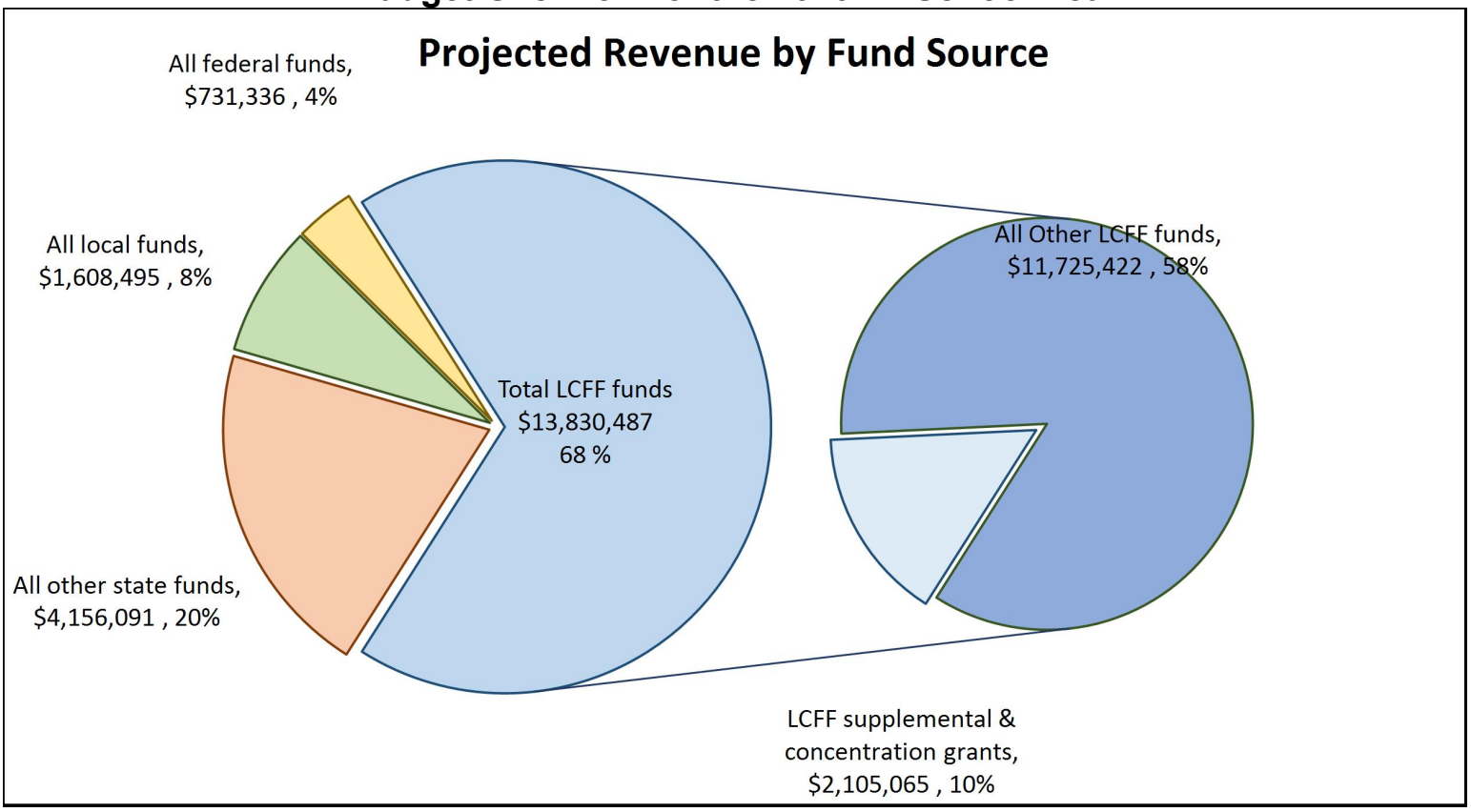
POLAHS
PORT OF LOS ANGELES HIGH SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Port of Los Angeles High School
CDS Code: 19647330107755
School Year: 2026-27
LEA contact information:
Tim Dikdan
Principal
tdikdan@polahs.net
310-832-9201

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

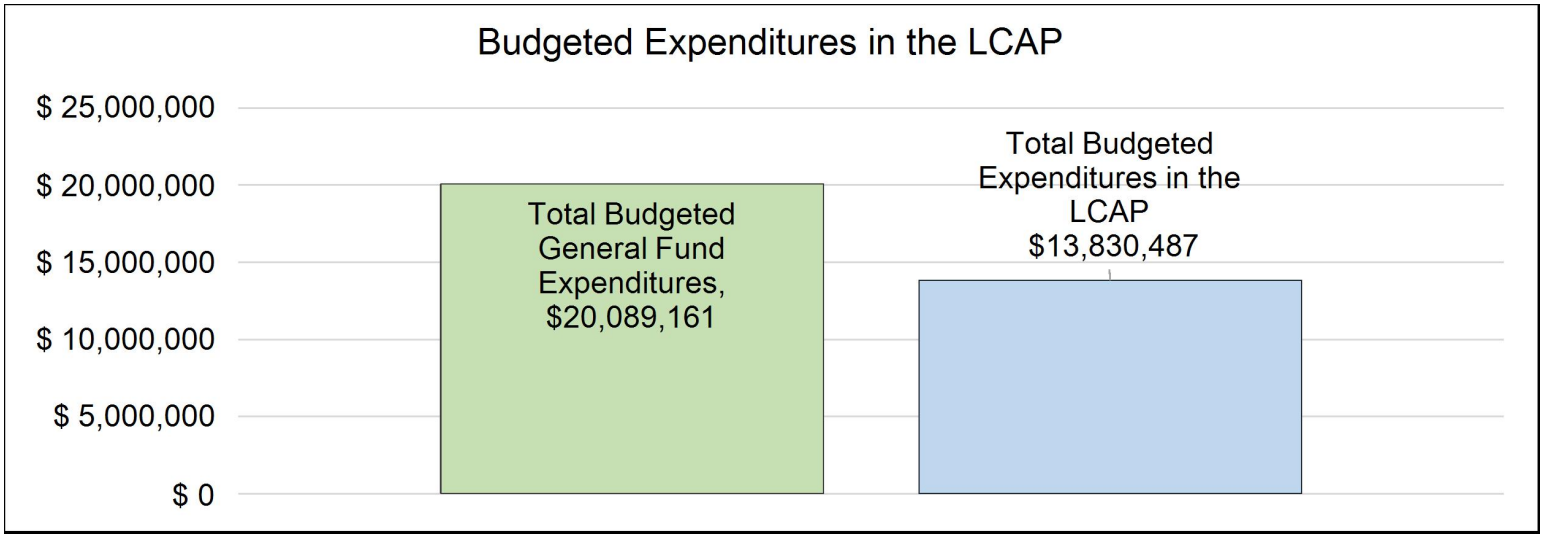


This chart shows the total general purpose revenue Port of Los Angeles High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Port of Los Angeles High School is $20,326,409, of which $13830487 is Local Control Funding Formula (LCFF), $4156091 is other state funds, $1608495 is local funds, and $731336 is federal funds. Of the $13830487 in LCFF Funds, $2105065 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 Port of Los Angeles 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: Port of Los Angeles High School plans to spend $20089161 for the 2026-27 school year. Of that amount, $13,830,487 is tied to actions/services in the LCAP and $6,258,674 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

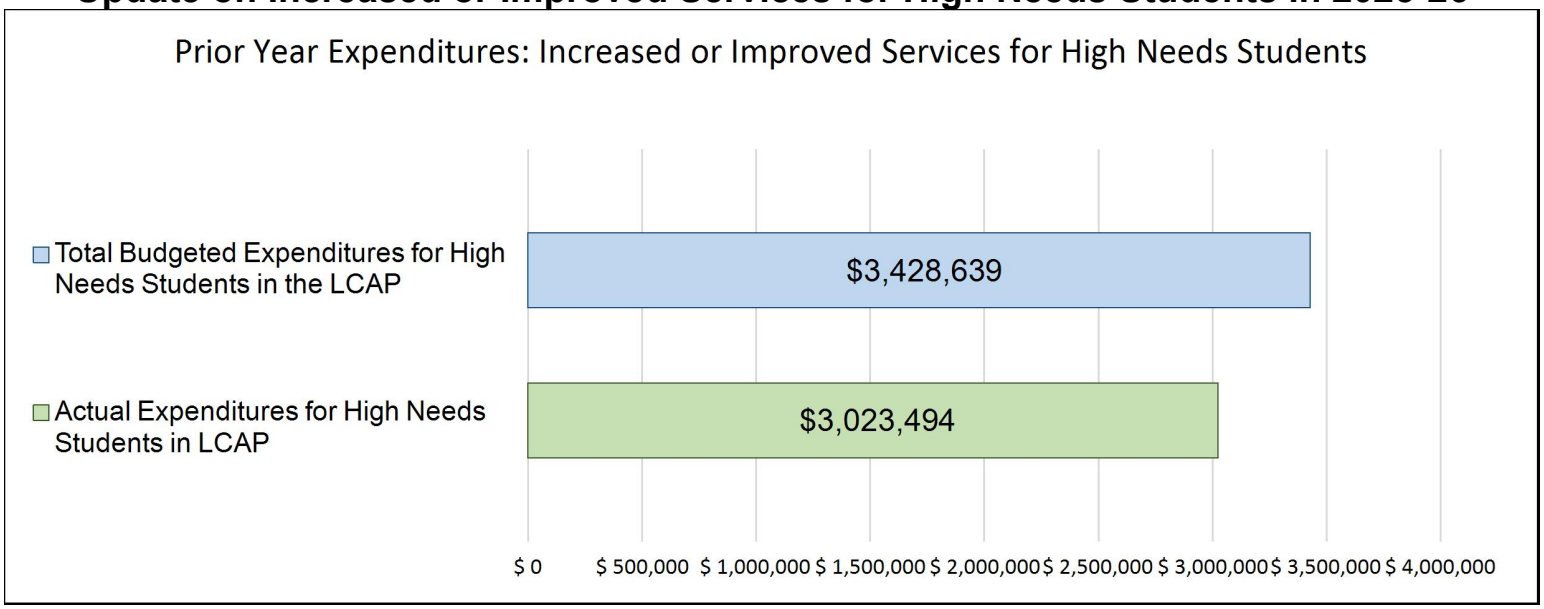
Expenditures for the school year not included in LCAP are a sum of additional expenditures in various categories: various software/services, miscellaneous school supplies/materials, miscellaneous office supplies, miscellaneous books/reference materials, non-student related food, school insurance, utilities, building maintenance, equipment repair, legal services, audit services, miscellaneous professional services, advertising/recruitment, financial services, communications, athletics programming, student events, cleaning materials, Pixels and associated costs, buses, banking/payroll fees, and other operating expenses.

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

In 2026-27, Port of Los Angeles High School is projecting it will receive $2105065 based on the enrollment of Foster Youth, English learner, and low-income students. Port of Los Angeles High School must describe how it intends to increase or improve services for high needs students in the LCAP. Port of Los Angeles High School plans to spend $3001313 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 Port of Los Angeles 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 Port of Los Angeles 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, Port of Los Angeles High School's LCAP budgeted $3,428,639 for planned actions to increase or improve services for high needs students. Port of Los Angeles High School actually spent $3,023,494 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $405,145 had the following impact on Port of Los Angeles High School’s ability to increase or improve services for high needs students:

Total actual expenditures to increase or improve services for high-needs students were lower than budgeted expenditures due to several planned activities and positions not utilizing the full amount originally allocated. Significant variances occurred in Associated Student Body (ASB) activities, lunch program expenses, and salary expenditures associated with Career Advisory, Activities Director, Psychologist, and Counselor positions. These differences were primarily the result of lower-than-anticipated costs and adjustments in program implementation during the year.

POLAHS
PORT OF LOS ANGELES HIGH SCHOOL

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
Port of Los Angeles High School	Tim Dikdan Principal	tdikdan@polahs.net 310-832-9201

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.

Port of Los Angeles High School (POLAHS) is an independent public charter high school located in San Pedro. Situated near one of the world's largest port complexes, the school's unique setting informs its distinctive mission. POLAHS is dedicated to inspiring and educating all students through a rigorous academic program that integrates a maritime theme, alongside optional Career Technical Education pathways that prepare students for college, career, and life.

POLAHS has earned recognition for its commitment to academic excellence and student achievement. The school was named a California Distinguished School in 2011, 2024 and 2025, as well as a California Gold Ribbon School in 2015. In 2026, POLAHS successfully renewed its charter for the 2026-2031 term and has maintained continuous accreditation through the Western Association of Schools and Colleges (WASC), most recently earning a six-year accreditation in 2024. Additionally, POLAHS was honored with the Daily Breeze & Beach Reporter Readers' Choice Award for South Bay's Best Charter School in 2021, 2022, and 2023, 2024 and 2025.

The POLAHS Board of Trustees, faculty, and staff are committed to providing a high-quality, equitable educational experience for every student. The school fosters an inclusive academic environment that promotes student success and expands opportunities for youth in the harbor area. Since its founding, POLAHS has served a diverse student population that reflects the broader demographics of California. Approximately 65% of students are considered socioeconomically disadvantaged and qualify for the federal Free and Reduced Meal Program. The student population is predominantly Hispanic (80.8%), with representation from African American (2.8%), Filipino (2.6%), White (9.4%), Asian American (1.3%), and multiracial or unreported groups (2.9%). Many students face additional barriers to academic

success, including disabilities (12.8%), parents who did not complete high school (21.3%) or college (57.5%), and households where a language other than English is primarily spoken (21.3%).

POLAHS students benefit from a strong network of family and community support. Parents and guardians are actively engaged through multiple communication platforms, including the school website, Aeries Parent Portal, and ParentSquare messaging system. Families are encouraged to participate in Parents of POLAHS Students (POPS), which supports school programs through fundraising and volunteerism. Additional opportunities for involvement include Parent Advisory Committee, English Learner Advisory Committee, Student Well-Being Committee, parent conferences, workshops, and school-wide events such as Back to School Night and Open House. The school also maintains strong partnerships with local organizations, businesses, and public agencies, further enriching the educational experience and strengthening POLAHS' role as a vital part of the community.

POLAHS strives to create a campus culture that honors our campus diversity, promotes racial equity, provides inclusion for all learners, and promotes both the mental and physical fitness of the students in our care. Much of this success continues to be reflected in our school profile on the California School Dashboard and Local Indicators for 2024-25 and 2025-26.

Reflections: Annual Performance

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

REFLECTION
The California School Dashboard provides a comprehensive overview of Port of Los Angeles High School's academic performance through multiple state indicators, including student assessment outcomes and performance level color ratings. The Dashboard uses a color-coded system—ranging from Red (lowest) to Blue (highest), as well as narrative portions—to reflect both current performance and growth over time in key areas.

PRIORITY 1: Basic Services (Conditions of Learning)
Teacher Assignment
Fully Credentialed per federal standards: 92.61%
Fully Credentialed per state standards: 100%
Instructional Materials
Quality, Currency, Availability of Textbooks and Other Instructional Materials- William's Act: Standards Met
Facilities
School Facility Conditions and Planned Improvements: Overall Facility Rating: Good

PRIORITY 2: Implementation of State Standards (Conditions of Learning)
The California School Dashboard serves as a tool to measure how effectively schools are implementing state academic standards. In the area of Implementation of State Standards, the Dashboard highlights how districts are adopting and integrating standards such as the California Common Core State Standards, English Learner standards, and Next Generation Science Standards into instruction. Its purpose is

to provide transparency and guide continuous improvement by showing how well schools are preparing students with rigorous, standards-aligned learning experiences.
ELA: Full Implementation and Sustainability
Mathematics: Full Implementation and Sustainability
Next Generation Science: Full Implementation and Sustainability
History-Social Science: Full Implementation and Sustainability
Career Tech Education: Full Implementation and Sustainability
Health: Fully Implemented
Physical Education: Full Implementation and Sustainability
Visual and Performing Arts: Full Implementation and Sustainability
World Language: Full Implementation and Sustainability
Teacher and Administrative Supports: Full Implementation and Sustainability

PRIORITY 3: Parent Involvement (Engagement)
The California School Dashboard includes Parent Engagement as a key priority to measure how well schools build meaningful partnerships with families. This indicator focuses on how districts seek input, promote participation, and create opportunities for families to be involved in decision-making processes that impact student learning. Its purpose is to ensure schools foster strong home–school connections, increase transparency, and support student success through active family involvement.
Building Relationships: Full implementation: Average Score: Full Implementation
Building Partnerships for Student Outcomes: Average Score: Full Implementation
Seeking Input for Decision-Making: Average Score: Full Implementation

PRIORITY 4: Student Achievement (Engagement)
The California School Dashboard includes Student Achievement as a key indicator to measure how well students are meeting academic standards. This area reflects performance on statewide assessments such as the CAASPP, along with other measures of academic progress. Its purpose is to provide clear data on student outcomes, identify areas of strength and need, and guide schools in improving instruction to ensure all students achieve at high levels.
2025 SBAC ELA
88% met or exceeded standards
92.7 points above the standard
Blue Performance Color
2025 SBAC Math
44% met or exceeded standards
Increased 19.7 points
Green Performance Color
2025 English Language Proficiency Assessments for California
# of English Learners: 26
46.2% of EL students made progress summative ELPAC
No Performance Color

PRIORITY 5: Student Engagement (Engagement)
The California School Dashboard also provides key measures of student engagement, offering insight into how consistently students are attending and remaining connected to school. Indicators such as Chronic Absenteeism, Graduation Rate and Suspension/Expulsion rates are reported, which reflects both current status and progress over time. Data related to the Class of 2025, including graduation outcomes and attendance patterns, help illustrate the extent to which students are engaged and successfully progressing toward completion of their high school experience.
2025 Chronic Absenteeism
9.86% of students missed 10% or more of the total school days
2025 Graduation Rate
94% graduated
Green Performance Color
Parent and Family Engagement: Standard Met
Local Climate Survey: Standard Met
PRIORITY 6: School Climate (Engagement)
The California School Dashboard includes School Climate as an indicator to measure the quality and character of the school environment. This area looks at factors such as suspension rates and student perceptions of safety and connectedness, often gathered through tools like school surveys. Its purpose is to help schools create safe, supportive, and inclusive learning environments that promote student well-being and engagement, which are essential for academic success.

1. 2025 Suspension Rate
.82% of students were suspended
declined .5%
Green Performance Color
2. 2025 Expulsion Rate
0.0% of students were expelled
3. Safety and Connectedness Highlights
Teacher Perspective
Adults at this school care about their students: 98% True
Adults at this school want every student to succeed: 99% True
Adults at this school feel a responsibility to improve this school: 99% True
School is clean and well maintained: 99% True
Student Perspective
Adults at POLAHS treat all students with respect: 78% True
I feel safe at my school: 75% True
Students are treated fairly when they break school rules: 85% True
A POLAHS teacher or adult cares about me: 78% True
Parent Perspective
POLAHS is clean and well-maintained:91% True
POLAHS motivates students to learn: 97% True
Parents feel welcome to participate at POLAHS: 90% True

School staff takes parent concerns seriously: 83% True

PRIORITY 7: Course Access (Conditions of Learning)
The California School Dashboard includes the Course Access priority to measure whether students have equitable access to a broad range of academic opportunities. This indicator examines enrollment in a full curriculum, including college-preparatory courses such as A–G requirements, as well as access to advanced coursework like AP classes, Career Technical Education, and other enrichment opportunities. Its purpose is to ensure all students—regardless of background—have meaningful access to rigorous courses that prepare them for college, careers, and postsecondary success.

ADVANCED PLACEMENT 2024-25
AP Course Offerings: 11
80.6% students passed AP exams with a 3 or higher (College Board)
81% of AP exams were passed with a 3 or higher (College Board)

HONORS PLACEMENT 2025-26
Honors Course Offerings: 13
2025-26 Honor's Enrollment: 227 (unduplicated) or 309 total
2025-26 % Low Income Honor's Students: 113/227 = 49.7%
2025-26 CTE Program highlights include a strong completion rate and certification rate, as well as a diverse enrollment.
Number of Pupils Participated: 269 students
29% of enrolled students completing CTE and earning a High School diploma
Diverse student population served Low Income participation rate: 55%
English Learner Participation Rate: 11/40 eligible students (27.5%)

2025-26 CTE Certification Exam Rate: These rates reflect the number of CTE pathway completers who earned an industry standard certification over the course of the 2 year program.
Arts, Media, and Entertainment
Digital Photography: 100% Adobe Certified
Graphic Design: 97.5% Adobe Certified
Video Production:
Industry Sector- Transportation
Martine Transportation: 100% NCCER Certified
Industry Sector- Building and Construction Trades
Residential Construction: 100% NCCER Certified
Welding: 100% AWS Sense 1 Certified

PRIORITY 8: Other Student Outcomes
The California School Dashboard, developed by the California Department of Education, includes the Other Pupil Outcomes priority to measure student performance in areas beyond core academics. This includes subjects such as physical education, health, and the arts,

often assessed through tools like the Physical Fitness Test. Its purpose is to ensure students receive a well-rounded education and to help schools monitor and improve outcomes that support students' overall development and well-being.

Physical Fitness Test- Grade 9 Participation:
Component 1: 100%
Component 2: 73.1%
Component 3: 45.8%
Component 4: 71.7%
Component 5: 92.5%

Art Courses Offered:
Intermediate Art
Advanced Art

SCHOOL WIDE AREAS OF NEED
College & Career Indicator (CCI)
57% of the Class of 2025 graduated "prepared"
Yellow Performance Color
A-G Eligibility Rate
41.18% of the Class of 2025 graduated A-G eligible
SBAC Math
44% (although rate is still higher than district and state rates)
UNDUPLICATED STUDENTS/STUDENT GROUPS AREAS OF NEED
2025 SBAC ELA Students with Disabilities:
48%% met or exceeded standards
2025 SBAC Math Students with Disabilities:
12% met or exceeded standards
2025 Chronic Absenteeism Rate of Students:
12.2% Students with Disabilities
19.2% Black or African American Student Group
14.8% White Student Group

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Administrators; Faculty/Staff, Parents	Coffee with the Principal 9/16/25; 10/14/25; 11/18/25; 12/16/24; 2/17/26; 3/17/26; 4/21/26; 5/19/26
AdministratorsFaculty/Staff, Parents, Students	Parent Advisory Committee Meetings 9/8/25; 10/20/25; 11/17/25; 01/16/26; 2/9/26; 3/10/26; 6/1/26
Administrators; Faculty/Staff, Parents, Students	English Learner Advisory Committee 5/20/26
Administrators; Faculty/Staff, Parents, Students	Student Well-Being Committee 10/23/25; 1/21/26; 12/4/26
Special Education Coordinator; Education Specialists; Paraprofessionals	Special Education Department Meeting 5/13/26
Administrators; Faculty/Staff, Parents, Students	2025-26 School Surveys Spring 2026
Administrators; Faculty/Staff, Board Members	Financial Committee Meeting 06/02/26
Administration; Lead Teachers	Lead Teacher Meeting 5/15/26
AdministratorsFaculty/Staff, Board Members; Public	LCAP Public Hearing 05/13/26
Charter Operations Program; Special Education Coordinator	Shared LCAP Draft for collaboration on Special Education 05/13/26

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

In January 2026, POLAHS launched their 2025-26 surveys to their Educational Partners. POLAHS continued to partner with Qualtrics for the launch of the staff, student and parent surveys. The student survey was The annual student survey was conducted on January 13th and 14th, 2026, yielding a 96% (876/910 students) participation rate.

POLAHS provided faculty and staff the opportunity to complete the 2025-26 survey during a staff meeting in January. Seventy-three staff members completed the survey (82%).

Lastly, through the use of Parent Square and a QR mailed home, POLAHS also launched its parent survey in January. Eighty-eight parents completed the survey. The parent survey completion rate continues to be an identified area of need.

At-a-Glance 2025-26 Surveys Participation:
Students: 876
Faculty and Staff: 73
Parents: 88

HIGHLIGHTS:
Goal 1: Building Maintenance and Expansion
Facilities: 98.81% of staff feel the school is clean and well-maintained; 81% of students feel their school is clean and tidy; 90% of parents feel the school is clean and well-maintained. 98.8% of staff feels the school is a supportive and inviting place to work; 100% of faculty feel the school is a supportive and inviting place to to learn.
Credentialing: Teacher credentialing and employment highlights include a 91.66% properly assigned rate (by federal standards; 100% by state standards), and 60.23% of the staff has worked at POLAHS for 9-20 years.
Instructional Materials: POLAHS reports that students have access to 100% of instructional materials.
INFLUENCE:
Continued Actions Include: SB470 Grant (Building Lease); ADA Compliance Expenses; Classroom Furniture; Custodial Staff; Facility Maintenance; Facility Expansion
New Actions for 2026-27:
No changes to expenditures
-Current building maintenance will focus on HVAC system. This is a major concern for faculty and staff.

Goal 2: Improve CCI and A-G Rate
44% of students report they plan to attend a 4 year university after high school; 96% of parents reported that POLAHS promotes academic success for all students; 87% of parents state POLAHS has high expectations for all students; 90% of parents feel their child(ren) receive adequate instruction from teachers to support assignments; 88% of parents report their child feels hopeful about the future; 100% of students are enrolled in courses required for UC/CSU admission; 31.47% of 2023 graduates completed all course requirements for UC/CSU admission; 5 out 6 CTE pathways yielded a 100% certification pass rate.
INFLUENCE:

Continued Actions Include: Academic Counselors and Professional Development related to CCI, Teacher Mentoring, Instructional Materials, Technology, Special Education Grant funding, General Professional Development needs, CTE expenses, Career Advisor, College Field Trips, Dual Enrollment, Credit Recovery, PE Community Partnerships.
No New Actions for 2026-27

Goal 3: Improve Math SBAC scores, while maintaining ELA SBAC scores
100% of staff report that the school promotes academic success for all General Education students; 97% of staff report the school promotes academic achievement for Special Education students; 97% of the staff reports that the school promotes success for English Learners; 100% of staff reports the school promotes academic success for all AP/Honors students; 100% of the staff reports that the school emphasizes helping students academically when they need it; 92% of staff reports the school prioritizes closing the racial/ethnic achievement gap; 94% of staff reports the school provides supports needed for teaching cultural and linguistically diverse students; 88% of parents state that POLAHS motivates students to learn; 94% of parents say POLAHS promotes academic success for all students; 94% of parents report POLAHS provides a high quality education.
INFLUENCE:
Continued Actions: English Learner Coordinator and Professional Development, EL Assistant, Educational Specialists and Paraprofessionals, Math Teachers, Conceptual Science Courses, Assistant Principals; LEAP elective (ELA and Math intervention course).
No New Actions for 2026-27

Goal 4: Parent and Student Engagement
50% of students report to be happy to be at POLAHS; 48% of students report that they feel like they are a part of this school; 35% of students report they feel they do things that make a difference; 49% of students report they are motivated to learn at POLAHS; 43% of students report that each day they look forward to having a lot of fun; 94% of parents feel they are kept well-informed about school activities; 90% of parents report POLAHS encourages them to be an active partner with the school in educating their child; 78% of parents feel teachers communicate with parents about what students are expected to learn; 83% of parents state school staff takes parent concerns seriously; 83% of parents state teachers are responsive to child's social and emotional needs; 83% of teachers are responsive to child's social and emotional needs; 79% of teachers report the shool provides opportunities for students to decide class activities and rules; 100% of teachers feel the school motivates students to learn; 100% of teachers report students enjoy spending time together during school activities; 98% of staff feels students care about one another.
INFLUENCE:
Through the LCAP and WASC process, POLAHS continued to identify engagement as an area of need. POLAHS will continue the LCAP goal to specifically address needs associated with student and parent engagement.
Continued Actions Include: Qualtrics, Parent Engagement Activities, Student Activities, Dean of Students, Engagement Signage, Social-Emotional Program/Services; Behavior Intervention; Attendance Clerk, and Boys and Girls Club Partnership; Summer Enrichment
No New Actions for 2026-27. Administration and the Activities Coordinator will work together to address low student engagement survey data.

ADDITIONAL INPUT OPPORTUNITIES
Coffee with the Principal

On a monthly basis, POLAHS hosts Coffee with the Principal for faculty/staff and parents. Monthly Topics included:
September: Facility Expansion
October: Charter Renewal and Safety Plan
November: LCAP Mid-Year
February: Facility Expansion
March: CA Dashboard Review; CCI Indicator Discussion; LCAP Writing Team Invitation
May: LCAP Overview; Capital Project Updates; End-of-Year Wrap-up

Parent Advisory Committee
The Parent Advisory Committee met at crucial times to review accountability reports and advise admin/board. The council reviewed LCAP goals, metrics and expenditures. The PAC contributed to the formation of the educational partner surveys. The PAC reviewed the public hearing documents and finalized and approved documents before the May and June board meetings.

English Learner Advisory Committee
ELAC reviewed the proposed new LCAP goals, metrics, and expenditures on May 20th, 2026. A google form was provided for feedback and new ideas. The committee proposed a space for parent engagement during the building expansion process.

Student Well-Being Committee
The SWB Committee met on an as needed basis to review schoolwide needs associated with safety, school climate, and the food program. The committee reviewed metrics and expenditures, as well as changes to the Comprehensive School Safety Plan.

Special Education Department
An Education Specialist participated in the Parent Advisory Committee in order to provide feedback on metrics and expenditures developed for students with special needs. Additionally, a Special Education Dept. meeting was held on May 13, 2026 to review proposed expenditures. The LCAP was shared with the Charter Operations Program for collaboration on metrics and expenditures for students with special needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	POLAHS will address needs related to instructional and event space through facility maintenance and expansion.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Major Student Learner Needs:

1. Expansion of CTE
2. More space for student activities, assemblies and sporting events.
3. ADA Compliance upgrades
4. HVAC System upgrades

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities in "Good Repair"	Per facilities review, facility is in "good repair" or "fair" for all categories.	Per Annual Facilities Inspection Tool conducted January 2025 the facility was deemed to be in "good repair" with the exception of the HVAC system, which is currently in the bidding process for replacement.	The School Accountability Report Card from the 2024-2025 school year indicated the facilities in "Good" condition, and assessed the HVAC system to be in "Fair" condition. POLAHS signed a final contract on April 13, 2026 to	POLAHS will maintain "Good Repair" status for facility conditions.	Meeting Target for Year 3 Outcome: Maintaining Good Repair status for facility conditions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				repair and replace the HVAC system. Work completion is scheduled between July and August at the end of summer. The upcoming renovations will begin with roof and insulation improvements which are scheduled to start around May. Roofing will also be updated and renewed since it is now about 20 years old. The work may be completed by the end of next year. The items listed above have been approved, and nothing appears to stop or delay the process. The AC and roof project is scheduled to begin in June of 2026, although if an opportunity to move the work up earlier in the year		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				arises, POLAHS will attempt to make sure construction is complete before the start of the 2026-2027 school year.		

Goal Analysis [2025-26]

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.

The actions supporting this goal were largely executed as planned. The building lease (action 1.01) was paid consistently and in a timely fashion with the support of SB740 funding by the school's finance team. The ADA Compliance plan (action 1.02) guided the improvements that were carried out over the course of the school year. Requisite signage was hung to increase visibility and access. Exterior doors and automated garage gates were improved to allow for secure and accessible entrance and exit points.

The replacing of end-of-life furniture and equipment (action 1.03) was carried out as intended. Outside of classrooms, the school's maintenance team and Operations and Compliance Coordinator evaluated equipment and furniture that needed to be replaced. Lead teachers overseeing the various departments conducted needs assessments for classroom furniture and equipment and completed purchase requests for needed furniture and equipment. Outdated, damaged, or exhausted furniture and equipment was properly exited it from the school's inventory.

The custodial staff referenced in action 1.04 was maintained throughout the school year. Employees exiting their position were replaced with a new hire in order to maintain a clean and functioning facility.

In pursuit of action 1.06, plans were drawn for two different possibilities for campus expansion. These plans include a second building on the grounds where POLAHS currently exists. The second plan includes expansion to land across the street from POLAHS, formerly occupied by the San Pedro Court House branch. Each configuration of the plan includes dedicated spaces for PE classes, CTE classrooms, a parent center for ELL outreach and workshops, lunch service, gathering spaces, parking, a gymnasium, a library, and assorted classroom and office spaces. Leasing negotiations and state funding finalizations will dictate which version of the expansion project will be chosen and the timeline on which the expansion will be executed.

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.

The material difference of estimated actual expenditures over budget expenditures in Goal 1 was due to costs of replacing the roof and installing new air conditioning units not being included or known at the time of budget creation for 2025-26. Expenditures for the air conditioning project totaled $849,900 in 2025-26 and totaled $347,850 for the roof replacement project. Neither of these expenses were accounted for in the original budgeted number for Action 1.05.

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

Actions 1.01-1.04 speak to the school's commitment to provide a clean and well maintained facility that ensures effective instruction. These actions were highly effective supporting the basic conditions of learning as specified by State Priority 1 and Goal #1.
Actions 1.05 and 1.06 relate the improvement of the existing facility and the expansion of a new facility. These actions were effective in guiding the maintenance and expansion referenced in Goal #1. As a result of these actions, major campus improvements were carried out over the summer and throughout the school year, and plans to develop a new structure have begun to take place within the facilities committee meetings and with stakeholders during "Coffee with the Principal" meetings.

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

While the actions in Goal 1 remain, the allocation of funds among the actions will change in 2026-27. Funded by SB 740, POLAHS will pay $1.8M in lease expenses to its lessor as part of a new lease agreement. All regular building maintenance costs associated with maintaining and improving the school facility will be covered by the school's lessor under the newly implemented lease agreement. Action 1.05 will be mostly consolidated into Action 1.01 as a result, but still includes building maintenance costs that will be paid for by the school at Pixels art gallery, painting during the month of July before the new lease is implemented, incidental expenses caused by unforeseen or irregular damage by occupants, and for new air filters using funding from the Harbor Community Benefit Foundation grant. Actions 1.02 and 1.04 will represent expenses covered by the lessor but will remain unconsolidated to maintain detail on those actions. The budgeted amounts for Actions 1.02 and 1.04 have been deducted from the $1.8M in lease payable in 2026-27 to provide the budgeted amount for Action 1.01.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Building Lease	POLAHS will utilize SB740 to fund property expenses.	$983,943.45	No
1.2	ADA Compliance	POLAHS will complete Phase I of the ADA Compliance plan, which includes facility improvements to school entry and signage.	$430,154.73	No

Action #	Title	Description	Total Funds	Contributing
1.3	Classroom Furniture	POLAHS will continue to replace end-of-life desks, shelves, and chairs within classrooms.	$8,304.00	No
1.4	Custodial Staff	POLAHS will provide custodial staffing to ensure school cleanliness.	$385,901.82	No
1.5	Capital Projects	POLAHS will undertake capital projects focused on improvements, upgrades, and maintenance related to the existing building infrastructure to support long-term functionality and operational needs.	$64,400.00	No
1.6	Facility Expansion	POLAHS will develop a facility expansion plan.	$100,686.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	POLAHS will increase the percentage of students who are prepared for college or career (College and Career Indicator metric), while also implementing strategies to improve the monitoring and messaging of A-G eligibility.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through the WASC process, including educational partner influence, the following major student learner needs were established:
1. Students' A-G eligibility rates have declined over time.
2. Medium performance level (35.0% to 54.9% in Current Year) for CCI on the CA School Dashboard

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to Standards-Aligned Materials	Per William's Act Resolution 2023, 100% of students have access to instructional materials.	Per William's Act Resolution 2024, 100% of students have access to instructional materials.	Per William's Act Resolution 2026, 100% of students have access to instructional materials.	POLAHS will continue to make instructional materials available to 100% of students, per William's Act Resolution.	Meeting Target for Year 3 Outcome: Maintaining 100%
2.2	Teacher Assignments	STATE REQUIREMENTS:	100% of teachers are credentialed	2022-23	POLAHS will have a 100% fully-credentialed staff	Meeting Target for Year 3 Outcome:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of teachers are credentialed and properly assigned. FEDERAL REQUIREMENTS: Fully Credentialed (preliminary or clear) 92.29% (SARC) Misassignments 3.48% (SARC)	and properly assigned. 2021-22 Fully Credentialed (preliminary or clear): 92.61% (SARC) Misassignments 4.95% (SARC)	Fully Credentialed (preliminary or clear): 91.66% (SARC) Misassignments 4.05% (SARC)	per state requirements.	Maintaining 100% per state requirements
2.3	Implementation of State Standards	2024 Summer Institute Attendance Rate: 87% average for 3 days Common Planning Days: 5 days per General Education Teacher	2024 Faculty Summer Institute was conducted on August 5th and 6th, 2024. Professional Development included: Core Values, SST Process, Special Education Evaluation Process, and Ethical Approach to A.I. in the Classroom. Common Planning - Fall 2024 and Spring 2025 Minimum of 2 days per semester, for each department POLAHS has restructured and	2025 Faculty Summer Institute was conducted on August 4th and 5th, 2025. Fall Professional Development included: AI in Education; Emergency Protocols; DVR Overview; Grade Level Meetings; and Special Education case manager briefings. Spring Professional Development included: School Safety Plan Overview; Nonviolent Crisis Prevention; School Wide Math	POLAHS will maintain its Summer Institute, weekly PD, common planning days, and provide tailored professional development to teachers based on their experience and needs. POLAHS will maintain an 85% or higher attendance rate for Summer Institute professional development.	Meeting Target for Year 3 Outcome: Maintaining Professional Development Opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			revised the 11th grade English curriculum to incorporate an ethnic studies focus, which will be implemented starting in the fall of 2025. In addition, the Department has updated the course description for submission to reflect these changes.	Initiative; Grade Level Meetings; and Special Education case manager briefings. 2025-26 Late Start Days and Common Planning Days As of Fall 2025, POLAHS embedded late start dates into the master calendar to ensure additional time for professional development. Teachers/staff are provided with a menu of professional development opportunities to chose from during this time. Additionally, departments may elect to use department funds in order to secure more professional development time in the form of collaboration days with their subject		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				matter counterparts. Fall Late Start Days: 4 October 23 & 24, 2025 December 4 & 5th, 2025 Spring Late Start Days: 6 February 19 & 20, 2026 March 19 & 20, 2026 April 23 & 24, 2026 The Instructional Coach has played a significant leadership and mentorship role by collaborating with teachers across departments and regularly attending cross-disciplinary collaboration days. As a member of the POLAHS Curriculum Committee and Lead team, the coach works closely with the AP of Instruction to		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				plan and deliver professional development, including Renaissance data training and the launch of a new math initiative. Additionally, she supports teachers with IEP compliance, paperwork, and goal reporting, and attends special education PD to assist and mentor new staff. Lastly, for the fall semester, the Instruction Coach provided ongoing support to a new SPED RST as her university mentor, including coordinating meetings, classroom support, lesson planning, student teaching, and participating in Triad meetings and initial IEP observations. Fall 2025		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Teacher Support (Check-ins, lesson debriefs, co-teaching, lesson support/planning, professional development, collaboration and/or observation) # of Meetings: 197 Spring 2026 Teacher Support (Check-ins, lesson debriefs, co-teaching, lesson support/planning, professional development, collaboration and/or observation) # of Meetings: 185		
2.4	English Learners Access of Curriculum	POLAHS EL Coordinator: -Maintain EL Professional Development Website for General Education teachers. -Provide EL specific professional development at Summer Institute	POLAHS EL Coordinator maintained the EL Professional Development Website for General Education teachers. POLAHS EL Coordinator provided EL specific professional	POLAHS EL Coordinator maintained the EL Professional Development Website for General Education teachers. POLAHS EL Coordinator provided EL specific professional	POLAHS will maintain specially designed professional development materials related to EL access to curriculum, including access for LTEL students.	Meeting Target for Year 3 Outcome: Maintaining Professional Development Opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Collaboration and participation in professional Development resources and events related to English Learners, including LTELs.	development at Summer Institute POLAHS EL Coordinator participated in EL Professional Development with LACOE.	development at Summer Institute POLAHS EL Coordinator participated in EL Professional Development with LACOE.		
2.5	A-G Completion Rate	Class of 2023 35.3% (SARC)	Class of 2024 31.47% (SARC)	Class of 2025 41.18% of students graduated completing all courses required for UC/CSU admission	A-G completion rate will increase by 2% each school year through the 2026/2027 school year.	Meeting Target for 3 Year Outcome: Increased by approx 10%
2.6	CTE Pathway Completion	Class of 2023 90% of students enrolled in a CTE completed their pathway.	Class of 2024 95% of students completed their CTE pathway.	Class of 2025 99% of seniors completed their CTE pathway, along side their high school diploma.	90% of students enrolled in a CTE will complete their pathway.	Meeting Target for Year 3 Outcome: Currently 9% over targeted percentage
2.7	CTE & A-G Completion Rate	Class of 2023 5.2% (Dashboard)	Class of 2024 19.9% (Dashboard)	Class of 2025 21% of student graduated completing a CTE pathway and meeting A-G course (Dashboard	The percentage of students completing CTE pathways and meeting A-G course requirements will increase by 2% each year through the 2026/2027 school year.	Meeting Target for Year 3 Outcome: Currently 11% over targeted percentage
2.8	AP Exams - 3+ or higher	2022-23	2023-24	2024-25	POLAHS will maintain or exceed	Meeting Target for Year 3 Outcome:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65% of students passed exams with a score of 3 or higher (CollegeBoard)	80.6% students passed AP exams with a 3 or higher (College Board)	88% students passed AP exams with a 3 or higher (College Board)	state average AP test pass rates.	Increased by 15.6%
2.9	Graduation Rate	Class of 2023 92.2% (SARC)	2023-24 94.2% (SARC)	Class of 2025 94.37% Graduation Rate (SARC)	POLAHS will maintain a graduation rate of 90% or better.	Meeting Target for Year 3 Outcome: Increased by 2%
2.10	SPED Graduation Rate	Class of 2023 80.8% (SARC)	2023-24 68.4% (SARC)	Class of 2025 81.25% SPED Graduation Rate (SARC) 2025 CA graduation rate for SPED: 76.2%	POLAHS will continue to meet or exceed states pass rates for students with disabilities.	Meeting Target for Year 3 Outcome: Currently 5.05% over targeted percentage
2.11	Course Access	2023 Advanced Placement Enrollment: 151 Students 2023 College Credit Course Enrollment: 2023 CTE Enrollment: 245 Students	Spring 2025 169 students, 259 exam enrollments Spring 2025 College Credit Course Enrollment: 130 Students *POLA after the bell = 64 students *POLA during the school day = 50 Students *Outside Dual Enrollment= 5 Students Spring 2025 CTE Enrollment: 255 Students	Spring 2026 169 students 281 exam enrollments, 280 exams taken Spring 2026 Dual Enrollment Interest Form indicated 93 students are interested in the after school dual enrollment program. College Credit Course Enrollment Total: 146 *POLA after the bell = 56 students	POLAHS will maintain a robust course catalog consisting of AP, CTE, credit recovery, and college credit courses.	Meeting Target for Year 3 Outcome: Maintaining courses and planning for course expansion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Additional Course 2024-25: Math Lab for students with disabilities taught by an Education Specialist Additional Course planned 2025-26: Academic Power Hours for students with disabilities taught by an Education Specialist	*POLA during the school day = 40 Students *Outside Dual Enrollment= 50 Students Fall 2025 CTE Enrollment: 269 students 2024-25 88% students passed AP exams with a 3 or higher (College Board)		
2.12	Seal of Biliteracy	Class of 2023 21.6% of students who met CCI, met through the Seal of Biliteracy (Dashboard) 10% of graduating class met CCI through the Seal of Biliteracy	Class of 2024 12.8% of students who met CCI (Dashboard) 7.7% of graduating class met CCI through SB	Class of 2025 57% of students met the College & Career Indicator 33.7% of those that met CCI met through Seal of Biliteracy (Dashboard)	POLAHS will maintain or exceed state average rate for Seal of Biliteracy.	Seal of Biliteracy is not measured by the state independently. Instead it is included in the overall College and Career Indicator. POLAHS will continue to track number of students meeting receiving this award, as well as monitoring overall CCI rates.
2.13	College Credit Completion	Class of 2023 0% of students who met CCI, met through College Credit	Class of 2024 1.6% of students who met CCI (Dashboard)	Class of 2025 57% of students met College & Career Indicator	College course completion rate will increase by 2% each school year through the	Not Meeting Target for Year 3 Outcome: Decrease of 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Completion (Dashboard) 0% of graduating class met CCI through College Credit # of students who took at least one college course in 2022-23: 287 students	0.9% of graduating class met CCI through College Credit	0% of graduating class met College & Career Indicator through College Credit (Dashboard) **The reported College Credit (Dual Enrollment) completion rate should be interpreted with caution due to a known data reporting error within the student information system. Specifically, some records inaccurately reflect dual enrollment status where school coding on student transcripts was not set to a college course designation in error. As a result, the reported completion rate does not fully represent verified student completion.	2026/2027 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	College and Career Indicator	Class of 2023 47.1% Prepared (Dashboard)	Class of 2024 60.7% Prepared (Dashboard)	Class of 2025 57% Prepared (Dashboard)	POLAHS will continue to meet or exceed state and local district CCI "Prepared" rates.	Meeting Target for Year 3 Outcome: Decrease of 3%

Goal Analysis [2025-26]

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.

Overall, the goal was successfully met over the previous year. School administrators prioritized funding allocation to benefit student achievement in A-G and college access. POLAHS continues to provide school-wide online resources/curriculum programs which are accessible to all teachers, as well as numerous opportunities for professional development across departments. Summer school instruction is offered for students who need to remediate credits towards graduation, as well as summer enrichment opportunities with skilled trades vocational training. POLAHS Academic Counselors offer on-campus workshops for students and parents as they apply for internships, college admission, financial aid, and scholarships. POLAHS offered exploratory college field trips to students at all grade levels. In addition, POLAHS offered college credit courses through local colleges and universities.

Overall implementation of previous plans was mostly successful and remained aligned with the school's intended goals. However, POLAHS did not pursue the implementation of A-G incentive patches or buttons. Instead, in the new charter, graduation requirements were revised to align directly with A-G eligibility requirements to better support college readiness for all students.

Successful implementation or discontinuation of previous plans include:

POLAHS held plans to embed mandated Ethnic Studies curriculum into the English 11 curriculum, which was accomplished in fall 2025. In addition, the department updated the course description for submission to reflect these changes.

Administrators, lead teachers, and the Accountability Coordinator discussed possible A-G incentives, such as patches or buttons earned for completion of A-G courses with a grade of C or higher at each grade level. While these incentives were ultimately not implemented, POLAHS successfully launched a college fair in the fall and created classroom signage and additions to teacher syllabi explaining how each course supports A-G eligibility and post-secondary readiness.

In June 2024, POLAHS developed an action related to the addition of Ceramics into the Art curriculum on campus. POLAHS intended to use Arts and Music funding for professional development and Ceramics equipment. However, Ceramics is no longer under consideration due to space restrictions and unpredictability of long-term funding for the program.

POLAHS maintains a full-time Career Advisor who oversees CTE pathways, ensuring students are properly tracked and each pathway maintains the 11 elements of a highly successful CTE program. The Career Advisor also assists with internships and post-secondary planning for articulation agreements with local junior colleges.

POLAHS does not currently have an Advanced Placement Coordinator position. Oversight of Advanced Placement programs and responsibilities has been absorbed by the Assistant Principal of Instruction for the 2025–26 school year.

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.

Goal 2 actuals came in under budget due to changes in funding during the course of the 2025-26 school year. The school's budget was revised to reflect the changes in funding, so expenditures in categories like professional development, classroom materials and supplies, online instructional materials, and field trips were reduced.

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

Overall implementation and success of goals are mostly true. The CTE Program has expanded to include Translation and Interpretation I this year. Translation and Interpretation II will launch in the 2026-2027 school year. POLAHS was not granted the K12 Strong Workforce grant this year.

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.

There are no changes to the goals or metrics for the 2026-27 school year.
Action 2.28 has been added to reflect new CTE grant funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Counselors	POLAHS will utilize Title I funding for Academic Counselors who are responsible for academic planning (addressing a-g completion) and Tier I Interventions, as established through the Comprehensive Needs Assessment.	$261,861.60	No
2.2	Academic Counselor-PD	POLAHS Academic Counselors will attend professional development related to increasing the a-g completion rate.	$8,000.00	No
2.3	LACOE Teacher Mentoring	Through the use of Title II funding, POLAHS will maintain its partnership with Los Angeles County of Education to provide new teacher mentoring. All remaining Title II funding will be used for professional development.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Instructional Materials	POLAHS will utilize Prop 28 Arts & Music Funding in order to fund instructional materials for art and drama courses.	$141,905.00	No
2.5	Instructional Materials	POLAHS will utilize LCFF for classroom materials and supplies. Funding is allocated per department on a yearly basis.	$356,750.00	No
2.6	Staff and Student Technology	POLAHS IT Staff will maintain student and technology in order to ensure instructional continuity.	$204,421.00	Yes
2.7	IT Coordinator + Support Staff	POLAHS will maintain an IT Coordinator stipend and on-site IT technicians.	$125,142.42	Yes
2.8	Crail Johnson Grant	POLAHS will apply for the 2026-27 Crail Johnson Grant in order to fund special education services and/or instructional materials.	$15,000.00	No
2.9	General Professional Development	POLAHS will provide opportunities for individuals or teams of teachers to expand and/or deepen their skills as educators through classes, seminars/workshops, or conferences.	$56,000.00	No
2.10	Verified Data Source	POLAHS will maintain a contract with a verified data source. The program will be used as an assessment tool for and the analysis of data will be used to make instructional changes as needed.	$30,000.00	No
2.11	Online Instructional Material Memberships	POLAHS will maintain memberships to instructional and collaboration materials.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Traditional Summer School Program	POLAHS will continue to provide summer school instruction for students who need to remediate credits towards graduation.	$171,687.52	No
2.13	Credit Recovery	POLAHS will provide Credit Recovery as an elective course offering for upperclassmen credit remediation.	$61,173.80	No
2.14	Career Advisor	POLAHS will maintain a full-time Career Advisor who oversees CTE pathways, ensuring students are properly tracked, and each pathway maintains the 11 elements of a highly successful CTE program. The Career Advisor also assists with internships and post-secondary planning for the articulation agreements between local junior colleges.	$150,931.45	Yes
2.15	Dual Enrollment	POLAHS will continue to offer college credit courses through local colleges and universities. Current partnerships with colleges/universities are provided at no cost; however, POLAHS provides textbooks and materials for students.	$15,000.00	No
2.16	College Exploration	POLAHS Academic Counselors will continue to offer on campus workshops for students and parents as they apply for internships, college admission, financial aid, and scholarships. POLAHS will continue to offer exploratory college field trips to students at all grade levels.	$15,000.00	No
2.17	Community Gym Partnerships	POLAHS will utilize Title IV funding to partner with community gym facilities in order to offer innovative physical education courses in the master calendar.	$19,166.00	No
2.18	Teachers/Staff	POLAHS will employ admin, teachers, and support staff. Staff not identified in other goal/actions are included here.	$5,001,864.00	No

Action #	Title	Description	Total Funds	Contributing
2.19	CTE- POLA Community Grant	POLAHS will provide a robust CTE program through the use of the Port of Los Angeles Community Investment Grant funding.	$25,000.00	No
2.20	CTE Summer Program	Through Harbor Freight Tools for School Grant, POLAHS will provide a six-week-long Skilled Trades Summer Program (CTE), which allows students to achieve journeyman certification (typically earned through postsecondary education at a trade school or community college).	$460,000.00	No
2.21	CTE- Apprentice Funding	POLAHS will provide a robust CTE program through the use of Apprentice CTE funding.	$0.00	No
2.22	CTE-CTEIG Funding	POLAHS will provide a robust CTE program through the use of CTEIG funding.	$100,000.00	No
2.23	CTE- Golden State Funding	POLAHS will provide a robust CTE program through the use of Golden State funding.	$65,000.00	No
2.24	CTE- Harbor Freight Tools for Schools Funding	POLAHS will provide a robust CTE program through the use of Harbor Freight Tools grant funding.	$0.00	No
2.25	CTE- K12 Funding	POLAHS will provide a robust CTE program through the use of K12 grant funding.	$206,418.00	No
2.26	CTE- Perkins Funding	POLAHS will provide a robust CTE program through the use of Perkins grant funding.	$27,776.00	No
2.27	CTE- TK Foundation Funding	POLAHS will provide a robust CTE program through the use of TK Foundation funding.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.28	CTE- POLAHS Matching Funding	POLAHS will provide a robust CTE program through the use of matching funding.	$1,056,504.21	
2.29	Parsons Foundation - CTE Funding Contribution	POLAHS will provide a robust CTE program through the use of Parsons Foundation funding.	$50,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	POLAHS will increase number of students meeting or exceeding Math standards, while maintaining number of students meeting or exceeding ELA standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through the WASC process, including educational partner influence, the following major student learner needs were established:
1. Students' math proficiency rates have declined annually from 2019 to 2022.
2. Significant discrepancy in Math proficiency rates between students with disabilities and other student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA SBAC	2022-23 85% Meet or Exceeded Standards (SARC)	2023-24 ELA 82.57% Meet or Exceeded Standards (SARC)	2024-25 ELA 88.21% Meet or Exceeded Standards (SARC)	POLAHS will maintain an 80% meet or exceed pass rate, over the next 3 years.	Meeting Target for Year 3 Outcome: Decrease by 2.43%
3.2	ELA SBAC- Special Education	2022-23 35% Meet or Exceeded Standards (SARC)	2023-24 ELA-SPED 54.29% Meet or Exceeded Standards (SARC)	2024-25 ELA-SPED 51.85% Meet or Exceeded Standards (SARC)	POLAHS will increase their meet or exceed pass rate by 3%, over the course of the next 3 years.	Meeting Target for Year 3 Outcome: Increased by 19.29%
3.3	Math SBAC	2022-23 43% Meet or Exceeded Standards (SARC)	2023-24 MATH 36.70% Meet or Exceeded Standards (SARC)	2024-25 MATH 44.39% Meet or Exceeded Standards (SARC)	POLAHS will increase their meet or exceed pass rate by 3%, over the course of the next 3 years.	Meeting Target for Year 3 Outcome: Increased by 6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Math SBAC- Special Education	2022-23 15% Meet or Exceeded Standards (SARC)	2023-24 MATH-SPED 8.57% Meet or Exceeded Standards (SARC)	2024-25 MATH-SPED 17.86% Meet or Exceeded Standards (SARC)	POLAHS will increase their meet or exceed pass rate by 2%, over the the course of the next 3 years.	Not MeetingTarget for Year 3 Outcome: Decreased by 6.43%
3.5	CA Science Test	2022-23 37.19% Meet or Exceeded Standards (SARC)	2023-24 SCIENCE 41.54% met or exceeded standards	2024-25 SCIENCE 37.07% met or exceeded standards	POLAHS will increase the amount of students meeting or exceeding standards on CAST by 2%, over the course of the next 3 years.	Meeting Target for Year 3 Outcome: Increased by 4.35%
3.6	Early Assessment Program Metric	Class of 2023 56.7% of students who met CCI, met it through EAP (Dashboard) 26.6% of graduating class met CCI through EAP	Class of 2024 67.2% of students who met CCI (Dashboard) 40.7% of graduating class met CCI through EAP	Class of 2025 57% of students who met CCI (Dashboard) 54% of graduating class met CCI through EAP	POLAHS will increase the amount of students meeting CCI through EAP by 3%, over the course of the next 3 years.	Meeting Target for Year 3 Outcome: Increased by 10.5%
3.7	Reclassification Rate	2022-23 15% (SARC)	2023-24 22.58% (SARC)	2024-25 18% EL Reclassification Rate (SARC)	POLAHS will maintain a 15% or greater reclassification rate.	Meeting Target for Year 3 Outcome: Increased by 7.58%
3.8	Percentage of ELs who made progress toward English Proficiency measured by ELPAC (P4)	2022-23 50% of EL students made progress (Dashboard)	2023-24 56.5% of EL students made progress towards proficiency. (Dashboard)	2024-25 46.2% of EL students made progress towards proficiency. (Dashboard)	POLAHS students will continue to maintain 50% or greater progress on the English Learner Proficiency Index.	Meeting Target for Year 3 Outcome: Increased by 6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Long-Term English Learners Proficiency Rates	2023-24 45% of LTELs made progress towards proficiency (Internal review of ELPAC results)	2023-24 50% of Long-Term English Learner students made progress. This is an increase of 5%. (Dashboard) POLAHS increased the EL Aide position to full-time. This change has been beneficial because it allows POLAHS to offer more in-class support for EL/LTEL students. The EL Aide works with the student's to provide more targeted linguist support to the students. This entails support in writing assignments, preparing students for oral presentations, and for an additional checks for understanding during reading and other classroom activities.	2024-25 42.9 of Long-Term English Learner students made progress. This is a decrease of 7.1%. (Dashboard) POLAHS maintained the EL Aide position at full-time. This change remains beneficial because it continues to allow for POLAHS to offer more in-class support for EL/LTEL students. The EL Aide continues to works with the student's to provide more targeted linguist support. This entails support in writing assignments, preparing students for oral presentations, and for an additional checks for understanding during reading, translating lectures, and other	POLAHS will increase proficiency rates (ELPI level) by 2% for Long Term English Learners.	Meeting Target for Year 3 Outcome: Increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				classroom activities.		

Goal Analysis [2025-26]

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.

POLAHS planned to increase the number of students meeting or exceeding Math standards (37%) by 3% for all students and for students with special needs by 2% over the next 3 years, while maintaining the number of students meeting or exceeding ELA standards at or above 80% for all students and increasing the number of students with special needs meeting or exceeding standards by 3% over the next 3 years.

In order to address the goal of increasing students meeting standards in math, POLAHS planned the implementation of a Foundational Math course designed to combine previous Basic Math and Pre-Algebra courses. In Spring 2025, 104 students were enrolled in Foundational Math across 6 sections. Of the 104 students enrolled, 78 passed with a C or higher (75%) which was an increase from Fall semester where 76 of 109 students passed with a C or better (69%). POLAHS currently employs a Special Education Coordinator and six Education Specialists to serve 110 students with special needs. This change ensures that students who are placed in Foundational Math in 9th grade, still have enough time to meet the full scope of A-G math courses. The English department used department collaboration meetings to review benchmark data from Renaissance scores in order to inform best teaching practices. Both departments implemented the use of Albert.io to provide students with the experience of test question format and content to prepare them for their exams as well as standardizing writing practices.

In the Fall of 2025, POLAHS initiated the LEAP program with the goal of providing incoming freshmen, who tested into the program prior to enrolling with POLAHS, with the necessary skills to both succeed academically, but also meet eventually meet Math and English standards. As of the Spring of 2026, there are 93 students across 5 sections. Of those 93 students, 59 students are passing with a C or better (63%).

Math faced challenges in terms of the time allowed for the implementation of Albert.io practice tests and familiarization with Renaissance through training. With the next year's change in department collaboration time, the English department is hoping to have more time to work with the support staff in order to increase the performance of SPED students by standardizing writing practices, creating practice exams, and providing more training on Renaissance programs to guide best teaching practices.

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.

Goal 3 actuals fell below the budgeted amount for 2025-26. This difference is the result of budgeting based on estimates of healthcare and benefits expenses that are subject to change throughout the school year.

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

As of the spring of 2026, both the English and Math departments feel there has been sufficient progress made towards the goals set for student performance. The Math department saw significant growth in students' performance in the Foundational Math classes, while projections for English testing performance are expected to meet the goals set. The LEAP program which aims to provide both Math and ELA skills incoming freshmen may be lacking or deficient in, has shown to be beneficial in preparing these students to succeed at POLAHS in the subsequent years.

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.

POLAHS's Math and English departments plan to review test scores and Renaissance data to guide future instruction and revise any curriculum for best practices in order to meet the goals set. Both departments plan to utilize and expand on the use of programs such as Albert.io, Soothe, and Renaissance to further students' performance. POLAHS plans to use curricular planning sessions during the Summer Institute prior to the beginning of the next academic year to address changes in practices and curriculum, as well as create instructional materials to bridge any gaps in performance and skills so students can meet standards.

As of the Spring of 2026, POLAHS will no longer employ a dedicated Math tutor for ELL students as current Math teachers are fluent in Spanish.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	EL Coordinator	POLAHS will employ one full-time English Learner Coordinator who will develop the EL Master Plan, serve English Learner students, administer the ELPAC, and collaborate with teachers on instructional support and materials for English Learners.	$143,519.34	Yes
3.2	English Learner Professional Development	POLAHS will provide professional development opportunities for the English Learner Coordinator, as well as opportunities for internal PD and resources for General Education teachers who teach EL students.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	English Learner Bilingual Assistant	POLAHS will employ a full-time EL Bilingual Assistant to provide support services EL students, and increase support for newcomers and LTEL students.	$71,417.46	Yes
3.4	LTEL Support	Per Dashboard 2025, most recent data states LTEL Progress: 42.9% Long-Term English English Learners making progress- change from prior year: Declined by 7.1% To continue to support LTEL students, the POLAHS' EL Coordinator (3.01) and EL Bilingual Assistant (3.03) will work together to provide LTEL services on campus. Services include push-in support (with in the classroom) and one elective course called EL Support class.	$0.00	Yes
3.5	Math Tutoring for English Learners	POLAHS will provide specialized math tutoring for English Learners after school.		Yes
3.6	Education Specialists	POLAHS will provide Education Specialists for case management of the Special Education population on campus. Education Specialists continue to provide Individualized Education Programs, as well as resource support, co-teaching, academic advising, and parent collaboration.	$936,610.63	Yes
3.7	Paraprofessionals	POLAHS will employ paraprofessionals who work alongside Education Specialists to provide services for Special Education students.	$208,294.09	Yes
3.8	Conceptual Science	POLAHS will provide conceptual science and Earth Science classes.	$93,099.66	Yes
3.9	Assistant Principals	POLAHS will employ an Assistant Principal of Instruction and an Assistant Principal of Student Affairs who will assist with targeting support in critical areas, including math instruction, academic rigor and alignment, SPED inclusion, and teacher leadership capacity.	$347,649.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Academic Success Class	POLAHS will also offer an academic success class to support eligible lower performing students in math and English to help increase SBAC scores overall and in unduplicated populations. 100% of the teacher's salary will be allocated to the Learning Recovery Block Grant.	$91,614.44	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	POLAHS will increase student and parent engagement in order to increase culture and strengthen the school and home relationship.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through the surveying process and data review process, the following major student learner needs were established:
1. Only 33% of students feel students at this school are motivated to learn (12% not at all true; 55% a little true)
2. 58% of students do not feel they do things that make a difference.
3. Medium performance rate for Suspension (2.8%)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Surveying	2023-24 Student Survey Participation: 845/922 students 91.6%	The annual student survey was conducted on January 16th and 17th, 2025. Participation Rate: 868/890= 97.5%	Spring 2026: The annual student survey was conducted on January 13th and 14th, 2026. Participation Rate: 876/891 = 98%	POLAHS will maintain a 93% or higher student survey participation rate annually.	Meeting Target for Year 3 Outcome: Increase of .1%
4.2	SPED & EL Parent Participation	ELAC Parent Count: 8 parents 24%	In 2024-2025 school year 5 EL Parent Workshops (ELAC) were held	Spring 2026: The annual parent survey was launched on	Increase participation rate by 5% over the next 3 years.	Meeting Target for Year 3 Outcome: Lower than 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED Events/Workshops Participation: 1	on topics including: reviewing and discussing school plan (Master Plan) for English learners success; the importance of attendance for student success; reviewing the Reclassification criteria and the process for English Learners; a needs assessment of English learner students; parent feedback for administration on any changes or additions to the school plan; information for parents on supporting their student's mental wellness; and college information. SPED has parent workshops targeting specific grade levels including one for 11th to help with the preparation into Senior year	January 6th, 2026 and closed on March 13. Parents completed the survey= 88 Spring 2026 ELAC Meetings included: -EL Master Plan -Parent Square Review -EL Needs Assessment Survey -ELPAC Preparation -Importance of School Attendance -A-G Requirements -Redesignation Criteria Strategies to keep students motivated in school ELAC Meetings= 25% of EL parents attended Spring 2026 SPED Parents Participating in Committee = 1 parent on the Parent Advisory Committee		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and one for 9th to help with the transition into 9th grade. Topics in these presentations included information from community partners like Los Angeles Harbor College´s Disabled Student Services Office and Boys and Girls Club College Bound program. 2024-25 # of SPED Parents Participating in Parent Advisory Committee: 4 (2 with regular attendance) 2024-25 ELAC Parent Count: 10/30= 30% SPED Events/Workshops: Scheduled for April 2025	Special Education Parent Meetings included: Incoming freshmen night POLAHS Committees: English Learner Advisory Committee Parent Advisory Committee Student Well-Being Committee Parents of POLAHS Students		
4.3	School Attendance Rate	2022-23 ADA: 94.45%	2023-24 Average Daily Attendance: 95.10%	2024-25 ADA: 95.34%	POLAHS will maintain a 95% or	Meeting Target for Year 3 Outcome: Increase of .55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26 Average Daily Attendance: 94.65% (Internal- Aeries)	higher attendance rate annually.	
4.4	Chronic Absenteeism Rate	2022-23 15% (SARC)	2023-24 12.2% (SARC)	2025-26 Chronic Absenteeism Rate : 12.5%	POLAHS will lower the Chronic Absenteeism rate by 1% annually.	Meeting Target for Year 3 Outcome: Decrease of 2.8%
4.5	SPED Chronic Absenteeism Rate	2022-23 22% (SARC)	2023-24 16.9% (SARC) According to internal data (Aeries Analytics LCAP Dashboard as of April 2025), chronic absenteeism rate for the 2024-2025 school year is 9.1%.	Spring 2026 (According to Aeries Analytics Dashboard) Chronic Absenteeism rate for for students with disabilities = 18.6%	POLAHS will reduce the Chronic Absenteeism rate by 2% by 2027.	Meeting Target for Year 3 Outcome: Decrease of 5.1%
4.6	Black or African American Chronic Absenteeism Rate	2022-23 28.6% (SARC)	2023-24 22.2% (SARC) According to internal data (Aeries Analytics LCAP Dashboard as of April 2025), chronic absenteeism rate for the 2024-2025 school year for Black or African American students is 16.0%.	Spring 2026 (According to Aeries Analytics Dashboard) Chronic Absenteeism rate for for students with disabilities = 18.6%	POLAHS will lower the Black/African-Amer. Chronic Absenteeism rate by 1% annually.	Meeting Target for Year 3 Outcome: Decrease of 6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Drop Out Rate	2022-23 6.3% (SARC)	2023-24 2.4% (SARC)	2024-25 2.3% Drop Out Rate (SARC) 2025 Graduation rate was 94.37%	POLAHS will achieve a 6.5% or less dropout rate.	Meeting Target for Year 3 Outcome: Decrease of 3.9%
4.8	Suspension Rate	2022-23 2.76% (SARC)	2023-24 1.32% (SARC)	2025-26 Suspension rate is .0034.	POLAHS will lower the suspension rate by 1% until it is 1% or less.	Not Meeting Target for Year 3 Outcome: Decrease of 1.44%
4.9	Expulsion Rate	2022-23 .10% (SARC)	2023-24 0% (SARC)	2025-26 Expulsion rate 0.0011	POLAHS will maintain an expulsion rate less than 1%.	Meeting Target for Year 3 Outcome: Decrease of .10%
4.10	Student Perceptions of School Safety and Connectedness	2022-23 Student Survey Participation: 845 students School Connectedness 59% of students reported teachers treat students fairly (30% reported indifferent) 63% of students reported there is a teacher or some other adult at my school that cares about me and wants me to do my best. School Safety 77.2% of students reported the feel safe at the school (30.1% reported indifferent)	2024-25 Student Survey Participation: 863 students School Connectedness 73% of students reported teachers treat students fairly. 76% of students reported there is a teacher or some other adult at my school that cares about me and wants me to do my best. 95% of students report at least one teacher/staff	Survey data was analyzed by admin and leads on March 13, 2026. 1) 2025-2026 Student Survey Participation: 871 2) School Connectedness ?78% of students reported teachers treat students fairly. ?77% of students reported there is a teacher or some other adult at my school who cares about me and wants me to do my best.	Ideal School Connectedness & Safety Outcomes, per student survey: School Connectedness 70% of students reported teachers treat students fairly 70% of students reported there is a teacher or some other adult at my school that cares about me and wants me to do my best. School Safety 80% of students reported the feel safe at the school.	School Connectedness: General increase in how students feel about their connection to staff. General increase in student's perception of school safety.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87% of students report no bullying or 1 time in 12 months. 59% of students say adults treat all students with respect (44.9% say a little true)	member cares about them. 47% of students reported they are happy to be at this school (37% indifferent). School Safety 73% of students reported the feel safe at the school (25% reported indifferent) 53% of students report no bullying in 12 months.	?95% of students report at least one teacher/staff member cares about them. ?50% of students reported they are happy to be at this school.?(37% are indifferent) 3) School Safety 71% of students reported they feel safe at the school (2?6% reported indifferent) 60% of students report no bullying in 12 months.	90% of students report no bullying or 1 time in 12 months. 70% of students say adults treat all students with respect	
4.11	CTE Internships and Certification Rates (internal data)	2022-23 Certification Rates -Industry Sector-Arts, Media & Entertainment -Digital Photography: 100% -Graphic Design = 100% -Residential Construction= 88% -Video Production= 56% -Marine Transportation= 67%% -Welding= 58%	CTE Internships and Certification Rates (internal data): Fall 2024 5 CTE Concentrator or Completer students worked as interns in their chosen field of study. Using internal data from the 2023-2024 school year, 82 industry standard certifications were	CTE Certification Pass Rate: 99% 2025-2026 Internships: CTE Internships and Certification Rates (internal data): Fall 25-Spring 26: 4 CTE Concentrator or Completer students worked as interns in their	The average certification pass rate across all CTE pathways will meet or exceed 80%. The percentage of internships amongst students in completer and capstone courses will increase by 2% each year.	Meeting Target for Year 3 Outcome: Increase of 5% - Graduating students with an industry standard certification.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Internship Rates Using internal data from the 2022-2023 school year, 160 industry standard certifications were issued. Continuing the use of this metric, in October 2023, POLAHS anticipates 90% of graduating CTE students will leave with an industry standard certification upon completing their pathway. CTE Internships and Certification Rates (internal data): During the 2023 -2024 school year. 11/141 (7.8%) CTE Concentrator or Completer students worked as interns in their chosen field of study.	issued. Continuing the use of this metric, in Fall 2024, POLAHS anticipates 95% of graduating CTE students will leave with an industry standard certification upon completing their pathway.	chosen field of study. Summer 2026: 2 CTE Concentrator or Completer students will work as interns in their chosen field of study. Using internal data from the 2025-2026 school year,130 industry standard certifications were issued. Continuing the use of this metric, POLAHS anticipates XX of graduating CTE students will leave with an industry standard certification upon completing their pathway.		
4.12	Parent Surveying	2023-24 Parent Survey Participation: 130 parents (14%)	The annual parent survey was launched on January 9th, 2025. 170 parents completed the survey (21%).	The annual parent survey was launched on January 9th, 2025. 88 parents completed the survey.	Parent will increase participation rate to 25%.	Not Meeting Target for Year 3 Outcome: Decease in number of participants.

Goal Analysis [2025-26]

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.

Progress was made toward the goals; however, there are areas of concern that continue to need improvement. There is an increase in chronic absenteeism, which includes English learners, students in special education, and African American students. PAL program data indicates that the majority of participating students continue to require intensive academic, behavioral, and attendance interventions. Continued monitoring, individualized interventions, family communication, and coordinated support services will be necessary to improve student outcomes within the PAL program. Parent engagement continues to be an identified need. Surveys collected through Qualtrics showed a positive school climate. Both student engagement and activities increased through both ASB and the Link Crew program and community partners. Mental Health resources and services for students and parents remained available from state and local agencies (NAMI, Dept. of Mental Health), despite changes made by the government administration.

The implementation of Qualtrics has improved survey design and distribution for students, parents, and staff, resulting in increased student and staff participation and more robust data collection. Additionally, its AI-supported tools have enhanced data analysis, enabling POLAHS to more efficiently identify needs and develop targeted plans and programs.

POLAHS continued to offer several parent engagement opportunities to strengthen communication and collaboration with families. These included Coffee with the Principal, Café y Charla—an informational workshop where parents receive guidance on topics such as POLAHS student resources, parent communication apps and their use, college information, and social-emotional learning (SEL)—as well as Parents of POLAHS Students meetings. Special Education Parent Meetings were continued.

Employment of one full-time Activities Coordinator to organize and oversee the student activities outlined in report. These activities include, but are not limited to, clubs and school-wide events that promote student engagement and strengthen school culture. The Activities Coordinator continues to oversee and organize events that foster student leadership, school spirit, and community engagement (i.e., ASB, Link Crew). Due to the increased number of Link Crew members, the team is requesting administration approval for additional funding to cover lunch during the two summer training days, as well as the cost of uniform shirts.

Employment of one full-time Dean of Students. The Dean supports a safe, positive, and inclusive school climate by overseeing school safety, student discipline, and behavior interventions. The Dean continued collaboration with administrators, counselors, teachers, the behavior intervention specialist and families to address student needs, implement restorative practices, and promote student safety. Additionally, the Dean continued to lead annual updates to the Comprehensive School Safety Plan.

POLAHS continues to imploy one full-time Behavior Intervention specialist who oversees PAL Program. PALs is a restorative justice program, led by our Behavior Interventionist, designed to support students in making positive choices and building accountability. The program focuses on reflection, skill-building, and repairing harm through restorative practices rather than punitive discipline.

Employment of one School Psychologist and one Social-Emotional Counselor, in collaboration with a once per week Tier III Specialist and community partners, continued providing both universal and targeted services. These programs continue to equip students with the skills to

manage stress and emotional needs while providing therapeutic support for student with long-term needs. As a result, students report feeling safer and more confident, contributing to improved attendance and academic focus. Community partners have also been maintained despite changes in the government administration.

Employment of one full-time Attendance Clerk has allowed the continuation of tracking chronic absenteeism, use follow up letters and make phone calls to families to address the causes of absences or tardiness. This process allows the school to develop targeted plans that support student and family needs, helping ensure students attend school regularly and on time. For the upcoming 2026-2027 school year, clerk and administrator will implement an Attendance Recovery Program as well as a Short-Term Independent Study Program. The purpose behind this addition is to reduce the number of overall chronic absenteeism and decrease of ADA.

A partnership with the Boys & Girls Club continued to expand student support, enrichment opportunities, and access to safe, supervised spaces. Physical education classes utilize the Club's indoor facility two to three days per week, and students benefit from the College Bound program through services offered both on campus and at the Club. The partnership also provides tutoring and a safe after-school environment for students, as well as access to facilities during emergency situations.

The allocation and planning for the the POLAHS study abroad program, provided by an outside donor, will continue this summer.

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.

Expenditures on student activities fell below the amount initially budgeted due to the tightening of the POLAHS budget throughout the school year as a result of changes in funding. Expenses related to student activities like homecoming, prom, and graduation were also less than previously expected.

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

Data shows effectiveness in achieving goals across most areas.There was a slight increase in the use of Qualtrics during the first semester. In the second semester, it was used for both parent and student surveys. The annual student survey was conducted on January 13–14, 2026, with a participation rate of 876 out of 891 students (98%). This exceeded the participation goal, with a 1% increase compared to last year. Participation increase of 0.93% from last year to this year regarding the student survey. Survey results show similar results to last year with minor differences due to number of participants compared to last year. Parent survey participants decreased by 48% this year.

Several parent engagement opportunities to strengthen communication and collaboration with families. These included Coffee with the Principal, Café y Charla—an informational workshop where parents receive guidance on topics such as POLAHS student resources, parent communication apps and their use, college information, and social-emotional learning (SEL)—as well as Parents of POLAHS Students meetings. Together, these gatherings provide welcoming spaces for parents to connect with school leadership, share feedback, ask questions, and stay informed about school programs and initiatives.

English Learner Coordinator continued with ELAC parent meetings for student achievement. ELAC Meetings included: EL Master Plan, Parent Square Review, EL Needs Assessment Survey, ELPAC Preparation, Importance of School Attendance, A-G Requirements, Redesignation Criteria, Strategies to keep students motivated in school. 25% of parents attended these meetings. POLAHS ELAC held a

meeting in the fall of 2025 to discuss ways to increase parent engagement. During the meeting, parents expressed strong interest in the possibility of including a dedicated Parent Center in any future school expansion plans. They shared that having a Parent Center would help make POLAHS more welcoming and inviting to families, while also fostering a stronger sense of community and partnership between home and school. Following this discussion, a formal letter addressing this request was submitted to the school principal by the ELAC Coordinator.

Special Education Parent Meetings included: Special Education Program Overview, Department of Rehabilitation Information Night. SPED Incoming freshmen night.

The Activities Coordinator continued building and implementing the Link Crew Program for the 2026–2027 school year. A key adjustment to the program is the expansion to 82 Link Leaders to support a larger incoming freshman class. Link Crew groups are capped at a 10:2 ratio—10 freshmen to 2 leaders—to ensure students can effectively manage group dynamics while maintaining meaningful connections. The 82 Link Leaders were selected through an application process and three group interviews. Three staff members serving as Link Crew Mentors will provide two five-hour training sessions (10 hours total) over the summer to prepare leaders to support their groups during orientation and throughout the school year. Additionally, Link Leaders receive one hour of training before each Link Crew meet-up to effectively facilitate check-ins and community-building activities.

The School Dean continued building and overseeing Students Safety and Discipline. In Fall 2025, three Student Well-Being Meetings were held, with both the suspension and expulsion rates at 0 %. In Spring 2026, three Student Well-Being Meetings were also conducted; during this period, the suspension rate was 0.11% (1 student), and the expulsion rate was 0.11% (1 student). The number of detentions held is currently 217. Improved Engagement Signage has ensured that outside and inside signage meets current building and safety codes so that all students, faculty, and visitors are able to safely access and utilize the building fully.

The Behavior Intervention Specialist PAL Program continued to provide service to approximately 14 students. Data shows: Academic Improvement: 1 out of 14 students demonstrated academic improvement (7%). No Academic Improvement/Academic Decline: 9 out of 14 students showed no improvement or a decline in academics (64%). Attendance Concerns: 7 out of 14 students demonstrated attendance concerns, including absences, truancies, or tardies (50%). Behavior Concerns: 6 out of 14 students demonstrated ongoing behavioral concerns (43%).
Students Maintaining Satisfactory Progress (academics, attendance, and behavior generally stable): 3 out of 14 students (21%).

The Social-emotional counselor partnered with NAMI to meet the CA state (SB 224) Mandate for Mental Health in schools by working with NAMI: Ending the Silence for Students. This is a 50-minute presentation designed for middle and high school students that meets state criteria. The student-led NAMI club was also maintained - 8 meetings to date; All community partnerships were maintained; NAMI South Bay Programs (online and in-person) Peer to Peer, Basics, Basicos (Spanish) Basics, Family to Family, Familia a Familia (Spanish), South Bay Family Connected (SBFC) and Parent Chat Weekly, Care Solace, Hearts Respond and Natural High.

Student attendance continued to be monitored with the help of data and reports in order to identify absentees. The Attendance Clerk worked closely with the Assistant Principal of Student Affairs, flagging chronic absentees in order to assist students who may be at risk. ADA shows a slight decline this year as compared to the last two years. Progress in reducing chronic absenteeism has stalled or reversed -chronic absenteeism decreased significantly in 2025 but rose again this year. This includes SPED chronic absenteeism from the fall at 5.3% to now at 18.6%, after a much lower 9.1% last year. Chronic absenteeism with the current EL student group is still better than the rate in 2023-24 but

a current data indicates that progress reversed. Last year's (2024-25) had dramatic improvement, but it took a sharp reversal, with absenteeism more than doubling this year. RFEP students are included in this data, showing a significant increase of chronic absenteeism by 50%. Data shows an increased absenteeism rate from 2024-25 potentially widening achievement gap for African-American students as well. Attendance Intervention Meetings for the year average approximately 25.

Food Coordinator and Part time assistant managed the Breakfast and Lunch program with : 25,399 Reimbursable Meals in the fall and currently 28,432 reimbursable meals for spring semester.

93 student members participating in the Boys & Girls Club, with an average daily attendance of 81. A total of four physical education classes regularly used the facility, and there were no instances requiring use of the space for emergency situations. Additionally, one College Bound Liaison provides on-campus support to POLAHS students, assisting with the financial aid and scholarship application process, reviewing individual financial aid award letters to determine the true cost of attendance, and supporting students through the matriculation process (including orientation registration, submission of intent-to-enroll forms, and course selection). The liaison serves a caseload of 78 students and is also available to support non-members through one-time consultations.

The allocation and planning for the the POLAHS study abroad program, provided by an outside donor, continues this summer; Putney Student Travel - Peru Service Program, Oxford Academia Summer Program, WWII Normandy Academy, Summer, Observational Astrophysics Retreat (SOAR) at Mt. Wilson, Embry-Riddle Aeronautical University Summer Camp and CDC Museum Public Health Academy Online Summer Course.

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.

Student attendance will continue to be monitored with the help of data and reports in order to identify chronic absentees. Working closely with the Assistant Principal of Student Affairs, students who are chronic abseentees will be flagged in order to assist these students who may be at risk. Communication with teachers, counselors, and parents of students with poor attendance will continue as well. Meetings involving counselors Assistant Principal, and parents of students with poor attendance whose grades have suffered will continue to be held. For the 2026-2027 school year, the Administrator for Student Affairs and the attendance clerk will implement both an Attendance Recovery Program and a Short-Term Independent Study Program. The purpose of these initiatives is to reduce overall chronic absenteeism and improve Average Daily Attendance (ADA).

Action 4.06, which stated that the Dean of Students planned to purchase additional school climate signage during the spring semester, has been completed. All new signage has been purchased; therefore, this action is no longer necessary.

Action 4.17, which stated that POLAHS diagnostic data revealed that the majority of incoming freshmen were performing below grade level in math and reading and that POLAHS would launch a new “Academic Success” class to accelerate growth in these areas, was identified as a duplicate. As a result, it has been removed and replaced with Goal 3, Action 11, which states: “POLAHS will offer an Academic Success class to support eligible lower-performing students in math and English in order to improve overall SBAC scores, including performance among unduplicated student populations.”

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Qualtrics	POLAHS will utilize Qualtrics software to conduct school surveys and analyze responses using the user dashboard.	$23,152.50	No
4.2	Parent Engagement Opportunities	POLAHS will provide opportunities for parent engagement through Coffee with the Principal and Cafe y Charla events. Cafe y Charla events are designed for Spanish-speaking families.	$5,000.00	No
4.3	Activities Coordinator	POLAHS will provide a full-time Activities Coordinator who will oversee all student engagement activities including school dances, on campus activities, senior activities, and graduation. The Activities Coordinator will also act as a liaison for parent activities.	$127,458.63	Yes
4.4	ASB Activities	POLAHS will provide student activities to increase student engagement.	$160,000.00	Yes
4.5	Dean of Students	POLAHS will maintain a Dean of Students who will assist in the creation and implementation of campus safety and discipline policies/guidelines.	$176,112.13	No
4.6	Rules & Expectations	POLAHS will continue to produce informational signage, on campus, as needed, in order to increase student engagement.	$0.00	No
4.7	School Psychologist	POLAHS' will maintain a full-time school psychologist who will support the socio-emotional needs of students who have an IEP or 504 plan.	$165,535.76	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Social-Emotional Counselor	POLAHS' will maintain a full-time social emotional counselor who will support the socio-emotional needs of students in the general population and maintain relationships with outside mental health service providers to which students can be referred.	$145,826.21	Yes
4.9	Tier III Interventionist	POLAHS will contract with a professional consultant to provide Tier III intervention for low income students.	$20,000.00	Yes
4.10	Social-Emotional Community Partners	POLAHS will continue to partner with local community partners for social-emotional resources for both parents and students on campus.	$10,500.00	Yes
4.11	Federal Child Nutrition	POLAHS will maintain a Food Service program, including a coordinator and assistant position, who will organize the distribution of food to students, assure compliance with National School Lunch Program requirements, and assist with the informational and instructional materials related to the area of responsibility.		Yes
4.12	Private Donations	Through private donations, students will study abroad and participate in photography and sailing expeditions.	$54,000.00	No
4.13	Link Crew Program	POLAHS will implement the Link Crew peer mentoring program on campus.	$10,000.00	No
4.14	Intervention Specialist	POLAHS will employ a full-time Behavior Intervention Specialist who is responsible for the implementation and monitoring of prevention and intervention services for academically and behaviorally at-risk students. The intervention specialist will provide direct services to an informal caseload of students at the greatest risk of failure.	$89,906.23	Yes

Action #	Title	Description	Total Funds	Contributing
4.15	Attendance Clerk	POLAHS will maintain a full-time attendance clerk, who will continue to monitor attendance. The attendance clerk conducts absenteeism reports and makes phone calls home on a daily basis. The attendance clerk will utilize Aeries Software to document notifications and communication.	$99,799.06	No
4.16	Boys and Girls Club	POLAHS will continue to provide its students access to the local Boys & Girls Club services including tutoring, college and career research, and assistance with college application processes.	$30,000.00	No
4.17	Summer Enrichment Classes	Student surveys reveal low feelings of connectivity among student peers and cohorts. POLAHS will launch an enrichment summer program to provide more opportunities for students to engage and interact with one another, and form bonds through collaboration.	$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,105,065	$143,871

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
17.953%	0.000%	$0.00	17.953%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Staff and Student Technology **Need:** Low Income Access to Technology **Scope:** LEA-wide	POLAHS considered the need for access to Chromebooks for home use and school use for low-income students, before providing IT Coordinator and staffing for school wide. POLAHS currently maintains a 1:1 device ratio on campus. Maintenance and support also include technology support for parents.	Access to Instructional Materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** IT Coordinator + Support Staff **Need:** Low Income Access to Technology **Scope:** LEA-wide	POLAHS considered the need for access to Chromebooks for home use and school use for low-income students, before providing IT Coordinator and staffing for schoolwide. POLAHS currently maintains a 1:1 device ratio on campus. Maintenance and support also include technology support for parents.	Access to Instructional Materials
2.14	**Action:** Career Advisor **Need:** Low Income Other Outcomes: Post-secondary planning; CCI **Scope:** LEA-wide	POLAHS considered the low income enrollment + EL enrollment percentage in CTE prior to providing a Career Advisor LEA-wide. Together, these populations make up over 50% of the CTE enrollment. The Career Advisor position also assists with the oversight of the Link Crew program, which was comprised of approximately 40% of low-income students this school year. Diverse student population served Low Income participation rate: 55% English Learner Participation Rate: 11/40 eligible students (27.5%)	CTE Pathway Completion College and Career Indicator
3.6	**Action:** Education Specialists **Need:** Low Income- Special Education services **Scope:** LEA-wide	POLAHS considered the need in the area of state testing for students with special needs prior to providing paraprofessionals for all students through S&C. POLAHS's current Special Education population is 72% low income. Academic support provided in English and Math classes, per IEP team determination. 2025-26 Special Education Free/Reduced Students: 70/120 58.3% 2025-26 Special Education Unduplicated Students: 80/120 66.6%	SBAC Math - Special Education SBAC ELA- Special Education

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Paraprofessionals **Need:** Low Income- Special Education services **Scope:** LEA-wide	POLAHS considered the need in the area of state testing for students with special needs prior to providing paraprofessionals for all students through S&C. POLAHS's current Special Education population is 72% low income. Academic support provided in English and Math classes, per IEP team determination.	SBAC Math - Special Education SBAC ELA- Special Education
3.8	**Action:** Conceptual Science **Need:** POLAHS considered the need in the area of CAST scores for low income students prior to providing Earth Science and Conceptual Physics, as an alternative science course for students who are not academically ready for Physics. 2024-25 Low Income Enrollment in Conceptual Science: 58% of students **Scope:** LEA-wide	In response to students' difficulties with math and science, POLAHS has implemented classes designed to address the needs of students who have difficulty with mathematical equations needed for Chemistry and Physics. Fall 2025 Number of Students enrolled: 47 Pass Rate: 81% Spring 2026 Number of Students enrolled: 46 Student Pass Rate (70% or higher): 67% 2025-26 Low Income Enrollment: 75/124 students (60.4%)	CAST Scores A-G Rate College and Career Indictor
3.9	**Action:** Assistant Principals **Need:** Low Income SBAC, CAST, A-G, CCI Rates **Scope:**	Assistant Principals will continue to work alongside the Instructional Coach to provide a broader array of professional development and specialized curriculum planning to address the deficits in math and science and maintain the ELA SBAC scores. POLAHS considered the needs for low-income students and Special Education students in the areas of SBAC Math, CAST, A-G Rates, and CCI	SBAC Math CAST A-G Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	when implementing a new assistant principal position LEA-wide. Current School Enrollment: 65% Low Income 2025-26 AP Highlights Include: Charter Renewal; Qualtrics School Data and Survey Dashboards Launched, initial planning for new short-term independent study program and attendance recovery plan, and planning for new academic academies beginning in 2026-27.	
4.3	**Action:** Activities Coordinator **Need:** Student and Parent Engagement **Scope:** LEA-wide	Through annual surveying, POLAHS continues to identify student and parent engagement as areas of need. One duty of the Activities Coordinator is to act as a school liaison for the parent group on campus. POLAHS considered that the current population is 65% low income, before providing the position school-wide.	Survey Results for School Connectedness
4.4	**Action:** ASB Activities **Need:** Low Income- Student and Parent Engagement **Scope:** LEA-wide	Through annual surveying, POLAHS continues to identify student engagement as an area of need. POLAHS will continue to work towards improving current student engagement activities on campus, despite the restrictions caused by the campus size. POLAHS considered that the current population is 65% low income, before providing the activities school wide.	Survey Results for School Connectedness
4.7	**Action:** School Psychologist **Need:** Low Income and Special Education	POLAHS's School Psychologist provides services dedicated to improving the mental health and academic engagement of students with IEPs and 504 plans. POLAHS considered the need to increase engagement and state testing scores for	Internal Monitoring of: # of students served # of assessments provided

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student and Parent Engagement **Scope:** LEA-wide	the special education population, who is 65% low income, before providing services for all special education students. Spring 2026 Services rendered: 26 students with 504 Plans (5 evaluations spring semester) 21 students with DIS counseling 21 special education assessments completed Dec-June, 1 manifestation determination	
4.8	**Action:** Social-Emotional Counselor **Need:** Low Income Student Engagement **Scope:** LEA-wide	POLAHS's social-emotional counselor provides services dedicated to improving the mental health and academic engagement of General Education students on campus. POLAHS considered the need to increase engagement for low income students (67% of students), before providing services for all students. POLAHS continues to maintain one full time social-emotional counselor who supports students' mental health, well-being, and personal development by providing individual and small-group counseling focused on social, emotional, and behavioral needs for General Education students. The Social-Emotional counselor also leads drug awareness and mental health awarenes weeks. Spring 2026 Social-Emotional Counselor individual counseling services for Tier 2/3 = 117 (as of 6/2) Teacher Tier 2 referrals = 9 total (as of 6/2) Mental Health Awareness - School-wide (MANDATE)	Student Survey Results-School Connectedness # of Tier III Interventions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Stress Management Group/Workshop= 27 students Aeries Interventions Dashboard: Spring Risk assessments = 2 (with a total of 7 as of 6/2)	
4.9	**Action:** Tier III Interventionist **Need:** Low Income Student Engagement **Scope:** LEA-wide	POLAHS contracts with an outside therapist to provide Tier III Intervention to students identified by the Dean of Students, School Psychologist or the Social-Emotional Counselor as needing a higher level of intervention in order to either avoid suspension and/or improve academic standing on campus. POLAHS considered the suspension rate of low income students before providing the intervention school wide. POLAHS also considered annual survey data that suggests a lack of student engagement on campus (see Goal 4). Fall 2025 Care Solace Impact Report Tier 3 Cases for insured = 16 POLAHS Tier 3 specialist for non-insured = 32 (lower number due to specialist starting late in the year and new late start schedule) Spring 2026 Care Solace Impact Report Tier 3 Cases for insured = 32 (as of 5/20) Semester 2 = 53 (and 1 workshop of 27 students)	Internal Monitoring of: Student Survey Results- School Connectedness # of Tier III Interventions
4.10	**Action:** Social-Emotional Community Partners **Need:** Low Income	POLAHS considered the need to provide mental health resources and services for parents and students beyond the school day. Before providing resources school-wide, POLAHS considered its low income families when partnering with local	Internal Monitoring of: Student Survey Results on Social Connectedness; Usage of Community Resources

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student and Parent Engagement **Scope:** LEA-wide	resources who provide mental health services for students and families who may have difficulty finding services through their insurance, or lack of insurance.	
4.11	**Action:** Federal Child Nutrition **Need:** Low Income Assure Compliance with National School Lunch Program **Scope:** LEA-wide	POLAHS will provide low-cost or free lunches to all students on campus. POLAHS considered the school wide low income percentage of 65%. POLAHS also considered the following school survey response -- 2024-25 : Only approximately 50% of POLA students eat breakfast at home or at school, and 25% of student eat school lunch on campus. 2025-26: Only approximately 47% of POLA students eat breakfast at home or at school. POLAHS continues it's efforts in increasing participation for all students. Fall 2025 # of Reimbursable Meals: 25,399 Spring 2026 # of Reimbursable Meals: 28,432 Average number of students who participated in lunch program each month: Breakfast: 267 Lunch: 230 Students	Food Program Participation
4.14	**Action:** Intervention Specialist **Need:** Low Income Reduce Suspension and Expulsion Rates	POLAHS will continue to employ a full-time Behavior Intervention Specialist who will work collaboratively, with the student's educational team and parents, to develop and implement intervention strategies for the classroom and within the school environment that allows the student to	Internal Monitoring of: Suspension Rate; Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	integrate behaviorally into the school setting successfully. POLAHS considered the current caseload of the Behavior Intervention Specialist, before providing the service school wide. The current caseload is 77% low income.	

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
3.1	**Action:** EL Coordinator **Need:** 2025-26 EL Caseload: 39 students, including newcomers 2025-26 LTEL Students: 19 (approx. 50% of EL population) **Scope:** Limited to Unduplicated Student Group(s)	-Refining the EL Master Plan for all Educational Partners -Ensuring EL programs meet state and federal guidelines -Developing and supporting all ELD Newcomer and LTEL ELD -programs -Developing EL programs to fully meet the integrated and designated program criteria -Assisting in selecting texts, materials and refining curriculum to serve ELs	ELPAC Reclassification Rates LTEL
3.2	**Action:** English Learner Professional Development **Need:** Decrease in RFEP rate due to lower EL enrollment **Scope:**	-Developing EL programs to fully meet the integrated and designated program criteria -Assisting in selecting texts, materials and refining curriculum to serve ELs	ELPAC Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.3	**Action:** English Learner Bilingual Assistant **Need:** EL Support 2025-26 EL Caseload: 39 students, including newcomers 2025-26 LTEL Students: 19 (approx. 50% of EL population) **Scope:** Limited to Unduplicated Student Group(s)	-Developing and supporting all ELD Newcomer and LTEL ELD programs -Assisting in selecting texts, materials and refining curriculum to serve ELs	ELPAC Reclassification Rates
3.4	**Action:** LTEL Support **Need:** EL Support 2025-26 EL Caseload: 39 students, including newcomers 2025-26 LTEL Students: 19 (approx. 50% of EL population) **Scope:** Limited to Unduplicated Student Group(s)	-Developing and supporting all ELD Newcomer and LTEL ELD programs -Assisting in selecting texts, materials and refining curriculum to serve ELs	ELPAC Reclassification Rates
3.5	**Action:** Math Tutoring for English Learners **Need:** EL Instructional Support 2025-26 EL Caseload: 39 students, including newcomers	-Developing and supporting all ELD Newcomer and LTEL ELD programs -Assisting in selecting texts, materials and refining curriculum to serve ELs	SBAC Math Scores for EL Students; A-G rate for EL Students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2025-26 LTEL Students: 19 (approx. 50% of EL population) **Scope:** Limited to Unduplicated Student Group(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.

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.

POLAHS will continue to use supplemental funding for Tier III intervention services.

Initial Planning:
POLAHS will receive an additional 15% in Supplemental and Concentration funding through the Budget Act of 2021. In an effort to engage educational partners on the spending of all additional funding associated with the pandemic, POLAHS conducted annual school surveying in 2021, despite school closures. POLAHS conducted follow-up surveys for returning to in person learning and additional one-time COVID-19 funding, as well. POLAHS used these survey results to plan expenditures for the 2022-23 school year. Survey results have led to a significant increase in social emotional support for students on campus. In addition to the 2021 and 2022 surveys, POLAHS launched its 2023 Educational Partner Surveys in the fall. Survey results continue to guide the school in the use of funding for the 2025-26 school year and subsequents years. The following educational partner feedback shaped the planning for the additional funding received through the Budget Act of 2021:
Parents: Based on surveying in 2021, parents report significant social-emotional needs and concerns for their students. Parents reported concern with the emotions of returning to campus after being on distance learning. Parents report concerns with the social-emotional impact of students falling behind academically and their child's overall mental well-being. In 2023, 53% of parents reported they strongly feel their child is hopeful about the future and 54% of parents strongly felt their is significant wellness staff available on campus.
Students: Based on student surveying in 2021, for all grade levels, social-emotional learning and intervention continues to be a significant need. In fact, 95.1% of POLAHS students indicated that mental health is an important issue for teenagers. Students at all grade levels report

feelings of hopelessness, a lack of optimism, and social-emotional distress. In 2023, only 38% of students reported they look forward to having a lot of fun and 40% reported that they expect to have a good day.
Faculty: Based on faculty surveying, in 2022, POLAHS teachers and staff members determined social skills and social-emotional learning as the second priority in addressing student needs, after academic interventions. Staff reported significant concern with mental health strategies and the ability to address the needs of students on a day to day basis. Faculty reported that providing social-emotional support should be a priority in the upcoming school years. In 2023, 67% of teachers reported students are motivated to complete school work as a mild issue on campus (13% moderate issue).
Community/Outside Agencies: Through LCFF funding, POLAHS continues its partnership with Tilly's Life Center, South Bay Families Connected and Care Solace. In addition to the social-emotional support the companies provide our students and their families, POLAHS continues to heavily rely on these educational partners for advice and planning of our social-emotional program on campus. Likewise, POLAHS continues to maintain meaningful consultation with local educational partners who represent the interests of POLAHS students, including students with disabilities, English learners, Foster, Homeless, and Socio-economically disadvantaged students. POLAHS's community partners include: NAMI South Bay (Dr. Paul Stansbury and Rick Pulido), Dept of Mental Health (rep: Ana Aguilar), and Dr. Greg Allen.

Updated as of 2025-26:
Current survey results continue to indicate a need in the area of Social Emotional Learning and services. POLAHS uses relief funding to further address the mental health needs of students on campus. Based on the continued educational partner feedback, POLAHS elected to continue to use the additional supplemental funding to continue to support the Social Emotional Learning Program on campus in 2025-26, and will continue to do so for the 2026-27 school year. POLAHS will continue to use any remaining additional concentration funding to address agency costs associated with providing Special Education 1:1 aides or other service personnel.

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	N/A	6:944
Staff-to-student ratio of certificated staff providing direct services to students	N/A	62:944

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$11,725,422	$2,105,065	17.953%	0.000%	17.953%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,530,360.36	$2,341,099.00	$653,000.00	$306,027.60	$13,830,486.96	$8,996,592.07	$4,833,894.89

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Building Lease	All	No			All Schools	2026-27	$0.00	$983,943.45		$983,943.45			$983,943.45	
1	1.2	ADA Compliance	All	No			All Schools	2026-27	$0.00	$430,154.73		$430,154.73			$430,154.73	
1	1.3	Classroom Furniture	All	No			All Schools	2026-27	$0.00	$8,304.00	$8,304.00				$8,304.00	
1	1.4	Custodial Staff	All	No			All Schools	2026-27	$385,901.82	$0.00		$385,901.82			$385,901.82	
1	1.5	Capital Projects	All	No			All Schools	2026-27	$0.00	$64,400.00	$35,400.00		$29,000.00		$64,400.00	
1	1.6	Facility Expansion	All	No			All Schools	2026-27	$100,686.00	$0.00	$100,686.00				$100,686.00	
2	2.1	Academic Counselors	All	No			All Schools	2026-27	$261,861.60	$0.00				$261,861.60	$261,861.60	
2	2.2	Academic Counselor- PD	All	No			All Schools	2026-27	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.3	LACOE Teacher Mentoring	All	No			All Schools	2026-27	$25,000.00	$0.00				$25,000.00	$25,000.00	
2	2.4	Instructional Materials	All	No			All Schools	2026-27	$0.00	$141,905.00		$141,905.00			$141,905.00	
2	2.5	Instructional Materials	All	No			All Schools	2026-27	$0.00	$356,750.00	$356,750.00				$356,750.00	
2	2.6	Staff and Student Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$0.00	$204,421.00	$204,421.00				$204,421.00	
2	2.7	IT Coordinator + Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$125,142.42	$0.00	$125,142.42				$125,142.42	
2	2.8	Crail Johnson Grant	All	No			All Schools	2026-27	$15,000.00	$0.00			$15,000.00		$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	General Professional Development	All	No			All Schools	2026-27	$0.00	$56,000.00	$56,000.00				$56,000.00	
2	2.10	Verified Data Source	All	No			All Schools	2026-27	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.11	Online Instructional Material Memberships	All	No			All Schools	2026-27	$0.00	$175,000.00	$175,000.00				$175,000.00	
2	2.12	Traditional Summer School Program	All	No			All Schools	2026-27	$161,687.52	$10,000.00	$171,687.52				$171,687.52	
2	2.13	Credit Recovery	All	No			All Schools	2026-27	$42,173.80	$19,000.00	$61,173.80				$61,173.80	
2	2.14	Career Advisor		Yes	LEA-wide			2026-27	$150,931.45	$0.00	$150,931.45				$150,931.45	
2	2.15	Dual Enrollment	All	No			All Schools	2025-26	$2,500.00	$12,500.00	$15,000.00				$15,000.00	
2	2.16	College Exploration	All	No			All Schools	2026-27	$0.00	$15,000.00	$10,000.00		$5,000.00		$15,000.00	
2	2.17	Community Gym Partnerships	All	No			All Schools	2026-27	$0.00	$19,166.00				$19,166.00	$19,166.00	
2	2.18	Teachers/Staff	All	No			All Schools	2026-27	$5,001,864.00	$0.00	$5,001,864.00				$5,001,864.00	
2	2.19	CTE- POLA Community Grant	All	No			All Schools	2026-27	$0.00	$25,000.00			$25,000.00		$25,000.00	
2	2.20	CTE Summer Program	All	No			All Schools	2026-27	$0.00	$460,000.00			$460,000.00		$460,000.00	
2	2.21	CTE- Apprentice Funding	All	No			All Schools	2026-27	$0.00	$0.00			$0.00		$0.00	
2	2.22	CTE-CTEIG Funding	All	No			All Schools	2026-27	$0.00	$100,000.00		$100,000.00			$100,000.00	
2	2.23	CTE- Golden State Funding	All	No			All Schools	2026-27	$0.00	$65,000.00		$65,000.00			$65,000.00	
2	2.24	CTE- Harbor Freight Tools for Schools Funding	All	No			All Schools	2026-27	$0.00	$0.00		$0.00			$0.00	
2	2.25	CTE- K12 Funding	All	No			All Schools	2026-27	$0.00	$206,418.00		$206,418.00			$206,418.00	
2	2.26	CTE- Perkins Funding	All	No			All Schools	2026-27	$0.00	$27,776.00		$27,776.00			$27,776.00	
2	2.27	CTE- TK Foundation Funding	All	No			All Schools	2026-27	$0.00	$15,000.00			$15,000.00		$15,000.00	
2	2.28	CTE- POLAHS Matching Funding						2026-27	$0.00	$1,056,504.21	$1,056,504.21				$1,056,504.21	

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
2	2.29	Parsons Foundation - CTE Funding Contribution							$0.00	$50,000.00			$50,000.00		$50,000.00	
3	3.1	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$143,519.34	$0.00	$143,519.34				$143,519.34	
3	3.2	English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	English Learner Bilingual Assistant	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$71,417.46	$0.00	$71,417.46				$71,417.46	
3	3.4	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
3	3.5	Math Tutoring for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27								
3	3.6	Education Specialists	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$936,610.63	$0.00	$936,610.63				$936,610.63	
3	3.7	Paraprofessionals	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$208,294.09	$0.00	$208,294.09				$208,294.09	
3	3.8	Conceptual Science	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$93,099.66	$0.00	$93,099.66				$93,099.66	
3	3.9	Assistant Principals	Low Income	Yes	LEA-wide	Low Income		2026-27	$347,649.82	$0.00	$347,649.82				$347,649.82	
3	3.10	Academic Success Class	All	No			All Schools	2026-27	$91,614.44	$0.00	$91,614.44				$91,614.44	
4	4.1	Qualtrics	All	No			All Schools	2026-27	$0.00	$23,152.50	$23,152.50				$23,152.50	

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
4	4.2	Parent Engagement Opportunities	All	No			All Schools	2026-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.3	Activities Coordinator	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$127,458.63	$0.00	$127,458.63				$127,458.63	
4	4.4	ASB Activities	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$0.00	$160,000.00	$160,000.00				$160,000.00	
4	4.5	Dean of Students	All	No			All Schools	2026-27	$176,112.13	$0.00	$176,112.13				$176,112.13	
4	4.6	Rules & Expectations	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
4	4.7	School Psychologist	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$165,535.76	$0.00	$165,535.76				$165,535.76	
4	4.8	Social-Emotional Counselor	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$145,826.21	$0.00	$145,826.21				$145,826.21	
4	4.9	Tier III Interventionist	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$20,000.00	$0.00	$20,000.00				$20,000.00	
4	4.10	Social-Emotional Community Partners	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$0.00	$10,500.00	$10,500.00				$10,500.00	
4	4.11	Federal Child Nutrition	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27								
4	4.12	Private Donations	All	No			All Schools	2026-27	$0.00	$54,000.00			$54,000.00		$54,000.00	
4	4.13	Link Crew Program	All	No			All Schools	2026-27	$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.14	Intervention Specialist	Low Income	Yes	LEA-wide	Low Income	All Schools	2026-27	$89,906.23	$0.00	$89,906.23				$89,906.23	
4	4.15	Attendance Clerk	All	No			All Schools	2026-27	$99,799.06	$0.00	$99,799.06				$99,799.06	
4	4.16	Boys and Girls Club	All	No			All Schools	2026-27	$0.00	$30,000.00	$30,000.00				$30,000.00	
4	4.17	Summer Enrichment Classes	All	No			All Schools	2026-27	$7,000.00	$0.00	$7,000.00				$7,000.00	

2026-27 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
$11,725,422	$2,105,065	17.953%	0.000%	17.953%	$3,001,312.70	0.000%	25.597 %	**Total:**	$3,001,312.70
								LEA-wide Total:	$2,785,375.90
								Limited Total:	$215,936.80
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.6**	Staff and Student Technology	Yes	LEA-wide	Low Income	All Schools	$204,421.00	
2	**2.7**	IT Coordinator + Support Staff	Yes	LEA-wide	Low Income	All Schools	$125,142.42	
2	**2.14**	Career Advisor	Yes	LEA-wide			$150,931.45	
3	**3.1**	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$143,519.34	
3	**3.2**	English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	
3	**3.3**	English Learner Bilingual Assistant	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$71,417.46	
3	**3.4**	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
3	**3.5**	Math Tutoring for English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		

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 (%)
				Student Group(s)				
3	3.6	Education Specialists	Yes	LEA-wide	Low Income	All Schools	$936,610.63	
3	3.7	Paraprofessionals	Yes	LEA-wide	Low Income	All Schools	$208,294.09	
3	3.8	Conceptual Science	Yes	LEA-wide	Low Income	All Schools	$93,099.66	
3	3.9	Assistant Principals	Yes	LEA-wide	Low Income		$347,649.82	
3	3.10	Academic Success Class				All Schools	$91,614.44	
4	4.3	Activities Coordinator	Yes	LEA-wide	Low Income	All Schools	$127,458.63	
4	4.4	ASB Activities	Yes	LEA-wide	Low Income	All Schools	$160,000.00	
4	4.7	School Psychologist	Yes	LEA-wide	Low Income	All Schools	$165,535.76	
4	4.8	Social-Emotional Counselor	Yes	LEA-wide	Low Income	All Schools	$145,826.21	
4	4.9	Tier III Interventionist	Yes	LEA-wide	Low Income	All Schools	$20,000.00	
4	4.10	Social-Emotional Community Partners	Yes	LEA-wide	Low Income	All Schools	$10,500.00	
4	4.11	Federal Child Nutrition	Yes	LEA-wide	Low Income	All Schools		
4	4.14	Intervention Specialist	Yes	LEA-wide	Low Income	All Schools	$89,906.23	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,170,310.00	$12,120,493.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Building Lease	No	$414,407.25	$551,624.00
1	**1.2**	ADA Compliance	No	$414,407.25	$209,473.82
1	**1.3**	Classroom Furniture	No	$80,000.00	$75,528.37
1	**1.4**	Custodial Staff	No	$354,935.40	$352,462.15
1	**1.5**	Capital Projects	No	$200,000.00	$1,480,056.99
1	**1.6**	Facility Expansion	No	$80,000.00	$148,600.00
2	**2.1**	Academic Counselors	No	$402,292.00	$352,845.57
2	**2.2**	Academic Counselor- PD	No	$8,000.00	$3,159.18
2	**2.3**	LACOE Teacher Mentoring	No	$35,598.00	$25,000.00
2	**2.4**	Instructional Materials	No	$287,049.00	$287,049.00
2	**2.5**	Instructional Materials	No	$110,000.00	$30,619.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Staff and Student Technology	Yes	$129,500.00	$151,363.19
2	2.7	IT Coordinator + Support Staff	Yes	$70,500.00	$120,561.10
2	2.8	Crail Johnson Grant	No	$0.00	0.00
2	2.9	General Professional Development	No	$212,919.25	$29,592.60
2	2.10	Verified Data Source	No	$30,000.00	$22,878.25
2	2.11	Online Instructional Material Memberships	No	$190,000.00	$109,282.00
2	2.12	Traditional Summer School Program	No	$200,000.00	$184,324.98
2	2.13	Credit Recovery	No	$77,712.48	$71,519.56
2	2.14	Career Advisor	Yes	$162,761.10	$140,787.84
2	2.15	Dual Enrollment	No	$0.00	$8,745.47
2	2.16	College Exploration	No	$15,000.00	$8,015.00
2	2.17	Community Gym Partnerships	No	$20,409.00	$33,550.00
2	2.18	Prop 28 Arts and Music School Funding	No	$0.00	$71,000.00

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)
2	2.19	Teachers/Staff	No	$4,004,971.38	$2,675,171.92
2	2.20	CTE Summer Program	No	$432,000.00	$388,777.00
2	2.21	CTE- Apprentice Funding	No	$19,979.00	$0.00
2	2.22	CTE-CTEIG Funding	No	$0.00	$213,758.89
2	2.23	CTE- Golden State Funding	No	$186,832.00	$13,011.18
2	2.24	CTE- Harbor Freight Tools for Schools Funding	No	$53,000.00	$23,500.00
2	2.25	CTE- K12 Funding	No	$430,908.00	$184,006.99
2	2.26	CTE- Perkins Funding	No	$28,301.00	$23,283.75
2	2.27	CTE- TK Foundation Funding	No	$15,000.00	$11,475.00
2	2.28	CTE- POLAHS Matching Funding		$924,411.77	$1,007,856.16
3	3.1	EL Coordinator	Yes	$142,252.63	$130,273.79
3	3.2	English Learner Professional Development	Yes	$1,000.00	$275.00
3	3.3	English Learner Bilingual Assistant	Yes	$61,705.97	$69,742.18
3	3.4	LTEL Support	Yes	$0.00	$0.00
3	3.5	Math Tutoring for English Learners	Yes	$5,000.00	$0.00

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)
3	3.6	Education Specialists	Yes	$880,229.83	$860,182.20
3	3.7	Paraprofessionals	Yes	$153,300.41	$160,613.38
3	3.8	Percentage of Math Teachers Salary (LREBG)	No	$44,253.47	$46,257.16
3	3.9	Conceptual Science	Yes	$129,864.01	$103,096.73
3	3.10	Assistant Principals	Yes	$332,805.88	$327,518.02
3	3.11	Academic Success Class	No	$75,000.00	$86,752.87
4	4.1	Qualtrics	No	$18,000.00	$13,650.00
4	4.2	Parent Engagement Opportunities	No	$4,800.00	$1,049.91
4	4.3	Activities Coordinator	Yes	$146,575.51	$111,856.94
4	4.4	ASB Activities	Yes	$431,641.34	$159,408.32
4	4.5	Dean of Students	No	$173,533.07	$171,558.64
4	4.6	Rules & Expectations	No	$2,500.00	$0.00
4	4.7	School Psychologist	Yes	$161,233.44	$142,063.00

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)
4	**4.8**	Social-Emotional Counselor	Yes	$143,733.41	$139,328.29
4	**4.9**	Tier III Interventionist	Yes	$25,000.00	$20,000.00
4	**4.10**	Social-Emotional Community Partners	Yes	$14,500.00	$7,500.00
4	**4.11**	Federal Child Nutrition	Yes	$383,572.16	$290,135.47
4	**4.12**	Private Donations	No	$54,000.00	$40,545.38
4	**4.13**	Link Crew Program	No	$10,000.00	$4,625.36
4	**4.14**	Intervention Specialist	Yes	$53,463.05	$88,788.95
4	**4.15**	Attendance Clerk	No	$93,451.94	$96,392.95
4	**4.16**	Boys and Girls Club	No	$30,000.00	$30,000.00
4	**4.17**	Summer Enrichment Classes	No	$8,000.00	$10,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$3,428,638.74	$3,023,494.40	$405,144.34	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Staff and Student Technology	Yes	$129,500.00	$151,363.19		
2	2.7	IT Coordinator + Support Staff	Yes	$70,500.00	$120,561.10		
2	2.14	Career Advisor	Yes	$162,761.10	$140,787.84		
3	3.1	EL Coordinator	Yes	$142,252.63	$130,273.79		
3	3.2	English Learner Professional Development	Yes	$1,000.00	$275.00		
3	3.3	English Learner Bilingual Assistant	Yes	$61,705.97	$69,742.18		
3	3.4	LTEL Support	Yes	$0.00	$0.00		
3	3.5	Math Tutoring for English Learners	Yes	$5,000.00	$0.00		
3	3.6	Education Specialists	Yes	$880,229.83	$860,182.20		
3	3.7	Paraprofessionals	Yes	$153,300.41	$160,613.38		
3	3.9	Conceptual Science	Yes	$129,864.01	$103,096.73		
3	3.10	Assistant Principals	Yes	$332,805.88	$327,518.02		
4	4.3	Activities Coordinator	Yes	$146,575.51	$111,856.94		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.4**	ASB Activities	Yes	$431,641.34	$159,408.32		
4	**4.7**	School Psychologist	Yes	$161,233.44	$142,063.00		
4	**4.8**	Social-Emotional Counselor	Yes	$143,733.41	$139,328.29		
4	**4.9**	Tier III Interventionist	Yes	$25,000.00	$20,000.00		
4	**4.10**	Social-Emotional Community Partners	Yes	$14,500.00	$7,500.00		
4	**4.11**	Federal Child Nutrition	Yes	$383,572.16	$290,135.47		
4	**4.14**	Intervention Specialist	Yes	$53,463.05	$88,788.95		

2025-26 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)
$13,278,804		0	0.000%	$3,023,494.40	0.000%	22.769%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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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