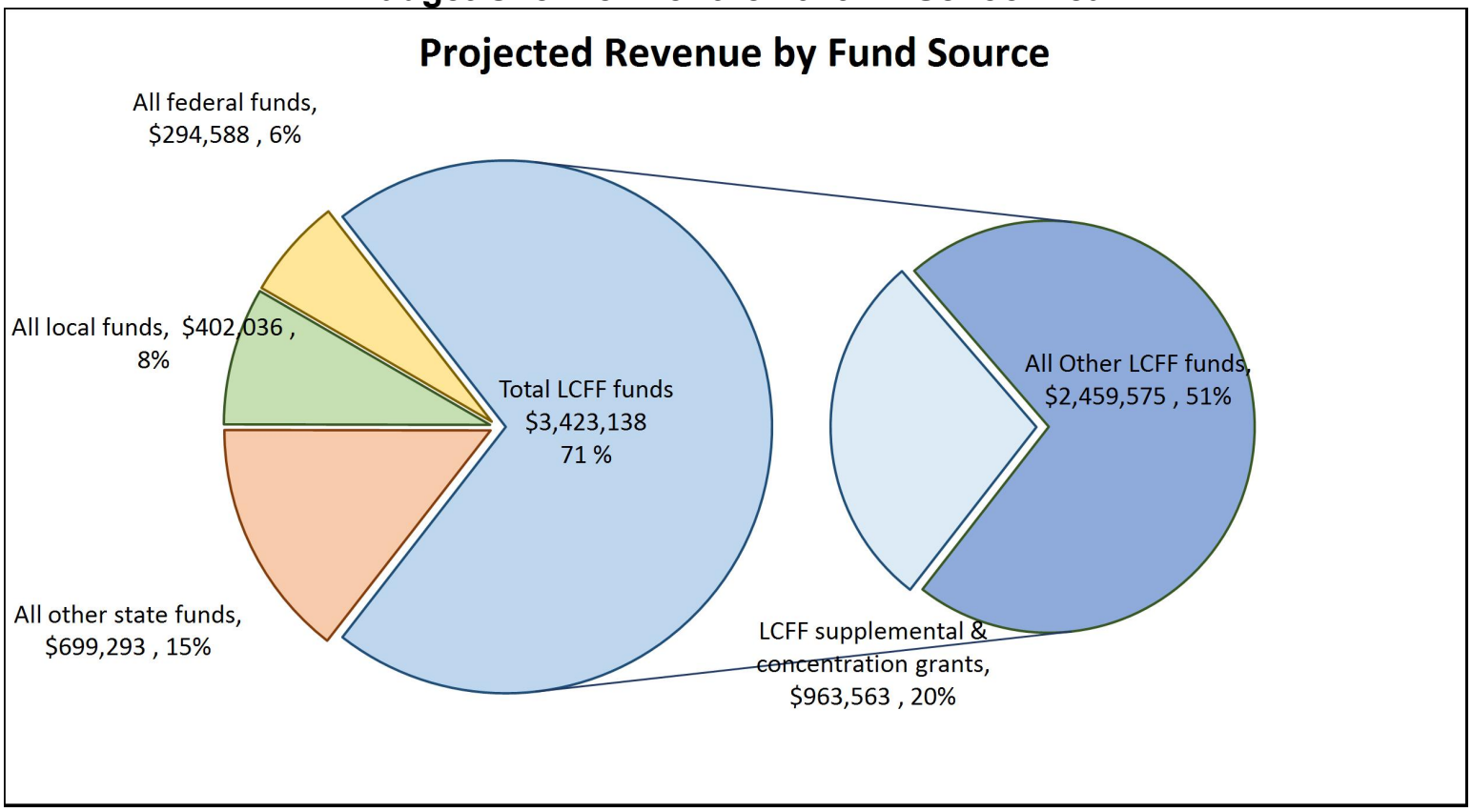
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter High School
CDS Code: 19647330132126
School Year: 2026-27
LEA contact information:
Yvette King Berg
Executive Director
ykingberg@ypics.org
(818) 305-2791

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

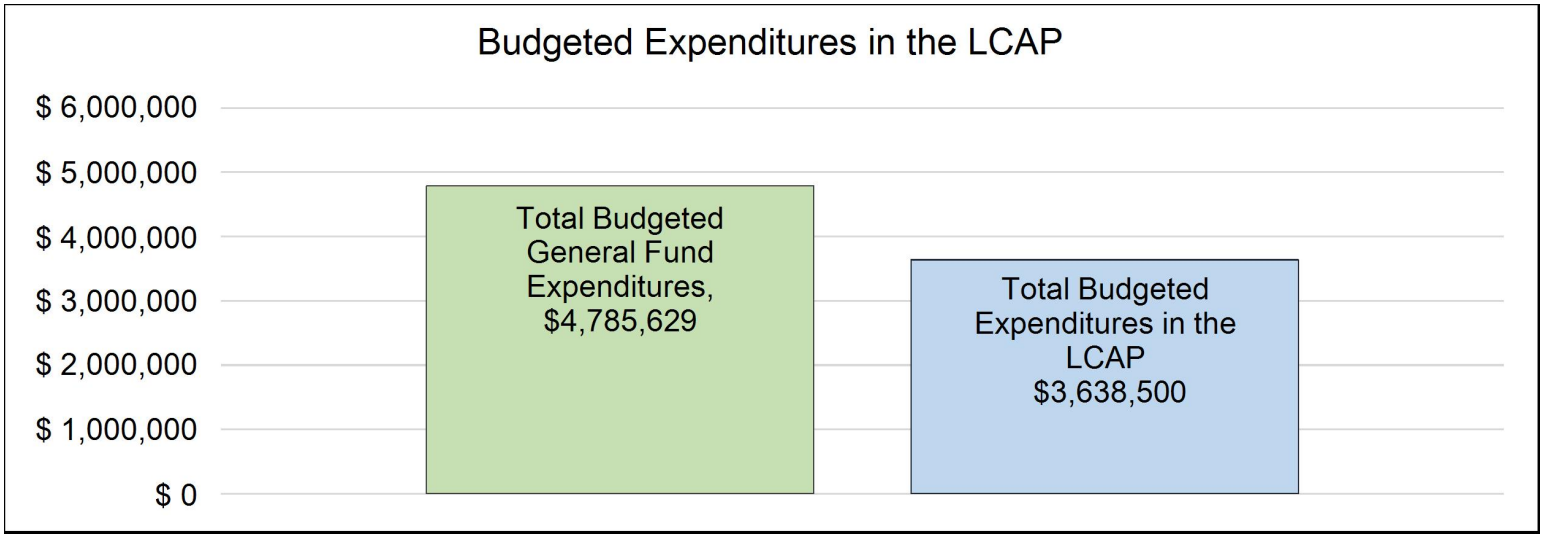


This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is $4,819,055, of which $3,423,138 is Local Control Funding Formula (LCFF), $699,293 is other state funds, $402,036 is local funds, and $294,588 is federal funds. Of the $3,423,138 in LCFF Funds, $963,563 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 Bert Corona Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter High School plans to spend $4,785,629 for the 2026-27 school year. Of that amount, $3,638,500 is tied to actions/services in the LCAP and $1,147,129 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

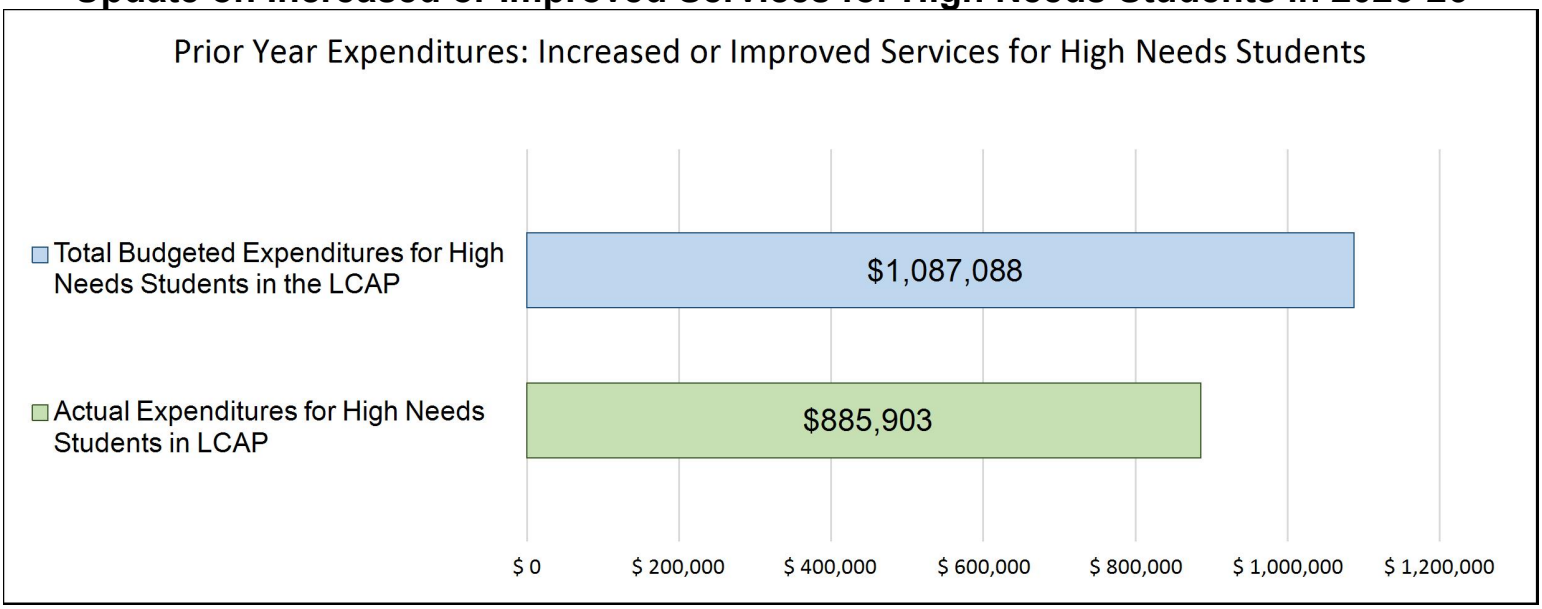
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2026-27, Bert Corona Charter High School is projecting it will receive $963,563 based on the enrollment of Foster Youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend $963,563 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 Bert Corona Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bert Corona Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Bert Corona Charter High School's LCAP budgeted $1087088 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent $885903 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $201,185 had the following impact on Bert Corona Charter High School’s ability to increase or improve services for high needs students:

The school originally included more expenditures based on the projected budget. However, actual enrollment and S&C funds were lower. For final allocation of S&C, all funds were spent.

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
Bert Corona Charter High School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

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.

Bert Corona Charter High School (BCCHS) is a public charter school authorized by the Los Angeles Unified School District to serve as a high-quality option for families with students in grades 9 through 12 in the cohesive LA County community of Pacoima in the East San Fernando Valley. BCCHS seeks to support low-income and struggling students in its community for future academic success and active community participation. We seek to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a culturally enriched curriculum. The majority of students attending schools in this area come from immigrant families where Spanish is the home language.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. BCCHS offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family- school-community partnerships and service, and integrated technology in the classroom.

VISION: Our school is named in honor of and inspired by Bert Corona, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice.

MISSION: Bert Corona Charter High School early college program prepares urban students in grades 9-12 or academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many public school students living in the surrounding areas are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. BCCHS seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

BCCHS serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The school is data-driven using various sources of assessment data to understand and improve individual student and schoolwide performance. The assessment data (diagnostic, formative, and summative) help BCCS continuously plan, monitor, and improve its academic programs and student outcomes. The assessment data (diagnostic, formative, and summative) help BCCHS continuously plan, monitor, and improve its academic programs and student outcomes. The staff reviews the previous spring's state testing results to evaluate the school's academic program and chart a course for the new year based on the students' needs. Subgroups in need of acceleration are identified and monitored using multiple data points. In addition to state testing, other assessments include publisher assessments, student work samples, and NWEA assessments in English/language arts and mathematics.

Assessments are used to identify students and subgroups who need additional instruction; prescribe a re-teaching or acceleration focus for individual scholars; identify professional development needs and target school resources. Teachers analyze data to determine each student's unique talents and needs. Students who are on grade level and approaching proficiency are targeted in the critical instructional areas that propel them to advance in all areas. Students struggling with basic skills are provided grade-level instructional materials and targeted for support by various education experts that include access to Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators. The school's educators believe it is essential to consider social and emotional needs for a successful multidimensional approach to meet the needs of our diverse population.

The school created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of the students. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, US Department of Education representatives, and WASC Visiting Committee members have recognized the positive culture at BCCHS.

As a recipient of Learning Recovery Block Grant Funds, BCCHS completed its needs assessment process with educational partners in February 2025 and the use of these funds have been incorporated in the 2025-26 plan.

Reflections: Annual Performance

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

ACADEMIC PERFORMANCE 2025 CA DASHBOARD

- ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard):

"Red" Performance: Schoolwide: -60.8 DFS (Declined 4.0 points, 50 students); Hispanic -65.8 DFS (Declined 10.5 points, 46 students); Socioeconomically Disadvantaged (SED) -60.6 DFS (Declined 4.1 points, 48 students)
"No Color" (Gray): English Learners (EL) -146.1 DFS (Declined 53.2 points, 16 students); Students with Disabilities (SWD) -87.6 DFS (Increased 38.7 points, 14 students); Long-Term English Learners (LTEL) Fewer than 11 students - data not displayed for privacy (9 students)

- MATHEMATICS INDICATOR (Distance from Standard):

"Red" Performance: Schoolwide: -167.5 DFS (Maintained 2.0 points, 50 students); Hispanic -172.9 DFS (Declined 5.2 points, 46 students); Socioeconomically Disadvantaged (SED) -168.5 DFS (Maintained 0.3 points, 48 students)
"No Color" (Gray): English Learners (EL) -217.6 DFS (Declined 50.4 points, 16 students); Students with Disabilities (SWD) -213.1 DFS (Declined 14.5 points, 14 students)

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners):

"Red" Performance: 24.1% of English Learners making progress toward English language proficiency (Maintained 0.9%, 54 students); Long-Term English Learners (LTEL) 21.4% making progress (Declined 2.5%, 42 students).

- COLLEGE/CAREER INDICATOR (Distance from Standard):

"Orange" Performance: Schoolwide 29.8% Prepared (Maintained 0.2%, 57 students); Hispanic 30.4% Prepared (Maintained 0.2%, 57 students); Socioeconomically Disadvantaged (SED) 29.8% Prepared (Maintained 1.5%, 58 students)
“No Color” (Gray): English Learners (EL) 23.5% Prepared (Increased 15.8%, 17 students); Long-Term English Learners (LTEL) 20.0% Prepared (Increased 20.0%, 15 students); Students with Disabilities (SWD) 11.1% Prepared (Increased 11.1%, 18 students)

ACADEMIC ENGAGEMENT 2025 CA DASHBOARD

- GRADUATION RATE INDICATOR:

"Blue" Rating: Schoolwide 96.6% Graduated (Increased 5.6%, 58 students); Hispanic 96.5% Graduated (Increased 5.8%, 57 students); Socioeconomically Disadvantaged (SED) 96.6% Graduated (Increased 5.8%, 58 students)
"No Color" (Gray): English Learners (EL) 94.1% Graduated (Increased 8.4%, 17 students); Long-Term English Learners (LTEL) 93.3% Graduated (Increased 8.7%, 15 students); Students with Disabilities (SWD) 100.0% Graduated (Increased 13.3%, 19 students); African American & Homeless Fewer than 11 students - data not displayed for privacy

CONDITIONS & CLIMATE 2025 CA DASHBOARD

- SUSPENSION RATE INDICATOR (Suspended at least one day):

"Orange" Rating: Schoolwide 4.5% suspended at least one day (Increased 3.2%, 247 students); Hispanic 4.6% suspended at least one day (Increased 3.3%, 237 students); English Learners (EL) 6.1% suspended at least one day (Increased 4.6%, 66 students); Long-Term English Learners (LTEL) 8.0% suspended at least one day (Increased 6.0%, 50 students); Socioeconomically Disadvantaged (SED) 4.3% suspended at least one day (Increased 3.0%, 233 students); Students with Disabilities (SWD) 4.2% suspended at least one day (Increased 0.8%, 71 students)

2025 LOCAL INDICATORS CA DASHBOARD

- IMPLEMENTATION OF ACADEMIC STANDARDS (Local Indicator): "Standard Met"
- ACCESS TO A BROAD COURSE OF STUDY (Local Indicator): "Standard Met"
- BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES (Local Indicator): "Standard Met"
- PARENT & FAMILY ENGAGEMENT (Local Indicator): "Standard Met"

ACADEMIC PERFORMANCE 2024 CA DASHBOARD

- ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard):

"Orange" Performance: Schoolwide -56.7 DFS (improvement of 5.8 points), Hispanic -55.3 DFS (improvement of 4.2 points)
"Red" Performance: SED -56.6 DFS
“No Color”: EL -92.8 DFS (62.7 point increase), LTEL -132.8 DFS, SWD -126.2 DFS (52.4 point increase)

- MATHEMATICS INDICATOR (Distance from Standard):

"Red" Performance: Schoolwide -169.5 DFS (decreased 16.1 points), Hispanic -167.7 DFS (11 point decline), SED -168.1 DFS (declined 13.6 points)
“No Color”: EL -167.3 DFS (improvement of 26.3 points), LTEL -198.1 DFS, SWD -198.7 (declined 6.7 points)

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Red" 68.4% English learners making process toward English language Proficiency. For the first time, the CDE reported the performance of the Long-Term English Learner student group in addition to the general performance of all of English learners. The LTEL student group was 23.9% making progress, and the general EL progress was 23.2%.

- COLLEGE/CAREER INDICATOR (Distance from Standard):

"Yellow" Performance: Schoolwide 29.6% (22.1% improvement), Hispanic 30.2% (increased 24.4%), SED 28.3% (improved 20.5%)
“No Color”: EL 7.7%, LTEL 0%, SWD 0%

ACADEMIC ENGAGEMENT 2024 CA DASHBOARD

- GRADUATION RATE INDICATOR:

"Yellow" Rating: Schoolwide 90.9%, Hispanic 90.7%, SED 90.7%
"No Color": EL 85.7% (increased 7.1%), LTEL 84.6%, SWD 86.7% (increased 20%)

CONDITIONS & CLIMATE 2024 CA DASHBOARD

- SUSPENSION RATE INDICATOR (Suspended at least one day):

"Green" Rating: Schoolwide 1.3%, Hispanic 1.3%, SED 1.3%
"Yellow" Rating: EL 1.5%
"Orange" Rating: LTEL 2%, SWD 3.4%

- IMPLEMENTATION OF ACADEMIC STANDARDS (Local Indicator): "Standard Met"
- ACCESS TO A BROAD COURSE OF STUDY (Local Indicator): "Standard Met"
- BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES (Local Indicator) " Standard Met"
- PARENT & FAMILY ENGAGEMENT (Local Indicator): "Standard Met"

Reflections: Technical Assistance

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

Bert Corona Charter High School was not identified for California's System of Support ("Differentiated Assistance") based on the 2024 Dashboard.

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.

BCCHS has been identified for TSI based on the 2024 California School Dashboard results.

Support for Identified Schools

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

As a single school LEA, the charter school will use the 2025-26 LCAP as a comprehensive plan for addressing the needs of the identified student groups (e.g., Hispanic, Socioeconomically Disadvantaged, English Learners and Students with Disabilities). The school has examined multiple data sources since the release of state assessment data for the CAASPP and ELPAC. Additionally, we have used local assessment data which are state-verified sources approved by the California State Board of Education to progress monitor student growth in reading and mathematics. The Executive Administrator and the site's instructional leadership team, with support from YPICS Accountability, will develop the LCAP in a manner consistent with the planning requirements for public schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

The school began the analysis with its families and staff with the release of the California School Dashboard in November 2024. It will continue to align with the LCAP development for the 2025-26 academic year. Based on input from our families at SAC/EL-PAC meetings, reflection on both State and local data sources demonstrates a need for a more robust system of support to address the needs of the identified student groups (e.g., Hispanic, English learner, Socioeconomically Disadvantaged and Students with Disabilities). The data-based input of parents, students, teachers, and site staff aligned to establish a focus on English Language Development (ELD) and progress monitoring for the four-year period following reclassification. Specifically, the CSI funds will be applied to the development and implementation of a system of supports focused on language acquisition progress in reading and writing across the content areas.

The school will continuously monitor our progress at strategic points during the current and coming academic year. We have shared relevant data with our educational partners through meetings of our School Advisory Council (SAC), English Learner Advisory Committee (ELAC) and English Learner Parent Advisory Committee (EL-PAC). This process will continue into the 2025-26 academic year and will include engagement with underserved populations such as Socioeconomically Disadvantaged (SED), English learners (EL), Foster Youth (FY), and Students with Disabilities (SWD) to ensure parents have necessary information to provide input into what types of actions/services and

resources needed to support school improvement. Teachers and administrators will also be regularly engaged in feedback, data monitoring and analysis processes so we are able to respond to both student/parent needs to course correct based on available data.

TEACHERS & STAFF: Summer meetings will include teachers and staff for the examination of the 2025 outcome data, and during professional development meetings following administration of schoolwide local assessments three times during the academic year. A hallmark of our charter is weekly professional development and grade-level co-planning to address student achievement in core academic areas. Our ELD and Resource teachers are an integral part of the co-planning and progress monitoring process in order to maintain a focus on our students who face additional challenges in meeting standards and accessing grade-level content.

PARENTS: Parents will be engaged through meetings of the SAC/EL-PAC which will meet at least four times during the coming academic year. Our Fall meeting, which will be coordinated with our Annual Title I Meeting, will focus on multiple data points from the 2024-25 academic year including academic marks, attendance, English learner progress in language mastery, English/language arts and mathematics data from both local and state sources. The Winter meeting will integrate the midyear local assessment data and the release of the 2025 CA Dashboard results. The third meeting will examine progress monitoring of English learners using the EL data monitoring platform, as well as available midyear data in preparation for the Mid-Year Progress Report for the LCAP in February. This will also coincide with the needs assessment and kick-off for the reflection process to guide the development of the 2026-27 LCAP. The final meeting in the Spring will include all available data as we finalize the LCAP for the coming year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Students were administered the 2025-26 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas are aligned to metrics in the 2025 LCAP. The data was reviewed with student leadership to gather ideas for improving in these areas, and opportunities to include them in the plan.
Parents/Guardians	Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2026-27. The current LCAP and data have been reviewed during bimonthly Cafe con los Directores meetings, quarterly SAC/EL-PAC meetings, Special Ed Meet 'N' Greet (Fall), Community Data Walk (Winter), CSI planning, and monthly presentations/updates to the Board of Directors. Based on the 2025-26 Youth Truth Parent Survey and confirmed by parents attending meetings listed above, parents are satisfied with the various elements of the school's program. Specific areas to be prioritized for next year, based on feedback/data, are culture (83% positive), relationships (84%), and resources (87%).
Support Staff	In August 2025, the staff received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. In September 2025, during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desire LCAP outcomes for the current academic year. Between the October release of the State CAASPP

Educational Partner(s)	Process for Engagement
	data and the December release of the CA Dashboard for 2024, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP. During December 2025's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of implementation of actions in the 25-26 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, the specific areas to be prioritized for next year, based on feedback/data, are culture (32% positive) and relationships (34%). The leadership presented a draft of the 2026-27 LCAP to staff in May prior to the public hearing before the Board.
Teachers	In August 2025, the staff received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. In September 2025, during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desire LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2024, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP. During January 2026's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of implementation of actions in the 25-26 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, the specific

Educational Partner(s)	Process for Engagement
	areas to be prioritized for next year, based on feedback/data, are culture (32% positive) and relationships (34%). The leadership presented a draft of the 2026-27 LCAP to staff in May prior to the public hearing before the Board.
Special Education	The site leadership team and the Director of Special Education consulted with Resource Teachers and SpEd support staff/providers using state-verified local data, CAASPP results and CA Dashboard performance levels for students with disabilities in September, January and May to determine what additional actions should be included or what revisions were needed to address the needs of our English learners. Based on multiple data points, teachers identified supports for dually identified students must be a focus of professional development for staff.
LMU Center for Equity for English Learners	The draft of the LCAP was submitted for review for actions relating to English learners.
Administrators	The Executive Administrator engaged the site leadership team in September using the prior year state-verified local assessment data, CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. Administrators (Instruction, Climate/Culture, Community Schools, Operations) delved into data to identify where their area of work was reflected in the prior year outcomes, and how each would focus on specific goals in the 2025-26 LCAP to reach desired outcomes. During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance). In January 2026, in preparation for the LCAP Mid-Year Progress Report for the Board of Directors, this structure of monitoring the LCAP was put into place, with administrators using the MTSS structure applied to their area of work. This will continue to be the process for the 2026-27 academic year to ensure the LCAP data are tracked and the LCAP remains relevant to the daily work of all administrators. There was a consistent theme expressed by all administrators to provide more professional development opportunities around state data, including Lexile and quantile, and

Educational Partner(s)	Process for Engagement
	school improvement for special groups such as dually identified students and newcomers.
Board of Directors	With the start of the 2025-26 academic year, there has been an intentional focus on aligning school improvement to areas addressed in the school's charter petition as well as the CA Dashboard, which is used for state and federal accountability. Following the annual review of CAASPP, CA Dashboard Indicators and LCAP by the local governing board in the Fall, the Executive Administrator presented the Annual Action Plan to Improve Student Achievement using the available CAASPP and ELPAC data. The Board stated they will track the school's progress using state-verified local assessment data and actions detailed in the LCAP. At each regular meeting between September and December 2025, as well as meetings of the Academic Excellence Committee, the Board was presented with real-time updates and progress on implementation of LCAP actions. In February, the members received a Mid-Year LCAP Progress Report presentation including financials and assessment data. Based on the data available, board members provided feedback on the need for increased focus on mathematics, dual-identified students, and supporting teachers to improve student outcomes. During that same meeting, members provided feedback on the school plan to address being in federal ESSA-assistance (CSI) based on four student groups. A revised action plan was presented to include this focus for the identified student groups. The public hearing on the 2026-27 "draft" LCAP is presented during the regular Board meeting in June 2026.

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

Students: Based on Youth Truth and teacher-student engagement around the results, we will continue to build upon our climate and culture focus; activities to increase belonging and relationships; improve instructional engagement
Parents/Guardians: Continue engagement efforts to keep parents informed regarding academic progress and schoolwide performance/outcomes.
Administrators, Teachers & Support Staff: Extend culture/climate efforts to include focus on staff climate/culture; professional development to include state data; increased professional support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was first introduced in the 2023-24 LCAP. It was originally developed to ensure the LCFF required metrics were addressed regarding the conditions of learning. Since the school is on the LACOE Williams Compliance Review Cohort list through 2024, the goal will continue throughout the 2024-28 LCAP cycle as we seek to improve or maintain progress in the following areas:

- Delivery of impactful professional development to increase student achievement and mastery of CCSS, ELD, NGSS standards
- Increase the percentage of fully credentialed "clear" teachers
- Maintain devices and licenses for access to standards-based curricula via online platforms

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	45.4% "Clear" - Fully Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	45.8% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	69.8% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	95% "Clear" - Fully Credentialed Teachers	FTE appropriately credentialed and assigned +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards-aligned curricula (Source: 2023 Fall Williams Sufficiency Report)	100% teachers/students with access to standards- aligned curricula (Source: LACOE Williams Instructional Visit, August 2024)	100% teachers/students with access to standards- aligned curricula (Source: LACOE Williams Instructional Visit, August 2025)	Maintain 100% teachers/ students with access to standards- aligned curricula	No difference
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)	Score: 100% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection, October 2024)	Score: 97.2%% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection, September 2025)	Maintain Williams Facility rating >90%	No difference
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	2024 Local Indicator "Met" Implementation of State Standards (Source: Local Indicator report June 2024)	2025 Local Indicator "Met" Implementation of State Standards (Source: Local Indicator report June 2025)	Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.66 Professional Development & Support 67% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth	3.61 Professional Development & Support 100% Staff members (teachers, support staff & administrators)	3.62 Professional Development & Support 74% Staff members (teachers, support staff & administrators)	4.5 Professional development & Support 95% Participation in Teacher Survey	Professional Development & Support -0.05 Staff responding +33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)	(Source: Youth Truth Survey administered for 2025-26)		
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% students have access to a broad course of study	2024 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator report June 2024)	2025 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator report June 2025)	Maintain 100% student access to a broad course of study	No difference

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.

All actions were implemented without any material changes.

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.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2026 state Dashboard.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility & Safety	BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of operation under the Facilities Use Agreement with LAUSD for the use of Maclay MS facilities and janitorial services. School facilities are clean and maintained in good repair with daily spot checks. Campus aides conduct regular walkthroughs and monitor pupil/staff facilities for safety. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.	$374,356.00	No
1.2	Standards-Based Instruction (Certificated Teachers)	Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students.	$933,866.00	No
1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	$212,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, iReady Classroom Mathematics Algebra I, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (NWEA MAP Reading and Mathematics) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually.	$16,200.00	No
1.5	Supplemental Instructional Materials & Support	Teachers will apply differentiated instructional supports for students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks, No Red Ink, Thinking Nation, etc.]. Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	$17,050.00	Yes
1.6	Multi-Tiered System of Supports (MTSS) Team	The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	$122,251.00	Yes
1.8	EL-focused Professional Development	The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration. Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP)	$1,000.00	Yes
1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful	New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for	$431,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
	& Effective Instruction)	all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include: • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support • Teachers requiring BTSA will be supported by an onsite mentor. The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.		
1.10	Effective Operations Team	The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a	$271,729.00	No

Action #	Title	Description	Total Funds	Contributing
		crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.		
1.11	Commitment to Equity for Special Populations	Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.	$435,350.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts (core and ELD) through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been modified for 2024-25 to combine both ELA and ELD as we seek to address reading and writing throughout the content-areas. Of particular concern is providing the needed language supports that will enable students to demonstrate growth in skills and standards annually by monitoring and analyzing local state-verified data and academic marks. These data points will be monitored strategically to drive instructional decisions as part of the MTSS. Our student enrollment has a wide range of language abilities and needs. Ensuring reading and writing are happening throughout the ELA and social studies departments will assist in preparing our students for college/career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	NWEA MAP Growth in Reading - Grades 9-12 (Priority 8)	2024 EOY NWEA Reading Achievement 22% near/at grade-level 19% at grade-level 4% above grade-level EOY NWEA Reading Growth 49% met/exceed personal growth goal 19% close to growth goal	2025 EOY NWEA Reading Achievement 22% near/at grade-level 25% at grade-level 11% above grade-level EOY NWEA Reading Growth	2026 EOY NWEA Reading Achievement 22% near/at grade-level 23% at grade-level 10% above grade-level EOY NWEA Reading Growth	EOY NWEA Reading Achievement 30% near/at grade-level 25% at grade-level 5% above grade-level EOY NWEA Reading Growth	Reading Achievement % near/at grade-level % at grade-level % above grade-level Reading Growth % met/exceed personal growth goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Spring 2024 NWEA MAP)	51% met/exceed personal growth goal 23% close to growth goal (Source: Spring 2025 NWEA MAP)	52% met/exceed personal growth goal 18% close to growth goal (Source: Spring 2026 NWEA MAP)	52% met/exceed personal growth goal 25% close to growth goal	% close to growth goal
2.2	Dashboard English/Language Arts Indicator - Grade 11 (Priority 4)	2023 Dashboard ELA Indicator (DFS) All students "Red" -62.5 DFS "Red" Group(s) Hispanic -59.6 DFS SED -59.2 DFS “No color” EL -155.6 DFS SwD -178.7 DFS	2024 Dashboard ELA Indicator (DFS) All students "Orange" -56.7 DFS "Orange" Group(s) Hispanic -55.3 DFS "Red" Group(s) SED -56.6 DFS “No color” EL -92.8 DFS LTEL -132.9 DFS SwD -126.2 DFS	2025 Dashboard ELA Indicator (DFS) All students "Red" -60.8 DFS "Red" Group(s) Hispanic -65.8 DFS SED -60.6 DFS “No color” EL -146.1 DFS SWD -87.6 SwD - DFS	ELA Dashboard Indicator "Yellow"	All students +5.8 Hispanic +5.3 SED +2.6 EL +62.8 LTEL N/A SwD +52.5
2.3	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	2023 Dashboard ELPI Indicator 24.3% making progress toward English language proficiency "Red"	2024 Dashboard ELPI Indicator 23.2% making progress toward English language proficiency "Red"	2025 Dashboard ELPI Indicator 24.1% making progress toward English language proficiency "Red"	45% making progress toward English language proficiency "Orange"	-1.1%
2.4	Reclassification Rate (Priority 4)	2.08% Reclassification Rate 2022-23	4% Reclassification Rate for 2023-24	3.6% Reclassification Rate for 2024-25	10% Reclassification Rate	+1.92%

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.

All actions were implemented without any material changes.

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.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2026 state Dashboard.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELA/ELD Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.		
2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Literacy Specialist / ELD Teacher provides push-in support to work with ELs and small groups of students who are reading below middle school Lexile norms. On a push-in basis for at least 150 minutes per week, students who are performing below grade-level average on NWEA MAP Lexile levels to increase their fluency, vocabulary development, and Lexile level. Flexible pull-out will also be provided for students who have been identified as requiring focused standards-based support in reading. Students will have access to ELA-based extended learning opportunities to enable progress in standards mastery.	$119,539.00	No Yes
2.3	Designated ELD	Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students' English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.	$0.00	No
2.4	ELA Instructional Support Courses	Grades 9 & 10 support instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks. All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works of literature. Students will receive direct instruction in writing aligned to respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.		
2.5	Junior/Senior Seminar - Reading & Writing	Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks. All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works.) Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.	$0.00	No
2.6	Social Science - Critical Thinking & Writing Skills Development	All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 9-12 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will provide continuity and increasing rigor for students as they progress to the next grade level.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

BCCHS seeks to strategically use data to drive instructional decisions. Math is a consistent challenge for our students; compounded by the language-intensive design of CCSS math standards. The creation of the math/science-specific goal in the prior LCAP was to align the application of mathematics to science for our students. Science instruction has been a highlight of the instructional program providing students with engaging content instruction. The opportunity for cross-curricular connections will assist in improving math skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	NWEA MAP Growth in Mathematics - Grades 9-12 (Priority 8)	2024 EOY NWEA Math Achievement 18% near/at grade-level 12% at grade-level 4% above grade-level EOY NWEA Math Growth 42% met/exceed personal growth goal 21% close to growth goal	2025 EOY NWEA Math Achievement 22% near/at grade-level 25% at grade-level 11% above grade-level EOY NWEA Math Growth 29% met/exceed personal growth goal	2026 EOY NWEA Math Achievement 17% near/at grade-level 10% at grade-level 5% above grade-level EOY NWEA Math Growth 27% met/exceed personal growth goal	MOY NWEA Math Achievement 20% near/at grade-level 15% at grade-level 7% above grade-level MOY NWEA Math Growth 50% met/exceed personal growth goal	Achievement % near/at grade-level % at grade-level % above grade-level Math Growth % met/exceed personal growth goal % close to growth goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Spring 2024 NWEA MAP)	28% close to growth goal (Source: Spring 2025 NWEA MAP)	31% close to growth goal (Source: Spring 2026 NWEA MAP)	25% close to growth goal	
3.2	Dashboard Mathematics Indicator - Grade 11 (Priority 4)	2023 Dashboard Mathematics Indicator School "Red" -153.5 DFS "Red" Group(s) SED -154.6 DFS Hispanic -156.7 DFS "No color" EL -193.6 DFS SwD -205.3 DFS	2024 Dashboard Mathematics Indicator School "Red" -169.5 DFS "Red" Group(s) SED -168.1 DFS Hispanic -167.7 DFS "No Color" EL -167.3 DFS LTEL -198.1 DFS SWD -198.7 DFS	2025 Dashboard Mathematics Indicator School "Red" -167.5 DFS "Red" Group(s) SED -168.5 DFS Hispanic -172.9 DFS "No Color" EL -217.6 DFS SWD -213.1 DFS	CA Dashboard Mathematics Indicator "Orange"	School -16 SED -13.5 Hispanic -11 EL +26.3 LTEL N/A SWD -6.6
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded EL 0% Hispanic 18.37% SED 22.22% SWD (Data suppressed)	2024 Dashboard CAST -28.1 DFS 8.7% met/exceeded EL -35.7 DFS Hispanic -28.2 DFS 8.89% met/exceeded SED -28.5 DFS 6.98% met/exceeded	2025 Dashboard CAST "Yellow" 42.7 science points 16.33% met/exceeded EL 35.7 science points 0% met/exceeded LTEL 30 science points 0% met/exceeded	>50% meet/exceed	School declined 11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD -37.9 DFS 0% met/exceeded	Hispanic "Yellow" 42.8 science points 16.31% met/exceeded SED "Yellow" 42.8 science points 16.79% met/exceeded SWD 37.8 science points 10.52% met/exceeded		

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.

All actions were implemented without any material changes.

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.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2026 state Dashboard.

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.

As math continues to be an area for growth, we will continue to partner with the UCLA Math Project in 2026-27. Otherwise, there are no changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Mathematics Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains. The co-planning process will also include exposing students to the CCSS math claims (Concepts & Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer). Math teachers will engage in Year 1 targeted professional development through the UCLA Math Project.	$8,000.00	No
3.2	Accelerations for Mathematics (Tiers 2 & 3)	Scheduled instructional block where students are programmed for support and acceleration in math. Secondary Foundational Math Skills for 9th Graders (80 minutes/week) in using iReady MyPath curriculum during the core Algebra 1 instructional blocks. Targeted Math Tutoring after school will be provided based on analysis of NWEA MAP scores and academic course grades, and identified students will attend 10-week tutorial for skill improvement. Students exit when their skills are at grade level.	$0.00	Yes
3.3	Junior and Senior Seminars (Math component)	Junior and Senior Seminar instructional block focused on CAASPP/SBAC Math practice using materials created by the CDE (Tools for Teachers) to support ongoing development of students' skills and familiarize them with	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the language and rigor of state math assessments including performance tasks.		
3.4	NGSS & College-preparatory Science	College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.	$0.00	No
3.5	Study Hall/Homework Help	Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Create/maintain an environment where standards and expectations for career- and college-readiness are consistently applied and nurtured in order for students to be prepared (e.g., resilient in the face of challenges academically, socially, psychologically) for success in a wide range of post-secondary options including college and/or career.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on the reflection of student performance on the Dashboard and the Youth Truth Data Walk, a theme in the engagement of educational partners was a lack of understanding of "what is college/career readiness?" as defined by the CDE. The leadership investigated the many ways a graduate may be considered college/career ready for the Dashboard. Partners were surprised to learn that BCCHS had not been receiving "credit" for graduates completing the Media Arts CTE pathway; and despite all students being enrolled in A-G course of study, the data on the Dashboard for Class of 2023 did not capture the a-g course completion.
This goal now reflects all of the individual metrics that can be considered for the evaluation of college/career readiness. BCCHS will ensure data is tracked and monitored locally, shared with partners, and accurately reported via the CALPADs system which is used to populate the Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English/Language Arts Course Passage with "C-" or better (Priority 8)	93% Passed ELA course with C- or better (Source: Infinite Campus Final 2024 ELA Grades)	75% Passed ELA course with C- or better (Source: Infinite Campus Final 2025 ELA Grades)	88% Passed ELA course with C- or better (Source: Infinite Campus Final 2026 ELA Grades)	Increase ELA Annual course passage with "C-" or better	-5%
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better	94% Passed math course with C- or better	97% Passed math course with C- or better	Increase Math Annual course	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Infinite Campus Final 2024 Math Grades)	(Source: Infinite Campus Final 2025 Math Grades)	(Source: Infinite Campus Final 2026 Math Grades)	passage with "C-" or better	
4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 58%	7.3% Graduates completion of CTE Pathway (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	3.4% Graduates completion of CTE Pathway (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	95% Graduates completion of CTE Pathway	+3.4%
4.4	Successful A-G Course Completion (Priority 4)	0% Graduates completion of A-G course requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 66% Graduates completed A-G course requirements with C or better	60% Graduates completion of A-G course requirements (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	74.1% Graduates completion of A-G course requirements (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	90% Graduates completion of A-G course requirements	+74.1%
4.5	Combined Successful Completion of CTE	0% Combined successful completion	0% Combined successful completion of CTE	3.4% Combined successful completion of CTE	95% Cohort graduates successful	+3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway & A-G Coursework (Priority 4)	of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	Pathway & A-G Coursework (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	Pathway & A-G Coursework (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	completion of CTE Pathway & A-G Coursework	
4.6	Passage of AP Exam (Priority 4)	34% Students passing an AP exam with "3" or better (Source: 2023 CollegeBoard Advanced Placement Results average)	21% Students passing an AP exam with "3" or better (Source: 2024 CollegeBoard Advanced Placement Results average)	24% Students passing an AP exam with "3" or better (Source: 2025 CollegeBoard Advanced Placement Results average)	40% Students passing an AP exam with "3" or better	-10%
4.7	Graduates Meeting UC/CSU Requirements (Priority 4)	0% Graduates meeting UC/CSU requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	60% Graduates meeting UC/CSU requirements (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	74.1% Graduates meeting UC/CSU requirements (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	95% Graduates meeting UC/CSU requirements	Grads meeting UC/CSU +74.1%
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better	0% Graduates completing 2 semesters or 3 trimesters of college course	0% Graduates completing 2 semesters or 3 trimesters of college course	25% Graduates completing 2 semesters or 3 trimesters of college course	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better	credit with "C-" or better (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	credit with "C-" or better (Source: 2025 CA Dashboard Additional Reports "College/Career Levels & Measures Report")	credit with "C-" or better	
4.9	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math with "3" or better in both areas on SBAC (Priority 4)	7.5% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")	29.6% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024")	29.8% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2025")	45% Prepared	+22.1%
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 7.5% School "Very Low" 5.8% Hispanic "Very Low" 7.8% SED "Very Low" 0% EL 0% SwD (Source: 2023 CA Dashboard,	Graduates "prepared" as measured by the 2024 Dashboard College/Career Indicator (CCI) 29.6% School "Yellow" "Yellow" Group(s) 30.2% Hispanic 28.3% SED "No Color"	Graduates "prepared" as measured by the 2025 Dashboard College/Career Indicator (CCI) 29.8% School "Orange" "Orange" Group(s) 30.4% Hispanic 29.8% SED "No Color"	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD	School +22.1% Hispanic +24.4 SED +20.5% EL +7.7% LTEL N/A SWD No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College/Career Indicator)	7.7% EL 0% LTEL 0% SwD	23.5% EL 20% LTEL 11.1% SwD		

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.

All actions were implemented without any material changes. As we seek to improve our CCI Indicator, we have expanded our agreement with Mission College to increase dual enrollment course offerings beginning in August 2026.

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.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2026 state Dashboard.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Culture of College Readiness	The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. All grade levels will take part in college visits throughout the	$111,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
		year, and juniors/seniors will have extended overnight visits to experience the college setting. While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)		
4.2	Credit Recovery Opportunities	In-schedule and out-of-school provide opportunities for all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year using an online platform.	$16,617.00	No
4.3	Career/Technical Education: Media Arts Pathway	CTE Visual and Media Arts Program includes arts, media and entertainment, information and communication technologies, and manufacturing /product development pathways. All students will be provided exposure to hands-on learning in industry-standard technologies to equip graduates with job skills for application to future employment in online content production, design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). The pathway is a sequence of three courses which are also UC Doorways approved.	$106,773.00	No
4.4	Dual Enrollment-LAMC Partnership	In partnership with Los Angeles Mission College, provide students with multiple opportunities to enroll in a semester-long, college-credit bearing course. The goal is to increase the number of offerings to expose students to rigorous content and expose them to a variety of subject areas which may support them in the decision to enroll and graduate from a two- or four-year university. Students will take two (2) semester long courses for college credit and earn a grade of C or better.	$0.00	No
4.5	Advisory with SEL Component	All students are enrolled in “Advisory” where modules on college/career exploration aligned to student interest. Additionally, this course has a SEL	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. [NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school mission to improve successful post-secondary outcomes.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was included in the prior LCAP to have a more holistic approach to student/family engagement and its impact on the indicators of satisfaction and connectedness. Specifically, BCCHS has witnessed an increase in chronic absenteeism and suspensions since the pandemic. As a community we seek to meaningly engage the families to foster a deeper understanding of the importance of regular school attendance and its impact on student achievement. We see our efforts are working in the area of on-site safety and positive climate as our suspensions have declined schoolwide. We believe our engagement of parents and fostering positive school-home relationships to be the key to increasing the number of students we have in regular attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Attendance Rates (Priority 5)	91.9% Attendance Rate 200.05 ADA through Month 8 (Source: BCCHS Financial Analysis Report, May 20, 2024)	91.5% Attendance Rate P-2 ADA (Source: BCCHS P-2 Report)	90.8% Attendance Rate P-2 ADA (Source: BCCHS P-2 Report)	95% Attendance Rate	-1.1%
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic	28.9% All Students 32.8% SWD 26.2% English learner	33.1% All Students 33.2% Hispanic 35.9% EL 32.4% SWD	Chronic absenteeism under 15%	All Students -3.2% SWD -7.6% EL -1.6% Hispanic -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)	29.3% Hispanic 28.6% SED (Source: DataQuest 2023-24 Absenteeism Data Report)	34.2% SED (Source: DataQuest 2024-25 Absenteeism Data Report)		SED -2.5%
5.3	High School Cohort Dropout Rate (Priority 5)	7.5% Cohort Dropouts (Source: Ed-data 2022-23 http://www.ed-data.org/ShareData/Html/114934)	5.7% Cohort Dropouts (Source: DataQuest 2023-24 Four-Year Adjusted Cohort Outcome" report)	3.5% Cohort Dropouts (Source: DataQuest 2024-25 Four-Year Adjusted Cohort Outcome" report)	Less than/equal to 4%	Dropout -4%
5.4	Dashboard High School Cohort Graduation Rate Indicator (Priority 5)	2023 Dashboard - Graduation Indicator 92.5% All Students "Yellow" "Yellow" Group(s) 92.3% Hispanic 66.7% SWD 78.6% EL 92.2% SED	2024 Dashboard - Graduation Indicator 90.9% All Students "Yellow" "Yellow" Group(s) 90.7% Hispanic 86.7% SWD 85.7% EL 84.6% LTEL 90.7% SED	2025 Dashboard - Graduation Indicator 96.6% All Students "Blue" "Blue" Group(s) 96.5% Hispanic 96.6% SED "No Color" Group(s) 94.1% EL 93.3% LTEL 100% SWD	97% All students "Green"	All Students +4.1% Hispanic +4.2% SWD +33.3% EL +15.5% SED +4.4%
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator	2024 Dashboard - Suspension Rate Indicator	2025 Dashboard - Suspension Rate Indicator	Maintain Suspension rate <2% All students "Green"	All Students +3.7% Hispanic +2.7% SWD +4.2% EL+6.1% LTEL N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.8% All Students "Green" "Green" Group(s) 1.9% Hispanic 2% SED "Blue" Group(s) 0% SWD 0% EL	1.3% All Students "Green" "Green" Group(s) 1.3% Hispanic 1.3% SED "Yellow" Group(s) 1.5% EL "Orange" Group(s) 3.4% SWD 2% LTEL	4.5% All Students "Orange" "Orange" Group(s) 6.1% EL 8% LTEL 4.3% SED 4.2% SWD 4.6% Hispanic		SED +2.3%
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2023-24 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2024-25 Expulsion Report)	Maintain Expulsion rate <2%	No difference
5.7	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging 82% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.62 Engagement 3.37 Relationships 3.42 Culture 3.48 Belonging 88% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	3.63 Engagement 3.39 Relationships 3.37 Culture 3.46 Belonging 98% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0	Engagement +0.18 Relationships +0.05 Culture -0.01 Belonging +0.03 Students responding +16%
5.8	Parent Satisfaction, Safety & Decision-Making (Priority 3)	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety	4.05 Engagement 4.24 Communication/ Feedback	3.96 Engagement 4.26 Communication/ Feedback	Participation: 95% Rating/area: 4.5	Engagement -0.01 Communication/ Feedback +0.03 Safety +0.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.14 Safety 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	4.21 Safety 80 % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Families responding +15%
5.9	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.25 Relationships 4.13 Culture 4.22 Resources 4.1 Diversity, Equity & Inclusion 65% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.31 Relationships 4.21 Culture 4.23 Resources 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	4.27 Relationships 4.15 Culture 4.16 Resources 80% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5	Relationships +0.02 Culture +0.02 Resources -0.06 Families responding +15%
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety 67% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly	3.12 Positive Culture 3.75 Positive Relationships 3.75 Engagement 3.69 Safety 100% Staff responded to Youth Truth Survey	3.41 Positive Culture 3.86 Positive Relationships 4.02 Engagement 3.67 Safety 74% Staff responded to Youth Truth Survey	Participation: 95% Rating/area: 4.0	Positive Culture +0.05 Positive Relationships -0.2 Engagement +0.09 Safety -0.13 Staff responding +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)	(Source: Youth Truth Survey administered for 2025-26)		

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.

All actions were implemented without any material changes.

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.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2026 state Dashboard.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)] • Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. • Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. • Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. • Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey) • Coordinator of College/Career Readiness will develop and deliver workshop content to inform parents of post-secondary options, college planning, financial aid, college application process, etc. Each grade level will have a tailored college/career engagement plan.	$0.00	Yes
5.2	Engagement of Parents of	While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Underrepresented Groups	Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them. The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians of underrepresented student groups to support the success of their child at BCCHS. At minimum, these activities include Cafe con los Directores, back to school night, parent conferences, open house, SpEd Fall and Spring Meet & Greets, and IEP meetings.		
5.3	Student Activities & Sports Program	Student activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course leaders to develop a range of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g., aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate. Continue to offer 7 CIF member sports program to strengthen school identity and pride.	$51,839.00	No
5.4	Leadership Development for Students	In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.	$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.	$297,922.00	Yes
5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	Scholar Dollars will be used throughout the school as a token for recognizing students for exhibiting supportive behaviors and contributions to maintaining a positive climate. The recognition by adults will contribute to the formation of strong relationships with students and decrease the perception of disengaged adults on campus. Students will be recognized during monthly assemblies focused on college/career to serve as an incentive to prepare for post-secondary options. Based on the Youth Truth Survey of students, the need to form bonds with students is necessary to increase feelings of belonging and perceptions of supportive adults. All BCCHS staff will commit to nurturing positive relationships with students to ensure students attend school at least 95% of the school days.	$600.00	No
5.7	Mentorship Interns for At-Promise Students	Under the community schools grant, Youth Mentors will play a crucial role in fostering school success. By building connections between students and school staff, the mentor will support in creating a positive school environment. The mentor will empower students to identify allies within the school community who can advocate for them. The mentor will also directly combat chronic absenteeism by managing cases of the top chronically absent students, acting as an advocate to identify and address underlying challenges such as transportation. In collaboration with students and families, the mentor will play a role in developing personalized attendance, behavior, and academic success plans with goals and timelines.	$96,532.00	No

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
$963,563	$115,108

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
39.176%	0.000%	$0.00	39.176%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Paraprofessionals (Academic Tutors & Behavior Support) **Need:** Our students who are low-income, English learner, RFEP and/or have IEPs demonstrate the highest need based on local assessments and standards-based course grades.	BCCHS students with below grade-level skills in reading and mathematics require additional focused support throughout the core courses to demonstrate growth on local assessments and state assessments.	NWEA MAP, course grades, MTSS

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: Schoolwide		
1.5	**Action:** Supplemental Instructional Materials & Support **Need:** Local data demonstrates students are not performing at CCSS grade-level standards due to language and mathematics gaps. The 2023 CA Dashboard for the LCFF targeted student groups were well below the state, and disaggregated NWEA data shows growth but students still not at grade level. **Scope:** Schoolwide	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	NWEA, course grades
1.6	**Action:** Multi-Tiered System of Supports (MTSS) Team **Need:** Using the 2025 Dashboard as well as local data points, students present a variety of needs which affect their academic, social, and emotional development/success. **Scope:** Schoolwide	As the school serves a large number of UDP and students with special needs, we seek to not overwhelm families but to provide a coordinated system of support and resources which start with the school. The MTSS Team will accept referrals and consistently monitor a caseload of students referred using multiple data points.	Discipline referrals, academic data, attendance
1.7	**Action:** Technology Integration	As the majority of students are identified as either LI and/or EL, it is imperative they are provided with a device in good working order for duration of their	NWEA, academic marks, device repairs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: A pillar of our LAUSD-approved charter petition is the integration of technology for all students to ensure they are developing skills for the world of college and career. All students are provided with a device in order to access various digital resources/platform for instruction. **Scope:** Schoolwide	enrollment. EL/LI are able to access platforms for supplemental support from home which increases the likelihood of their growth in all content areas.	
1.8	**Action:** EL-focused Professional Development **Need:** The BCCHS enrollment is 93% socioeconomically disadvantaged, 27% English learner, 31% SpEd, and 11% students dually identified. Another important consideration is that 44% are RFEP and have varying degrees of reading and written language mastery. This demographic profile presents unique challenges to less experienced teachers at the high school grade levels. The system of professional development will focus on strategies to address the various academic and social-emotional student needs in the classroom. **Scope:** Schoolwide	Providing a system of professional growth to teachers that aligns with the mission/vision of YPICS BCCHS will allow teachers to develop strong relationships with students rooted in equity, and increase the likelihood of students remaining at the school through graduation.	Teacher rating of impact of professional development and support; Staff retention; ELA/ELD course grades, NWEA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction) **Need:** An area we are focused on is impactful first teaching that addresses the specific needs of LCFF-targeted students in instructional planning and delivery. Teacher lesson plans are required to include descriptions of supports for these students. **Scope:** Schoolwide	Preview of lesson plans to include high impact strategies for LCFF targeted student groups will be followed by observations and coaching sessions with individual teachers. The feedback/coaching follow-up on the outcome data to assess the impact of instruction. The reflection on the outcomes will be the basis for coaching to improve student group academic performance.	Teacher engagement in professional development, classroom observations, lesson plan review, number of observation/coaching/feedback sessions
1.10	**Action:** Effective Operations Team **Need:** As a "first-line" for building relationships with families, the Coordinator of Operations with represent the team as part of the MTSS process with a focus on chronic absenteeism and engaging families. **Scope:**	The Ops Team is the first interaction with families in the enrollment process. All members of the team will focus on creating relationships with families characterized by trust and support to ensure they maintain engaged with the school throughout the time their child(ren)'s enrollment at the school.	Regular attendance of students, parent attendance for meetings, chronic absenteeism
2.1	**Action:** ELA/ELD Co-planning for Instruction & Assessment **Need:** The BCCHS enrollment is 93% socioeconomically disadvantaged, and have	The instructional co-planning model will allow teachers to effectively plan for different levels of student English language mastery as well as skill gaps. This action is being provided on a school-wide basis to address the needs of the student groups described above.	2.1 NWEA Reading growth, 2.2 CA Dashboard ELA Indicator, 2.3 CA Dashboard English Language Progress Indicator, 2.4 Reclassification 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
	overlapping identification as English learner (27%), SpEd (31%), and 11% students dually identified. While 44% are RFEP, students have varying degrees of reading and written English language mastery which has a tremendous impact on both local state-verified assessments and state-mandated assessments. **Scope:** Schoolwide		
2.2	**Action:** Accelerations in English/Language Arts (Tiers 2 & 3) **Need:** Based on student needs in language arts and/or mathematics (using SBAC, NWEA, course grades), students will be identified for participation/programming into academic support classes to improve student growth/outcomes. Our student population as a whole benefits from assessment/support in areas impeding grade-level skills/competencies. **Scope:** Schoolwide	Students who are performing two or more years below grade-level will receive targeted academic acceleration to bring them closer to grade-level.	NWEA, academic marks
2.6	**Action:** Social Science - Critical Thinking & Writing Skills Development **Need:**	The use of supplemental instructional curriculum in social science will be used to provide engaging content for development of critical thinking skills and applications to writing, specifically document-based questions (DBQs).	Student DBQ scores, student writing assessment scores

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
	Students demonstrate skill gaps in grade-level reading and writing as evidenced by SBAC and local assessment scores. Supplemental instructional materials will be used to develop student vocabulary, reading, and writing skills. **Scope:** Schoolwide		
3.2	**Action:** Accelerations for Mathematics (Tiers 2 & 3) **Need:** Mathematics continues to be an area of growth for the entire school. Of particular note is the performance of the student groups on the CA Dashboard with all four significant student groups identified as "Red". **Scope:** Schoolwide	Our four significant student groups (English Learner, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities) are all performing more than 167.5 points below standard & state performance.	Course grades, NWEA
5.1	**Action:** Parent Engagement Activities & Increasing Parent Capacity for Decision-Making **Need:** The engagement of parents for the significant student groups (EL, LI, SwD) is an area for improvement. There is a need to engage these families to effectively support their child(ren) at home and provide a parent education component on the mission/vision of the school in meeting goals/outcomes established in the charter petition.	The school needs to increase parent engagement and understanding of the mission/vision.	Chronic absenteeism, parent attendance at schoolwide events

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: Schoolwide		
5.2	**Action:** Engagement of Parents of Underrepresented Groups **Need:** The enrollment at BCCHS is 94% socioeconomically disadvantaged. Parent engagement is a pillar of the charter petition as the school is focused on ensuring parents/students from underrepresented groups are well-informed and engaged in the mission of college/career readiness for its students. The involvement of parents also includes an educational component and capacity-building to engage in decision-making for the school. The involvement/engagement of parents/guardians with students who are SED, EL, SpEd tends to be challenging. We will provide a variety of opportunities for parents to engage with the school in one-on-one, small group, and larger forums throughout the academic year. Through the Parent Coordinator and Community Schools Team, develop positive relationships with families in an inclusive manner to maintain sustained involvement. **Scope:** Schoolwide	The action is being provided on a schoolwide basis in order to reach the large SED population at the school.	Student attendance, chronic absenteeism, parent attendance for meetings, graduation rate, high school dropout 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
5.5	**Action:** Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing **Need:** The 2023 Chronic Absenteeism data in DataQuest, demonstrates this is a concern schoolwide and for all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). **Scope:** Schoolwide	Irregular attendance of students, and discipline referrals disrupt the continuity of instruction that students receive. The use of Mentors and members of the SCC Team are charged with maintaining active monitoring system to ensure students are in regular attendance and have minimal disruptions in climate.	Student attendance and discipline referral rates, MTSS Chronic absenteeism tracking

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
4.1	**Action:** Culture of College Readiness **Need:** Based on the CCR Indicator on the 2023 Dashboard, the school was rated "Very Low" with 7.5% of the graduates meeting the preparedness standard. The Hispanic and SED student groups were identified but English learners were not due to the small student group size in the graduating class.	The Coordinator of College/Career Readiness is charged to provide programming (e.g., student and parent workshops, staff professional development, etc.) to ensure students at all grade levels are actively planning under the Coordinator's guidance, for post-secondary success. With almost 95% UDP, it is imperative that the Coordinator maintain targeted plans for each grade level for completion of the CTE Pathway, successful A-G completion, as well as college entrance examinations. Additionally, depending on	Course Passage with "C-" or better (ELA, Math), Successful A-G Course Completion, CTE Pathway Completion, Successful Completion of Dual Enrollment, FAFSA completion/submission, engagement of students/families in college/career events

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	student need, the Coordinator maintains student-specific plans for course enrollments, credit recovery and dual enrollment.	

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.

The additional concentration grant funding for Reading Specialist to enhance student performance in reading and support staff including paraprofessionals for students identified as needing extra help with literacy and/or math state standards.

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		1:18
Staff-to-student ratio of certificated staff providing direct services to students		1:15

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	2,459,575	963,563	39.176%	0.000%	39.176%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,913,137.00	$598,602.00	$0.00	$126,761.00	$3,638,500.00	$2,643,282.00	$995,218.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facility & Safety	All	No			Specific Schools: BCCHS		$0.00	$374,356.00	$374,356.00				$374,356.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCHS		$889,866.00	$44,000.00	$933,866.00				$933,866.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$212,151.00	$0.00	$157,718.00	$48,433.00		$6,000.00	$212,151.00	
1	1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	All	No			Specific Schools: BCCHS		$0.00	$16,200.00	$16,200.00				$16,200.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$0.00	$17,050.00	$17,050.00				$17,050.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$36,545.00	$85,706.00	$122,251.00				$122,251.00	
1	1.8	EL-focused Professional Development	English Learners	Yes	Schoolwide	English Learners			$0.00	$1,000.00				$1,000.00	$1,000.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$431,396.00	$0.00	$317,171.00	$114,225.00			$431,396.00	
1	1.10	Effective Operations Team	All	No					$271,729.00	$0.00	$270,390.00	$1,339.00			$271,729.00	
1	1.11	Commitment to Equity for Special Populations	Students with Disabilities	No			Specific Schools: BCCHS		$69,000.00	$366,350.00	$71,901.00	$363,449.00			$435,350.00	

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	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$0.00	$0.00	$0.00				$0.00	
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	All English Learners Low Income	No Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$119,539.00	$0.00	$118,284.00	$1,255.00			$119,539.00	
2	2.3	Designated ELD	All English Learners	No			Specific Schools: BCCHS		$0.00	$0.00	$0.00				$0.00	
2	2.4	ELA Instructional Support Courses	All	No			Specific Schools: BCCHS Grades 9 & 10		$0.00	$0.00	$0.00				$0.00	
2	2.5	Junior/Senior Seminar - Reading & Writing	All	No			Specific Schools: BCCHS Grades 11 & 12		$0.00	$0.00	$0.00				$0.00	
2	2.6	Social Science - Critical Thinking & Writing Skills Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$0.00	$0.00	$0.00				$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No			Specific Schools: BCCHS		$0.00	$8,000.00				$8,000.00	$8,000.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$0.00	$0.00	$0.00				$0.00	
3	3.3	Junior and Senior Seminars (Math component)	All	No			Specific Schools: BCCHS Grades 11 & 12		$0.00	$0.00	$0.00				$0.00	
3	3.4	NGSS & College-preparatory Science	All	No					$0.00	$0.00	$0.00				$0.00	
3	3.5	Study Hall/Homework Help	All	No					$0.00	$0.00	$0.00				$0.00	
4	4.1	Culture of College Readiness	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: BCCHS		$111,829.00	$0.00	$111,829.00				$111,829.00	
4	4.2	Credit Recovery Opportunities	All	No					$0.00	$16,617.00	$16,617.00				$16,617.00	

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
4	4.3	Career/Technical Education: Media Arts Pathway	All	No					$106,773.00	$0.00	$106,773.00				$106,773.00	
4	4.4	Dual Enrollment- LAMC Partnership	All	No					$0.00	$0.00	$0.00				$0.00	
4	4.5	Advisory with SEL Component	All	No					$0.00	$0.00	$0.00				$0.00	
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$0.00	$0.00	$0.00				$0.00	
5	5.2	Engagement of Parents of Underrepresented Groups	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$0.00	$0.00				$0.00	
5	5.3	Student Activities & Sports Program	All	No					$0.00	$51,839.00	$51,839.00				$51,839.00	
5	5.4	Leadership Development for Students	All	No					$0.00	$10,500.00	$10,500.00				$10,500.00	
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$297,922.00	$0.00	$116,260.00	$69,901.00		$111,761.00	$297,922.00	
5	5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	All	No					$0.00	$600.00	$600.00				$600.00	
5	5.7	Mentorship Interns for At-Promise Students	All	No					$96,532.00	$0.00	$96,532.00				$96,532.00	

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
2,459,575	963,563	39.176%	0.000%	39.176%	$963,563.00	0.000%	39.176 %	**Total:**	$963,563.00
								LEA-wide Total:	$0.00
								Limited Total:	$111,829.00
								Schoolwide Total:	$851,734.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	$157,718.00	
1	**1.5**	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income		$17,050.00	
1	**1.6**	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income		$3,000.00	
1	**1.7**	Technology Integration	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	$122,251.00	
1	**1.8**	EL-focused Professional Development	Yes	Schoolwide	English Learners			
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	Schoolwide	English Learners Low Income		$317,171.00	
2	**2.1**	ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Low Income		$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	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	$118,284.00	
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	Schoolwide	English Learners Low Income		$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income		$0.00	
4	4.1	Culture of College Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: BCCHS	$111,829.00	
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	Schoolwide	English Learners Low Income		$0.00	
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income		$116,260.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,786,448.00	$3,805,900.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Facility & Safety	No	$320,000.00	$500,000
1	**1.2**	Standards-Based Instruction (Certificated Teachers)	No	$956,774.00	$900,000
1	**1.3**	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	$205,433.00	$200,000
1	**1.4**	Core Instructional Materials/Licenses, and State-Verified Assessments	No	$16,200.00	$16,200
1	**1.5**	Supplemental Instructional Materials & Support	Yes	$16,550.00	$16,550.00
1	**1.6**	Multi-Tiered System of Supports (MTSS) Team	Yes	$3,000.00	$3,000.00
1	**1.7**	Technology Integration	Yes	$142,483.00	$142,483.00
1	**1.8**	EL-focused Professional Development	Yes	$1,087.00	$1,087.00
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	$379,709.00	$379,709.00
1	**1.10**	Effective Operations Team	No	$398,341.00	$300,000.00

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)
1	1.11	Commitment to Equity for Special Populations	No	$451,716.00	$451,716.00
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	$0.00	$0.00
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	No Yes	$114,016.00	$114,016.00
2	2.3	Designated ELD	No	$0.00	$0.00
2	2.4	ELA Instructional Support Courses	No	$0.00	$0.00
2	2.5	Junior/Senior Seminar - Reading & Writing	No	$0.00	$0.00
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	$0.00	$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	$7,933.00	$7,933.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	$0.00	$0.00
3	3.3	Junior and Senior Seminars (Math component)	No	$0.00	$0.00
3	3.4	NGSS & College-preparatory Science	No	$0.00	$0.00
3	3.5	Study Hall/Homework Help	No	$0.00	$0.00
4	4.1	Culture of College Readiness	Yes	$124,515.00	$124,515.00

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	**4.2**	Credit Recovery Opportunities	No	$16,617.00	$16,617.00
4	**4.3**	Career/Technical Education: Media Arts Pathway	No	$106,773.00	$106,773.00
4	**4.4**	Dual Enrollment- LAMC Partnership	No	$0.00	$0.00
4	**4.5**	Advisory with SEL Component	No	$0.00	$0.00
5	**5.1**	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	$0.00	$0.00
5	**5.2**	Engagement of Parents of Underrepresented Groups	Yes	$0.00	$0.00
5	**5.3**	Student Activities & Sports Program	No	$48,339.00	$48,339.00
5	**5.4**	Leadership Development for Students	No	$10,500.00	$10,500.00
5	**5.5**	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	$381,944.00	$381,944.00
5	**5.6**	Monthly Climate & Culture Programming (Absenteeism Reduction)	No	$600.00	$600.00
5	**5.7**	Mentorship Interns for At-Promise Students	No	$83,918.00	$83,918.00

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)
$885,903.00	$1,087,088.00	$885,903.00	$201,185.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	$126,686.00	$100,000.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	$16,550.00	$16,550.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	$3,000.00	$3,000.00		
1	1.7	Technology Integration	Yes	$142,483.00	$142,483.00		
1	1.8	EL-focused Professional Development	Yes				
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	$331,304.00	$331,304.00		
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	$0.00	$0.00		
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Yes	$45,606.00	$45,606.00		
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	$0.00	$0.00		
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	$0.00	$0.00		
4	4.1	Culture of College Readiness	Yes	$124,515.00	$124,515.00		

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)
5	**5.1**	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	$0.00	$0.00		
5	**5.2**	Engagement of Parents of Underrepresented Groups	Yes	$0.00	$0.00		
5	**5.5**	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	$296,944.00	$122,445.00		

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)
$2,560,904	$885,903.00	0	34.593%	$885,903.00	0.000%	34.593%	$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).

California Department of Education
November 2024