximately 37% of students participated in the AP program.	Interdisciplinary Pierce Program (HIPP). Previously, students were concurrently enrolled in two Pierce College courses and four Taft courses per semester. That year, students were concurrently enrolled in two Pierce College courses and five Taft courses. Students earned transferable college credit while earning a high school diploma. Taft offered 29 AP courses that allowed students a variety of courses to nurture their interests. Taft Charter High School had implemented various interventions to support students to stay on an A-G track and receive the assistance they needed. ● For 2025–2026, CSR teachers provided a reduced class size to concentrate on individual student needs. ● Attendance Improvement: Taft leveraged PBIS to create activities that aimed to improve student attendance rates through positive incentives. ● Extended learning opportunities, such as after-school and before-school tutoring, and the addition of a Math coach were available for students wanting additional academic support. ● The TSA (Taft Success Academy) provided students with credit recovery on Saturdays. This program supported students with A-G and graduation credit recovery, as well as credit recovery for emergent bilinguals.
Action 4 **Magnet Program** School Accountability Report Card (SARC), 24.2% of students who completed a Career Technical Education (CTE) program also earned a high school diploma, with a total of 738 students participating in the program. Our Gifted STEAM Magnet houses three different CTE pathways. Magnet Graduation Rate in 2024 was 100%, 2025 was 100%	According to the School Accountability Report Card (SARC), 24.2% of students who completed a Career Technical Education (CTE) program also earned a high school diploma, with 738 students participating in the program overall. Within our Gifted STEAM Magnet, which offered three distinct CTE pathways, students demonstrated exceptional academic success. The Magnet Graduation Rate was 100% in both 2024 and 2025, indicating that all CTE participants within the Magnet successfully completed their programs and met graduation requirements. This consistent 100% graduation rate among Magnet CTE students reflected the high effectiveness of the program's instructional quality, pathway alignment, and student support systems, especially when compared to the broader district data. The sustained success suggested that the Magnet's CTE pathways were not only engaging students but also equipping them with the academic and technical competencies necessary for postsecondary and career readiness. Additionally, our Magnet promoted new and innovative programming such as TEDx, StudentsBuild, STEAMinists, and the Knowledge Bowl.

Action 5 **Special Education Supports** 2024-2025 SWD ELA (Source CA Dashboard) showed a decline of 49.4 points below standard from 2023-24 2024-2025 SWD Math (Source CA Dashboard) Graduation 2024-25 94.4% SWD experienced a 6.1% increase from 2024	Whole Child data provided clear evidence of the effectiveness of Taft's inclusive education initiatives. In the most recent reporting period, 59% of students with disabilities (SWD) spent at least 80% of the school day in general education settings, representing a 16% decrease from the previous year. This indicated the need to make progress toward expanding access to inclusive learning environments. Analysis of data for Students with Disabilities (SWD) indicated areas of progress as well as a continued need for targeted supports. In English Language Arts (ELA), CAASPP results showed an increase in the percentage of SWD meeting or exceeding standards, rising from 16.4% in 2022–2023 to 26.5% in 2023–2024, representing a 10.1 percentage point increase. While this improvement demonstrated positive growth, the 2024–2025 California Dashboard reported SWD performance at 49.4 points below standard, indicating that a significant achievement gap remained and continued academic intervention and support were needed to improve outcomes. Graduation data reflected generally positive outcomes for SWD. The 2024 graduation rate declined to 88.2% from 94.5% in 2023, representing a 6.3 percentage point decrease. However, the 2024–2025 graduation rate increased to 94.4%, reflecting a 6.13 percentage point improvement from 2024 and indicating that targeted supports, credit monitoring, and case management strategies were helping students remain on track to graduate. Overall, while graduation outcomes remained strong and ELA proficiency showed improvement, Students with Disabilities continued to perform below state standards academically. These data highlighted the need to continue implementing targeted interventions, differentiated instruction, and collaborative supports between general education and special education staff to improve academic achievement and close performance gaps for SWD.
Action 6 **Class Size Reduction and School Level Supports for Personalized Learning Interventions** 2024-25 Data- CAASPP Math Data 2024-2025 indicates a 6.9% overall gain from 2023-2024 CAASPP ELA	Taft Charter High School continued to prioritize class size reduction as a key strategy to improve student outcomes. The school was able to maintain smaller class sizes, allowing teachers to provide more individualized instruction and closely monitor student progress throughout the academic year.

Data indicated a 6.1%% gain from our 2023-2024 school year	
Action 7 **Black Student Achievement Plan (BSAP)** Data: Our Smarter Balance Math Data for our African American Students in 2024-2025 indicated a 30.89% overall gain from 2023-2024. Our Smarter Balance ELA Data indicates a 28.04% gain from our 2023-2024 school year	Data demonstrated the effectiveness of Taft's BSAP initiatives in advancing academic achievement, student engagement, and overall well-being for African American students. Our 2024–2025 Smarter Balanced assessment results showed a 30.89% overall gain in Math and a 28.04% gain in ELA compared to the 2023–2024 school year. These gains were directly supported by the collaborative work of our BSAP Academic Counselor, who provided targeted academic guidance and college readiness support, and our School Climate Advocate, who focused on improving attendance and social-emotional care to create a nurturing learning environment. Ongoing teacher professional development in Culturally and Linguistically Responsive Practices (CLRP) also played a role in ensuring instruction reflected students' diverse experiences and learning needs. In addition, monthly BSAP parent meetings and programming such as college visits and mentoring strengthened family engagement and student motivation. Together, these integrated supports contributed to the growth in academic performance and school climate.
Action 8 **Supplemental A-G Interventions** EL Reclassification Rate 2024-2025-36% 2023-2024- 16.36% Graduation Rates (EL) 2023-2024- 93.8% 2022-2023- 85.2% 2024-25 SBAC (ELA) 121.2 Points below standard which is a 74.4 point	English Learner reclassification rates increased from 16.36% in 2023–2024 to 36% in 2024–2025, reflecting significant growth in language proficiency. Overall English language proficiency also rose to 52.9%, demonstrating the effectiveness of targeted interventions. This progress resulted from focused Summative ELPAC instruction, small-group and one-on-one support, and language development workshops aligned with identified student needs. dELD teachers implemented purposeful grouping strategies, such as skill-based clusters and peer-assisted learning, during ELD classes and after-school tutoring sessions. Instruction emphasized reading comprehension, constructive conversation, grammar, inference, vocabulary, and test-taking strategies following the MMED Essential Instructional Approaches. Teachers used interim assessments to evaluate progress and adjust instruction to improve outcomes. Additionally, Taft supported ELs in credit recovery through Saturday School and Edgenuity, helping students remain on track for graduation. Newcomer students continued to receive social-emotional support from the

decrease from the previous year 2023-2024 SBAC (ELA) 46.8 Points below standard which is a 43.1 point increase from the previous year.	PSA and PSW, ensuring access to resources that promoted academic success and engagement. Teachers provided exposure to key areas such as reading comprehension, constructive conversation, grammar, inference, vocabulary, and test-taking strategies, utilizing strategies found in the MMED Essential Instructional Approaches trifold. Teachers also utilized interim assessments to reflect and adjust based on student progress and areas of need. These skills were essential for understanding exam questions and supporting reclassification.
Action 9 **SENI Investments towards Academic Excellence** 2024-2025 school year, the overall graduation rate is 96.4, a 1.2% decline from the previous year 2023-24 school year, the overall graduation rate reached an impressive 97.6%, marking a 1.9% increase from the previous year's rate of 95.7%. Smarter Balance Math Data 2024-2025 indicates a 1.34% overall gain from 2023-2024. Smarter Balance ELA Data indicates a 3.31% gain from our 2023-2024 school year.	Taft Charter High School demonstrated measurable academic growth across multiple indicators aligned with LCAP priorities. The school's overall graduation rate increased to 97.6%, a 1.9% gain from the previous year's 95.7%, reflecting the success of targeted academic supports and expanded access to A–G and AP coursework. Smarter Balanced assessment data also showed continued improvement, with Math scores rising by 1.34% and ELA scores increasing by 3.31% from the previous year. These gains highlighted the effectiveness of strategic initiatives funded through SENI, which supported reduced class sizes, expanded tutoring, and strengthened college and career readiness efforts. The Targeted Student Population (TSP) Coordinator worked collaboratively with teachers to enhance English Learner outcomes through both designated and integrated ELD instruction, aligned with the California ELD Standards and implemented using Universal Design for Learning (UDL) and the Elegance of 12 Suite Strategies to meet diverse student needs. The program's use of Culturally and Linguistically Responsive Practices (CLRP) promoted an inclusive, asset-based learning environment that empowered multilingual students to excel in A–G, Honors, AP, and CTE pathways. Collectively, these data-driven actions and instructional strategies led to sustained gains in academic performance, college and career readiness, and equitable outcomes for all students.

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

Taft 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 Taft 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	Career Technical Education	Taft Charter High School will continue to provide Career Technical Education programs to support all students in graduating college and career ready.	District Cost: $272,919	N
2	Transition Services	Taft Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation.	District Cost: $299,732	N
3	General Fund School Program	Taft Charter High will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,028,161 **School Discretionary Fund Cost: $1,602,003**	N
4	Magnet Program	Taft Charter will continue to implement the following magnet program to support our students: The Taft STEAM Magnet which emphasizes all aspects of these areas, graduated its first senior class in 2020, and has done exceedingly well in its work to prepare students for college including its award winning Robotics program.	District Cost: $181,348	N
5	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Taft Charter High to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $15,346,793	N
6	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Taft Charter High.	District Cost: $5,930,673	Y
7	Black Student Achievement Plan	Taft Charter High will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $487,216	N

	Supplemental A-G Interventions	Taft 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 Taft Charter.		
8	SENI Investments towards Academic Excellence	Taft Charter High School's will support Academic Excellence by providing targeted support for English Learners, foster youth, and low-income students including administrative leadership, the TSP Coordinator, staff collaboration, and instructional resources. These efforts will ensure equitable access to rigorous instruction and promote strong academic outcomes for all students	**School Discretionary Fund Cost: $828,210**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order to ensure that students were excited to attend school and able to thrive both academically and emotionally, we prioritized creating environments where they felt safe, cared for, connected, and respected. Taft Charter High School, successfully maintained safe and orderly campuses that were conducive to learning and supportive of all students and staff. This school developed and implemented data-driven attendance plans that effectively addressed chronic absenteeism, dropout prevention, student recovery, and prompt enrollment, while also leveraging valuable community resources. Recognizing that strong attendance is foundational to academic success, we provided high-quality instruction in safe, welcoming, and nurturing environments. Through the use of targeted, tiered supports, we met the diverse needs of our students and helped ensure their continued growth. Taft Charter High, along with other affiliated schools, met enrollment and attendance goals by following these comprehensive strategies and supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 45.4% **African American/Black:** 33.8% **Hispanic/Latino:** 45.4% **English Learner:** 36.9% **RFEP:** 49.1% **Standard English Learner:** 38.1% **Students with Disabilities:** 33.1% **Low Income:** 42.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 46.7% **African American/Black:** 39.0% **Hispanic/Latino:** 45.6% **English Learner:** 31.0% **RFEP:** 51.2% **Standard English Learner:** 42.1% **Students with Disabilities:** 44.8% **Low Income:** 42% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 44.2% **African American/Black:** 31.9% **Hispanic/Latino:** 38.5% **English Learner:** 26.6% **RFEP:** 43.1% **Standard English Learner:** 38.0% **Students with Disabilities:** 38.4% **Low Income:** 38.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 48.0% **African American/Black:** 42.0% **Hispanic/Latino:** 47.0% **English Learner:** 38.0% **RFEP:** 53.0% **Standard English Learner:** 45.0% **Students with Disability:** 47.0% **Low Income:** 45.0%	**All Students:** -1.2% **African American/Black:** -1.9% **Hispanic/Latino:** -6.9% **English Learner:** -10.3% **RFEP:** -6.0% **Standard English Learners:** -0.1% **Students with Disabilities:** +5.3% **Low Income:** -3.9%
2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)**	**2022-2023** **All Students:** 25.5% **African American/Black:** 36.4% **Hispanic/Latino:** 26.5% **English Learner:** 33.8% **RFEP:** 25.9%	**2023-2024** **All Students:** 27.7% **African American/Black:** 37.0% **Hispanic/Latino:** 29.1% **English Learner:** 42.5% **RFEP:** 24.9%	**2024-2025** **All Students:** 29.3% **African American/Black:** 40.6% **Hispanic/Latino:** 32.9% **English Learner:** 52.1% **RFEP:** 31.9%	**2025-2026** **All Students:** 24.0% **African American/Black:** 35.0% **Hispanic/Latino:** 26.0% **English Learner:** 40.0% **RFEP:** 23.0%	**All Students:** +3.8% **African American/Black:** +4.2% **Hispanic/Latino:** +6.4% **English Learner:** +18.3% **RFEP:** +6.0%

		Standard English Learner: 31.5% **Students with Disabilities:** 40.0% **Low Income:** 29.6% *Source: Open Data Dashboard*	**Standard English Learner:** 32.9% **Students with Disabilities:** 33.7% **Low Income:** 32.8% *Source: Open Data Dashboard*	**Standard English Learner:** 33.8% **Students with Disabilities:** 37.3% **Low Income:** 36.9% *Source: Open Data Dashboard*	**Standard English Learner:** 30.0% **Students with Disability:** 30.0% **Low Income:** 29.0%	**Standard English Learners:** +2.3% **Students with Disabilities:** -2.7% **Low Income:** +7.3%
3	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 40.6% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 53.0% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 57.3% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 60.0%	**All Staff:** +16.7%
4	**Single Student Suspension Rate**	**2022-2023 All Students:** 0.48% *Source: Open Data Dashboard*	**2023-2024 All Students:** 1.02% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.5%	**All Students:** +0.22%
5	**Instructional Days Lost to Suspension**	**2022-2023 All Students:** 23 *Source: Open Data Dashboard*	**2023-2024 All Students:** 53 *Source: Open Data Dashboard*	**2024-2025 All Students:** 23 *Source: Open Data Dashboard*	**2025-2026 All Students:** 49	**All Students:** 0
6	**Expulsion Rate**	**2022-2023 All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.01%	**All Students:** 0%
7	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Students:** 66.9% **African American/Black:** 54.4% **Hispanic/Latino:** 61.2% **English Learner:** 75.0%	**2023-2024 All Students:** 40.2% **African American/Black:** 22% **Hispanic/Latino:** 41.1% **English Learner:** 64.5%	**2024-2025 All Students:** 55.0% **African American/Black:** 54.5% **Hispanic/Latino:** 54.9% **English Learner:** 69.7%	**2025-2026 All Students:** 57.5% **African American/Black:** 57.5% **Hispanic/Latino:** 57.9% **English Learner:** 72.7%	**All Students:** -11.9% **African American/Black:** +0.1% **Hispanic/Latino:** -6.3% **English Learner:** -5.3%

		RFEP: 63.1% **Standard English Learner:** 60.2% **Students with Disabilities:** 58.4% **Low Income:** 64.7% *Source: Open Data Dashboard*	**RFEP:** 38.7% **Standard English Learner:** 37.9% **Students with Disabilities:** 49.6% **Low Income:** 39.1% *Source: Open Data Dashboard*	**RFEP:** 54.2% **Standard English Learner:** 53.6% **Students with Disabilities:** 59.6% **Low Income:** 54.8% *Source: Open Data Dashboard*	**RFEP:** 74.0% **Standard English Learner:** 56.6% **Students with Disability:** 62.6% **Low Income:** 73.0%	**RFEP:** -8.9% **Standard English Learners:** -6.6% **Students with Disabilities:** +1.2% **Low Income:** -9.9%
8	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023 All Parents:** 74.2% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 60.4% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 68.7% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 70.0%	**All Parents:** -5.5%
9	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Staff:** 96.2% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 89.2% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 96.3% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 98.0%	**All Staff:** +0.1%
10	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023 All Students:** 54.8% **African American/Black:** 38.6% **Hispanic/Latino:** 45.8% **English Learner:** 59.1% **RFEP:** 46.0%	**2023-2024 All Students:** 50.3% **African American/Black:** 42.7% **Hispanic/Latino:** 44.1% **English Learner:** 65.6% **RFEP:** 43.0%	**2024-2025 All Students:** 50.6% **African American/Black:** 43.0% **Hispanic/Latino:** 47.1% **English Learner:** 57.9% **RFEP:** 46.4%	**2025-2026 All Students:** 60.0% **African American/Black:** 48.7% **Hispanic/Latino:** 50.0% **English Learner:** 70.0% **RFEP:** 50.0%	**All Students:** -4.2% **African American/Black:** +4.4% **Hispanic/Latino:** +1.3% **English Learner:** -1.2% **RFEP:** +0.4%

		Standard English Learner: 48.5% **Students with Disabilities:** 51.6% **Low Income:** 49.7% *Source: Open Data Dashboard*	**Standard English Learner:** 45.8% **Students with Disabilities:** 51.0% **Low Income:** 46.0% *Source: Open Data Dashboard*	**Standard English Learner:** 46.4% **Students with Disabilities:** 47.7% **Low Income:** 47.1% *Source: Open Data Dashboard*	**Standard English Learner:** 50.0% **Students with Disability:** 59.0% **Low Income:** 51.0%	**Standard English Learners:** -2.1% **Students with Disabilities:** -3.9% **Low Income:** -2.6%
11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 78.5% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 76.7% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 68.9% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 80.0%	**All Parents:** -9.6%
12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 84.4% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 71.3% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 74.2% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 80.0%	**All Staff:** -10.2%

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	Implementation
Action 1 **Base-Funded Health Supports**	This action was implemented to address the health and wellness needs of all students through base-funded student health services to promote student wellness and improve attendance. A full-time nurse and nurse assistant were assigned to the Health Office to address daily student health needs and minimize instructional time lost due to illness. In addition, the school launched targeted attendance campaigns, paired with enhanced family outreach, social-emotional counseling, and academic supports, to address barriers to regular attendance. The PBIS team develops programs and activities that encourage and incentivize consistent campus attendance, while the BSAP team organizes monthly events aimed at promoting participation and engagement among all students.
Action 2 **Base-Funded School Climate Support Staff**	This action was implemented to support a positive school climate for all students. Taft Charter High School implemented base-funded school climate supports to enhance student safety, connectedness, and overall well-being. The school established Positive Behavior Interventions and Supports (PBIS) and Restorative Practices to set clear expectations, reinforce positive behavior, and foster a supportive school culture. To better address students' social-emotional needs, TCHS expanded the reach of the BSAP School Climate Advocate, College and Career counselors, and other support staff. Efforts to strengthen connectedness included a variety of clubs and athletic programs, a Summer Bridge Program for incoming ninth graders, and opportunities for family engagement through PTO, ELAC, and schoolwide events.
Action 3 **Supplemental School Climate Support Staff**	This action was implemented to support a positive school climate for all students.Taft Charter High School implemented supplemental school climate supports through the Targeted Student Population (TSP) Program Coordinator to enhance student safety, connectedness, and attendance. The TSP Coordinator provided instructional coaching, demonstration lessons, and data-informed support to teachers and administrators to better meet the academic needs of English Learners, foster youth, and low-income students. In addition, the coordinator ensured compliance and documentation for English Learner programs while strengthening family engagement through workshops, leadership opportunities, and support of ELAC and SSC. Tiered intervention services were also implemented and monitored through MTSS, including direct student support and collaboration with the Pupil Services and Attendance counselor, psychiatric social workers, A–G counselor, and other support staff to address both academic and attendance needs.

Action 4 **SENI Investments towards Joy and Wellness**	Taft Charter High School implemented SENI-funded strategies to promote student well-being, joy, and campus safety, leading to reductions in suspensions and referrals. A full-time Dean and School Climate Advocate guide MTSS implementation and foster family collaboration, while the addition of one dean and six campus supervision aides strengthens school oversight and enforces policies. Safety is further reinforced through regular emergency drills, a current emergency response plan, and clearly communicated behavioral expectations outlined in the student handbook. To create a supportive and inclusive learning environment, TCHS also provided conflict resolution resources, including access to counselors, administrators, and support staff.

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	Effectiveness
Action 1 **Base-Funded Health Supports** Student Attendance: Percent of All Students with Excellent Attendance (96% or Higher) 2025-2026 -70.18% 2024-2025-45.25%	Taft Charter High School showed improvement in student attendance for the 2025–2026 school year compared to the 2024–2025 school year. Key factors contributed to this positive trend. Targeted attendance campaigns were instrumental in identifying and supporting students at risk for chronic absenteeism through personalized outreach, regular communication with families, and recognition programs that rewarded consistent attendance. The addition of one Pupil Services and Attendance (PSA) Counselor and two Pupil Services and Wellness (PSW) Counselors further strengthened the school's capacity to provide individualized case management and remove barriers related to transportation, housing instability, and emotional well-being. The school's health and wellness supports also played a vital role. A full-time nurse and nurse assistant were available daily in the Health Office to address student medical needs promptly, reducing unnecessary absences and early dismissals. Taft Charter High School continued to prioritize student safety and health as foundational elements of academic achievement.

Action 2 **Base-Funded School Climate Support Staff** Percent of Students Reporting on the School Experience Survey: "I feel safe in this school" 2024-2025- 55% 2023-2024- 40% Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school" 2024-2025-51% 2023-2024- 50%	The implementation and ongoing efforts of the School Climate Support Staff, such as the BSAP School Climate Advocate, demonstrated measurable improvements in students' perceptions of school safety and belonging. According to the School Experience Survey, the percentage of students who reported feeling safe at school increased from 40% in 2023–2024 to 55% in 2024–2025, reflecting a 15-percentage-point gain. Similarly, the percentage of students who reported feeling like they were part of the school community increased from 50% to 52%, showing continued progress in fostering a sense of inclusion and belonging. These data indicated that the targeted initiatives, relationship-building efforts, and proactive supports provided by the School Climate Advocate had a positive and measurable impact on students' school experiences.
Action 3 **Supplemental School Climate Support Staff** Percent of Students Who Feel Safe at School (per School Experience Survey) 2024-2025- 55% 2023-2024- 40% -Percent of Students Who Feel They are a Part of Their School (per School Experience	The collaborative efforts of the School Climate Support Staff, including the BSAP School Climate Advocate, PSA Counselor, PSW, and PBIS Team resulted in measurable improvements in students' perceptions of safety and belonging on campus. According to the School Experience Survey, the percentage of students reporting "I feel safe in this school" increased from 40% in 2023–2024 to 55% in 2024–2025, representing a 15-percentage-point gain. Similarly, the percentage of students reporting "I feel like I am part of this school" rose from 50% to 52% during the same period. These positive outcomes reflected the effectiveness of coordinated efforts to promote a supportive and inclusive school climate through social-emotional supports, proactive check-ins, and the implementation of PBIS strategies. Together, the BSAP School Climate Advocate, PSA, PSW, and PBIS Team strengthened school connectedness and created a safer, more welcoming environment where students felt valued and supported. The TSP helped create a welcoming campus environment where the coordinator fostered strong connections between the school, students, and their families. Additionally, the coordinator supported the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) in fulfilling their legal responsibilities while maintaining all documentation required by state and federal mandates regarding English Learner programs.

Survey) 2024-2025-51% 2023-2024- 50%	
Action 4 **SENI Investments towards Joy and Wellness** 2025-2026- Suspensions 2025- 26- 4 Discipline Referral 2024-2025- 113 Fall 2025- 66 School Experience Survey “I feel safe at this school.” 2024-2025 School Experience Survey Data shows the following results for “feel like they are part of this school.” English Learners: 54% strongly agree, compared to 61% LAUSD (entire district data) Socioeconomically 2024-2025- 55% 2023-2024-40%	The SENI investments toward Joy and Wellness at Taft Charter High School were effective in promoting a positive school climate, as evidenced by the 2023–2024 and 2024–2025 SES data that showed a 15% increase in students who agreed with the statement “I feel safe at this school.” This growth reflected the effectiveness of schoolwide efforts to strengthen campus safety, build positive relationships, and create a more supportive and inclusive school climate. Additionally, Taft displayed progress in promoting a positive school climate and student well-being. During the 2024–2025 school year, the total number of student suspensions was 12. As of Fall 2025 and early Spring 2026, 4 suspensions had occurred, which set a pattern for a lower suspension rate. Similarly, discipline referrals dropped from 113 in 2024–2025 to 66 in Fall 2025 and early Spring 2026. These declines in suspensions and referrals indicated that the intentional focus on social-emotional wellness, relationship building, and restorative practices was having a positive and sustained impact on student behavior and school culture. Students demonstrated improved self-regulation, stronger connections with staff, and increased engagement in learning.

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, Taft Charter High will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Taft Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $181,887	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Taft Charter High will also provide supplemental school climate support staffing.	District Cost: $60,633	Y
4	SENI Investments towards Joy and Wellness	Taft Charter High School will implement support for English Learners, students in foster care, and low income students through campus staff support, Pupil Service Attendance (PSA) and other supports to ensure students feel safe and welcome at school.	**School Discretionary Fund Cost: $222,211**	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.

Working closely with families and community partners, the District engaged, developed, and empowered students to reach their full potential. Taft Charter High, leveraged resources and programs within the larger community to provide services that supported the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 69.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 64.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 61.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 70.0%	**All Parents:** -8.3%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 72.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 65.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 63.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 72.0%	**All Parents:** -9.2%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 73.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 69.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 66.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 74.0%	**All Parents:** -6.7%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 90.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 93.0%	**All Parents:** -4.5%

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	Implementation
Action 1 **SENI Investments towards Engagement and Collaboration**	At Taft Charter High School student engagement remained central to improving school climate, attendance, and achievement. Through participation in over 80 student-led affinity clubs, grade-level steering committees, the Associated Student Body, and other leadership opportunities. When students actively participate in school activities and leadership opportunities, they develop essential life skills and take ownership of their learning experience. Family engagement efforts focused on increasing Parent Portal participation. With support from the BSAP Community Representative, School Community Representative, and Problem-Solving Data Coordinator, the number of parents accessing the portal grew steadily. Although some families faced challenges with technology access, personalized outreach and ongoing support helped address these barriers.

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	Effectiveness
Action 1 **SENI Investments towards Engagement and Collaboration** Percent of Parents Reporting on the School Experience Survey that agree or strongly agrees with	The percentage of parents who agreed or strongly agreed that “This school includes me in important decisions about my child's education” decreased from 64% in 2023–2024 to 61% in 2024–2025, a 3 percentage-point decrease. The percentage agreeing that “I can easily find information about parent workshops or other programs offered at this school” declined from 65% to 63%, a 2 percentage-point decrease. Agreement with “This school provides instructional resources to help me support my child's education” fell from 69% to 67%, a 2 percentage-point decrease. The percentage of parents agreeing that “This school provides me with information (verbal and written) I can understand” decreased from 88% to 86%, a 2 percentage-point decrease. To strengthen school–family partnerships, Taft Charter High School expanded communication through

the following: "This school includes me in important decisions about my child's education." 2024- 2025-61% 2023-2024-64% Percent of parents reporting on the School Experience Survey that agree or strongly agrees with the following: “I can easily find information about parent workshops or other programs offered at this School” 2024-2025- 63% 2023-2024-65% Percent of parents reporting on the School Experience Survey that agree or strongly agrees with the following: “This school provides instructional resources to help me support my child's education.” 2024-2025-67% 2023-2024-69% Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand." 2024-2025-86% 2023-2024-88%	emails, phone calls, parent conferences, Blackboard Connect communications, and Schoology messages. In addition monthly workshops on Health and Wellness, Civic Engagement, and Student Achievement. These sustained efforts helped build a more connected, informed, and supportive school community, positively impacting both student success and overall school climate.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Taft Charter High School will implement support for English Learners, students in foster care, and low income students through Parent community representatives and IMA are essential purchases to support school wide initiatives of engagement and collaboration.	**School Discretionary Fund Cost: $308,503**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While some facilities are currently under construction, Taft is committed to maintaining safe and clean environments to support an optimal learning experience. We also ensure that all teachers are appropriately credentialed and well-prepared for their roles. Prioritizing safe and clean facilities not only reduces health risks but also boosts morale, supports student success, and enhances staff satisfaction.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 LAUSD Support for Affiliated Charter Operations	Taft continued to meet goals in the areas of Operational Effectiveness and Investing in Staff, all aimed at enhancing student outcomes. Taft maintained weekly professional development (PD) sessions to provide staff with dedicated time for collaboration. In addition, teachers engaged in reflective practices and used the PDSA (Plan-Do-Study-Act) cycle, instructional observation rounds, data dialogues and collaborative discussions focused on best practices. Taft facilitated monthly meetings for new teachers that offer essential support, mentorship, and professional learning opportunities, helping them navigate school policies, strengthen classroom management, and boost student engagement. These sessions were aimed at creating collaboration, reducing stress, and promoting teacher retention by building a strong support network and a sense of community. To further support staff well-being, Taft maintained an active Sunshine Association and facilitated lunchtime social-emotional support groups, both of which contributed to a positive work environment that ultimately supports student success.

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	Effectiveness
Action 1 LAUSD Support for Affiliated Charter Operations Percent of Facilities in Good	Our Buildings and Grounds staff worked diligently to keep facilities in exemplary condition. The action to maintain school facilities in good repair has proven highly effective. According to the latest SARC data, 100% of facilities are reported to be in good condition, reflecting consistent upkeep and a safe, well-maintained learning environment, even amid significant construction. This commitment ensures an environment that supports student well-being and academic success. Taft Charter High School received an Exemplary rating demonstrating that all facilities are clean, safe, and well-maintained, fostering a

Repair- 100% - FIT Tool Rating (SARC)- Exemplary Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act- 100% The school has been successful at ensuring that basic and state conditions are met.	positive and supportive atmosphere for teaching and learning.

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, Taft Charter High will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $9,309,914	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
$1,358,924.00 (School Discretionary Funds- new S/C revenues) $7,350,229.52 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
84.83%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	84.83%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Taft Charter High. Scope: School-wide	Los Angeles Unified School District, including Taft Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly	Taft will implement research- and evidence-based strategies designed to accelerate academic achievement for all students, particularly English Learners. This approach intentionally integrates language development with high-impact instructional practices to address the specific academic needs. Instruction will be aligned to the California ELD/ELA Standards and informed by research-backed strategies such as structured	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in

	the high-need student groups of English Learners, students from low income families, and students in foster care. Taft Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	academic conversation, explicit language instruction, formative assessment practices and purposeful grouping. Designated ELD/ELA will accelerate student learning by providing targeted, scaffolded instruction that builds English proficiency while simultaneously strengthening access to grade-level academic content. Strategies will include: -Active Listening and Comprehension: Students will engage in intentional listening tasks that develop comprehension of academic language and concepts, with explicit supports for students with interrupted or limited formal education. -Extended Academic Communication: Students will participate in sustained, structured conversations that promote the use of complex sentences, academic vocabulary, and discipline-specific language, accelerating oral language development. -Oral Summarization and Synthesis: Instruction will emphasize summarizing and synthesizing information from multiple sources to strengthen comprehension, memory, and expressive language skills. -Constructive Conversations: Students will learn to clarify, fortify, and negotiate ideas through guided discourse, fostering deeper understanding and collaborative problem-solving. For our English Learners specifically, instructional activities will be intentionally designed around the 4 domains of the ELPAC to ensure coherence between daily instruction and assessment expectations. This alignment provides equitable access to language development for English Learners while supporting academic growth for low-income	Math - Grade 11 ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate

		students and foster youth who may require additional instructional scaffolds, consistency, and engagement. By combining targeted language instruction, culturally responsive practices, and structured academic discourse, this strategy accelerates learning, closes opportunity gaps, and ensures that English Learners, low-income students, and foster youth develop the language and academic skills necessary for long-term academic success. According to the CA ELA/ELD framework, ELs "may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge." All ELs must have full access to the types of high quality curriculum and instruction for ELA/Literacy and other content areas as they concurrently progress through the continuum of English language development. Student ELA, Math, ELD grades and ELPAC scores showing progress will be used to measure effectiveness.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Taft Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Emphasize holistic wellness by fostering the social-emotional growth and overall well-being of every student, classroom, school, and the broader community. Strengthen district and school staff capacity to cultivate inclusive, connected classroom and school environments. Offer ongoing professional learning and support focused on proactively preventing behavioral challenges and responding to them through restorative, relationship-centered practices. Positive Behavior Intervention and support program improve student outcomes through: Academic performance Social emotional competence Social & Academic outcomes for SWD Reduced bullying behavior Reduced exclusionary discipline.	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 3 Action 1	Action: SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English	Taft will be an informative, collaborative, and engaging environment for parents, students, and faculty, supporting our shared educational goal: every student completing their AG coursework toward graduation.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school

	Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: Schoolwide	Research shows that strong school–family partnerships directly improve student achievement, attendance, and graduation rates. When schools have dedicated staff organizing events, outreach, and school-to-home communication, families are more consistently informed and involved, which strengthens student motivation and academic success. Studies of parent liaison programs and systemic engagement efforts demonstrate that intentional, ongoing family involvement not only boosts student outcomes but also empowers families to play a central role in preparing students for the world.	includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

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.

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable*	72.82 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 2,157 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	139.14 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 2,157 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

William Howard Taft Charter High 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 %)
William Howard Taft Charter High School 2026-2027	$ 1,602,003	$ 1,358,924	84.83%	0.000%	84.83%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,960,927	$ -	$ -	$ -	$ 2,960,927.00	$ 2,556,633	$ 404,294

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	3	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,509,276	$ 92,727	$ 1,602,003	$ -	$ -	$ -	$ 1,602,003	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 545,502	$ 282,708	$ 828,210	$ -	$ -	$ -	$ 828,210	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	$ 204,352	$ 17,859	$ 222,211	$ -	$ -	$ -	$ 222,211	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 297,503	$ 11,000	$ 308,503	$ -	$ -	$ -	$ 308,503	0.000%

William Howard Taft Charter High 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
$ 1,602,003	$ 1,358,924	84.83%	0.000%	84.83%	$ 1,358,924	0.000%	84.83%	**Total:**	$ 1,358,924
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,358,924

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	General Fund School Program	No	Schoolwide		Schoolwide		0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 828,210	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 222,211	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 308,503	0.000%

William Howard Taft Charter High School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,376,269.00	$ 2,419,738.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	3	General Fund School Program	No	$ 1,767,999	$ 1,540,863
1	9	SENI Investments towards Academic Excellence	Yes	$ 888,044	$ 458,910
2	4	SENI Investments towards Joy and Wellness	Yes	$ 415,735	$ 199,057
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 304,491	$ 220,908

William Howard Taft Charter High 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)
$ 1,608,270	$ 1,608,270	$ 878,875	$ 729,395	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	SENI Investments towards Academic Excellence	Yes	$ 888,044	$ 458,910	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 415,735	$ 199,057	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 304,491	$ 220,908	0.000%	0.000%

William Howard Taft Charter High 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)
$ 1,767,999	$ 1,608,270	0.000%	90.966%	$ 878,875	0.000%	49.710%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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