LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

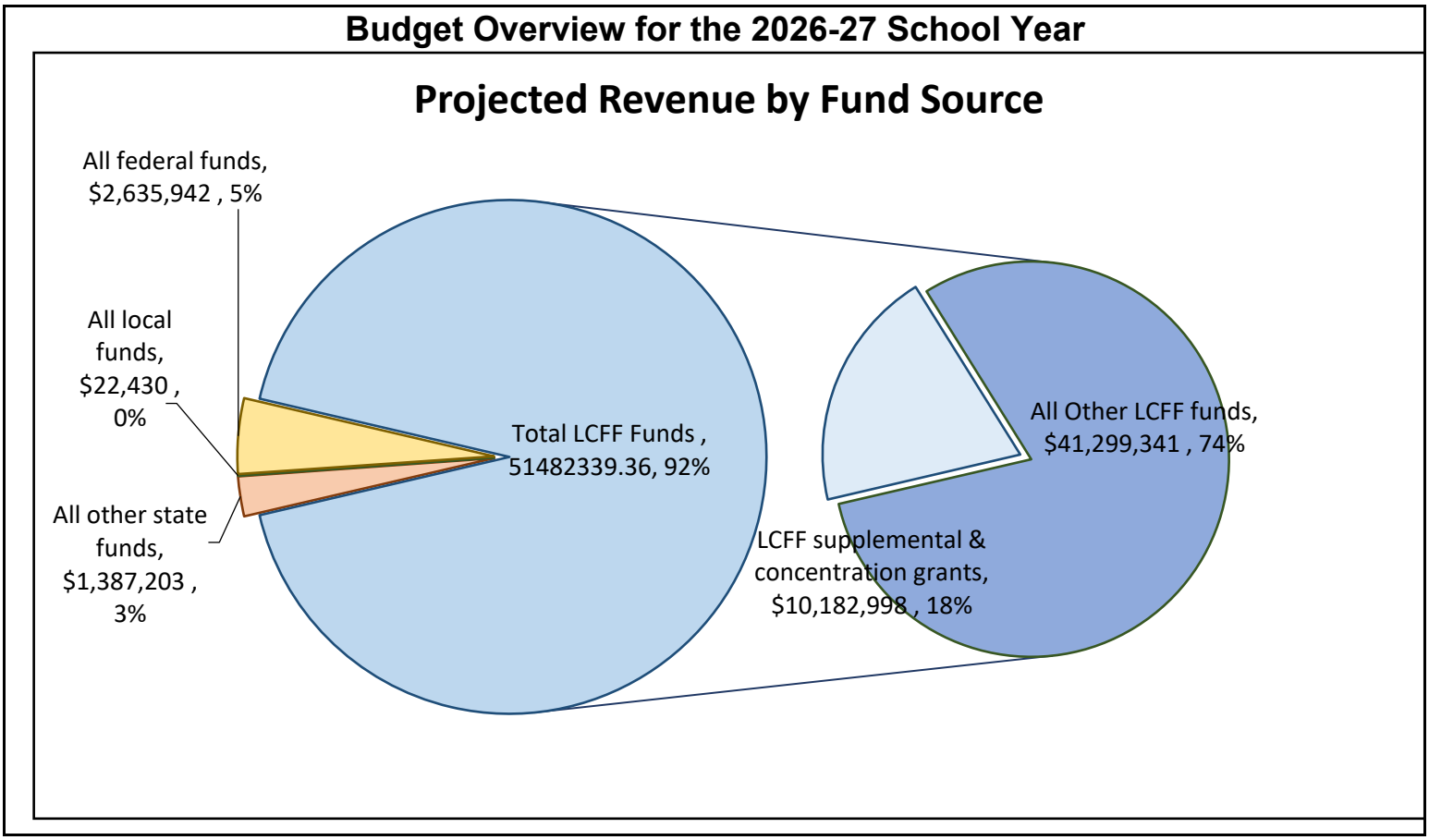
Local Educational Agency (LEA) Name: Grover Cleveland Charter High School

CDS Code: 19 64733 1931864

School Year: 2026-27

LEA contact information: Cindy Duong, Principal; Cindy.Duong@lausd.net

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

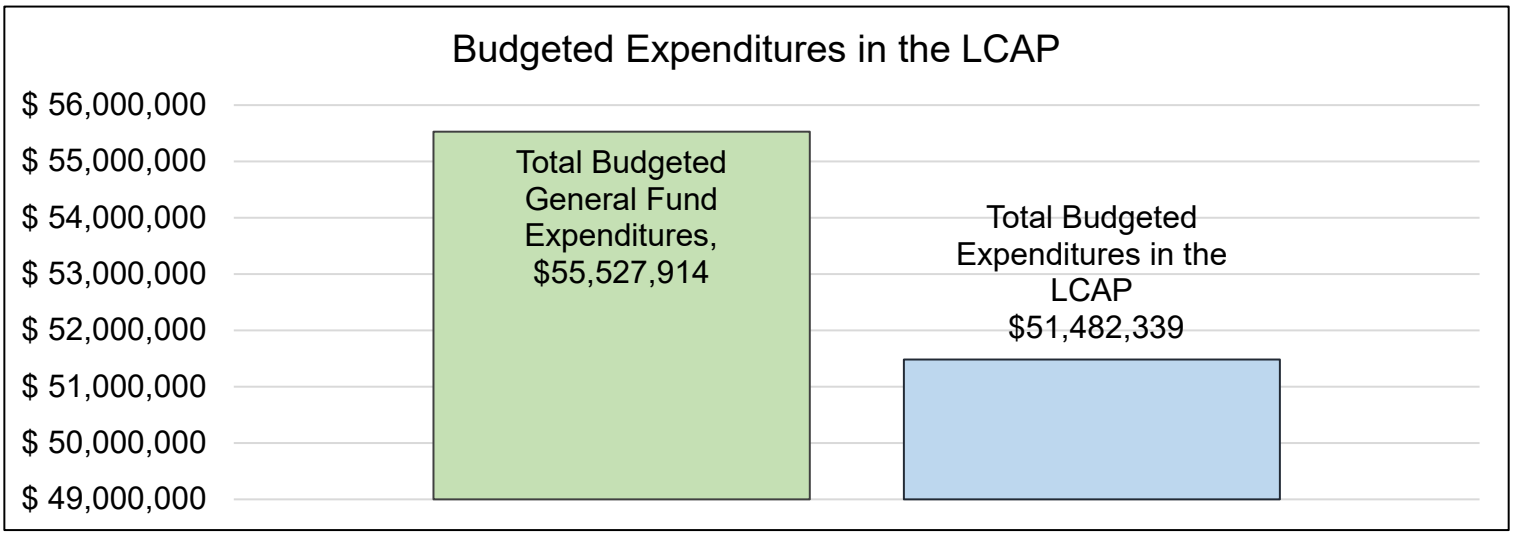


This chart shows the total general purpose revenue Grover Cleveland Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grover Cleveland Charter High School is $55,527,914.36, of which $51,482,339.36 is Local Control Funding Formula (LCFF), $1,387,203.00 is other state funds, $22,430.00 is local funds, and $2,635,942.00 is federal funds. Of the $51,482,339.36 in LCFF Funds, $10,182,998.49 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 Grover Cleveland 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: Grover Cleveland Charter High School plans to spend $55,527,914.36 for the 2026-27 school year. Of that amount, $51,482,339.36 is tied to actions/services in the LCAP and $4,045,575.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

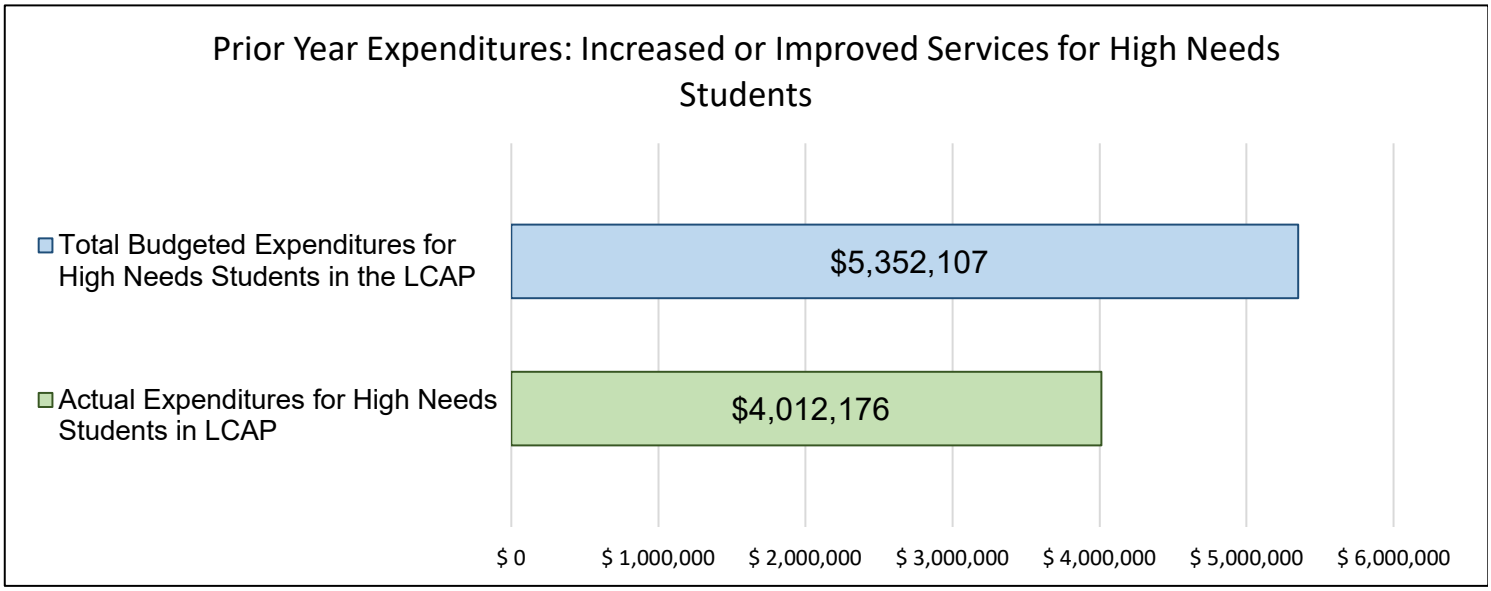
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary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

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

In 2026-27, Grover Cleveland Charter High School is projecting it will receive $10,182,998.49 based on the enrollment of foster youth, English learner, and low-income students. Grover Cleveland Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Grover Cleveland Charter High School plans to spend $10,182,998.49 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 Grover Cleveland 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 Grover Cleveland 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, Grover Cleveland Charter High School's LCAP budgeted $5,352,107.00 for planned actions to increase or improve services for high needs students. Grover Cleveland Charter High School actually spent $4,012,176.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,339,931.00 had the following impact on Grover Cleveland Charter High School's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grover Cleveland Charter High School	Cindy Duong, Principal	Cindy.Duong@lausd.net, (818) 885-2300

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.

Grover Cleveland Charter High School is located in the west San Fernando Valley in the suburb of Reseda and serves as the residential school for the communities of Reseda, Northridge, and Winnetka.
Most of the students of our Global Media Studies Magnet serve the same communities as the residential school. Our Humanities Magnet draws students from the San Fernando Valley. Reseda is a primarily middle and working-class community of approximately 70,000 residents. Grover Cleveland Charter High is an affiliated charter school within the Los Angeles Unified School District, serving students in grades nine through twelve. Our charter allows the school greater local control over decision-making as a means to maximize how the financial and human resources are used to improve academic achievement and enhance the learning experience for all students.

Reflections: Annual Performance

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

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

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

Grover Cleveland Charter High School demonstrated strong academic performance on the 2025 CA School Dashboard. Student achievement in English Language Arts and Mathematics. In Mathematics, there was an increase of 20 points from the previous year,and both indicators performed higher than state progress.

English Learner Progress reflected that English learners continued making progress toward English proficiency, compared to the last year, and surpassing the state's rate. The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate.

In Science, the school saw an increase of 2.8 points from the previous year, the school exceeding the state's performance.

There were areas of growth when it comes to the Graduation Rate indicator, which saw a decline of 3.3% from the previous year. Additionally, College/Career indicator, which is a measure that reports the percentage of high school graduates that are deemed "prepared" for postsecondary success. This year's CA Dashboard indicated that 58.1% of students were "prepared" under this indicator, which was a 3.5%

decline.

An area of growth Strategies to address the lowest performance rated student groups are as follows:
Graduation rates for English Learner student groups declined by 14.5%. College and Career readiness remained relatively stable with a 0.2% change, though performance remains below target. Additionally, Long-Term English Learners experienced a 5.6% decline in College and Career readiness.Targeted Academic Language Instruction: Implement daily, explicit instruction focused on academic vocabulary, reading comprehension, and writing across all content areas, with particular attention to language demands in graduation-required courses.

Designated Support for Long-Term English Learners (LTELs): Provide specialized courses or intervention blocks for LTELs that emphasize reclassification criteria, academic writing, and credit recovery aligned to graduation requirements.
Professional Development for Teachers: Offer ongoing professional learning focused on effective English Learner strategies, including sheltered instruction, scaffolding techniques, and culturally responsive teaching practices.
Expanded College and Career Readiness Supports: Increase access to counseling, career pathways, and targeted advising for English Learners to ensure they meet College and Career readiness benchmarks.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Grover Cleveland Charter High maintained consistent and meaningful engagement with students through a variety of communication channels. Daily and weekly updates were shared via the school marquee, social media, Schoology announcements, the school website, and daily period 2 announcements. In-person events such as Coffee with the Administrator and Cookies with the Counselor also helped foster strong connections. Monthly communication included regular meetings with the Humanities Magnet Association, Parent Teacher Student Association (PTSA), School Site Council, and the Cleveland Governance Council, providing platforms for collaborative dialogue and decision-making. Additionally, the school offered periodic engagement opportunities through Academy of Art and Technology (AOAT) and Global Media Studies informational sessions, parenting classes hosted by the Parent Center, the School Experience Survey, Individualized Education Plan (IEP) meetings, College Night, and Free Application for Federal Student Aid (FAFSA) completion workshops. A dedicated Pupil Services and Attendance (PSA) Counselor served as a child welfare advocate, applying a comprehensive approach—including prevention, early intervention, and intensive intervention strategies—to support student attendance, engagement, academic success, and graduation outcomes. Student voices played a vital role in shaping school practices. Their feedback offered valuable insight into campus climate and operations, helping to identify trends and guiding decisions on the strategic allocation of school resources.
Parents	Grover Cleveland Charter High actively engaged its educational partners—such as parents, through daily and weekly communication delivered via the school marquee, social media platforms, Schoology announcements, the school website, Coffee with the Administrator, Cookies with the Counselor, and

	Grad Check with Counselors. Monthly engagement included meetings with the Humanities Magnet Association, PTSA, School Site Council, and the Cleveland Governance Council—each providing a forum for educational partner input and collaboration. Periodic communication was facilitated through AOAT and Global Media Studies informational sessions, parenting classes via the Parent Center, the School Experience Survey, IEP meetings, College Night, and FAFSA completion workshops. Parents and community members played a vital role in shaping the direction of the school. Their participation on the Governance Council, School Site Council, PTSA, and Magnet Parents Association provided meaningful insight into campus operations. Their recommendations helped guide school decisions and supported the strategic allocation of resources to meet student and community Needs.
Staff (Certificated and Classified)	At Grover Cleveland Charter High, educational partners played an essential role in the decision-making process, including staff (certificated and classified). Their involvement ensured that budget decisions were informed by the needs of the entire school community and focused on supporting students academically, socially, and emotionally. To guide these decisions, the school relied on several key data sources, including annual schoolwide needs assessments, the Los Angeles Unified School Experience Survey, annual reviews of Western Association of School and Colleges (WASC) Action Plan goals, and frequent analyses of student data such as attendance, grades, and suspension rates. Input from educational partners, including staff, influenced the allocation of resources for a wide range of support roles and services. These included hiring a Dean of Students to help implement schoolwide behavioral expectations aligned with district objectives and increasing the number of campus and supervision aides to enhance student safety. Additional bilingual clerical staff were hired to improve communication and engagement with non-English-speaking families, while Psychiatric Social Workers (PSWs) supported students' mental health and social-emotional needs. The school also continued to utilize a Buildings and Grounds team to maintain a clean and safe campus environment. To better serve students with disabilities, Cleveland utilized a Special Education Coordinator. A Targeted Student Population (TSP) Administrator oversaw services for specialized populations, and an additional Pupil Services and Attendance (PSA) Counselor was added to function as a child welfare advocate using prevention, early intervention, and intensive intervention strategies to improve attendance, engagement, and academic success. A Math Instructional Coach supported teachers in refining instructional practices, and an English Learner Development (ELD) Coordinator ensured compliance with the English Learner (EL) Master Plan. Additional counselors reduced student-to-counselor ratios and provided both academic and personal support, while College Counselors focused on improving college access and outreach. To

	meet the instructional needs of the Residential and Humanities Magnet programs, three Limited Contract Teachers were hired. Finally, a Response to Instruction and Intervention (RTI²) Coordinator collaborated with school leadership, led professional development, and oversaw the school's assessment and testing programs. Through thoughtful planning and active collaboration with all educational partners, including staff, Cleveland ensured that budgeted resources were strategically invested in programs and personnel that directly benefited student learning, wellness, and achievement.
Community	At Grover Cleveland Charter High, community members were fully recognized as vital educational partners, and the school actively engaged with them as such. Parents and community partners contributed valuable insights into the day-to-day functioning and long-term planning of the school. Many served as active members of the Governance Council, School Site Council, PTSA, and the Magnet Parents Association. Their input helped inform the school's understanding of campus needs and priorities, and their recommendations played a key role in guiding decisions regarding the allocation of resources and funding.

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

At Grover Cleveland Charter High, community members were fully recognized as vital educational partners, and the school actively engaged with them as such. Parents and community partners contributed valuable insights into the day-to-day functioning and long-term planning of the school. Many served as active members of the Governance Council, School Site Council, PTSA, and the Magnet Parents Association. Their input helped inform the school's understanding of campus needs and priorities, and their recommendations played a key role in guiding decisions regarding the allocation of resources and funding.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Cleveland Charter High School, our mission is to ensure every student graduates prepared to thrive as a lifelong learner and active global citizen. We are committed to offering personalized educational pathways that align with each student's unique needs and goals. By building strong academic foundations and essential skills, we support students in reaching college and career success.

To help every student succeed, we provide high-quality instruction and targeted support with a focus on 100% graduation. We also offer enrichment opportunities — like our summer Math Camp — to strengthen core skills and boost student confidence before the school year begins. Our Cleveland Learning Academy (CLA) further empowers students to take ownership of their education, challenge themselves, and prepare for whatever comes next.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 92.8% **African American/Black:** 96.6% **Hispanic/Latino:** 91% **English Learner:** 68.9% **RFEP:** 96.5% **Standard English Learner:** 96.5% **Students with Disability:** 87.1% **Low Income:** 91.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 95.3% **African American/Black:** 96.8% **Hispanic/Latino:** 93.5% **English Learner:** 78.1% **RFEP:** 95.9% **Standard English Learner:** 97.8% **Students with Disability:** 93.8% **Low Income:** 94.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 92.0% **African American/Black:** 94.4% **Hispanic/Latino:** 89.7% **English Learner:** 64.3% **RFEP:** 99.4% **Standard English Learner:** 96.4% **Students with Disability:** 91.4% **Low Income:** 92.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 98.0% **African American/Black:** 98.0% **Hispanic/Latino:** 95.0% **English Learner:** 80.0% **RFEP:** 100.0% **Standard English Learner:** 98.0% **Students with Disabilities:** 95.0% **Low Income:** 95.0%	**All Students:** -0.8% **African American/Black:** -2.2% **Hispanic/Latino:** -1.3% **English Learner:** -4.6% **RFEP:** +2.9% **Standard English Learner:** -0.1% **Students with Disability:** +4.3% **Low Income:** +0.5%
2	**Five-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 93.6% **African American/Black:** 94.4% **Hispanic/Latino:** 91.9% **English Learner:** 74.5% **Students with Disability:** 87.1%	**2023-2024** **All Students:** 93.4% **African American/Black:** 96.6% **Hispanic/Latino:** 92.1% **English Learner:** 73.3% **Students with Disability:** 88.7%	**2024-2025** **All Students:** 95.6% **African American/Black:** 96.8% **Hispanic/Latino:** 94.0% **English Learner:** 81.2% **Students with Disability:** 93.8%	**2025-2026** **All Students:** 96.0% **African American/Black:** 98.0% **Hispanic/Latino:** 95.0% **English Learner:** 82.0% **Students with Disabilities:** 94.0%	**All Students:** +2.0% **African American/Black:** +2.4% **Hispanic/Latino:** +2.1% **English Learner:** +6.7% **Students with Disability:**

		Low Income: 93.3% *Source: Open Data Dashboard*	**Low Income:** 92.5% *Source: Open Data Dashboard*	**Low Income:** 95.2% *Source: Open Data Dashboard*	**Low Income:** 96.0%	+6.7% **Low Income:** +1.9%
3	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 5.3% **African American/Black:** 0% **Hispanic/Latino:** 6.3% **English Learner:** 24.4% **RFEP:** 2.0% **Standard English Learner:** 2.3% **Students with Disability:** 3.2% **Low Income:** 5.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2.8% **African American/Black:** 3.2% **Hispanic/Latino:** 3.8% **English Learner:** 17.2% **RFEP:** 1.4% **Standard English Learner:** 1.1% **Students with Disability:** 0.0% **Low Income:** 3.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 6.9% **African American/Black:** 5.6% **Hispanic/Latino:** 9.3% **English Learner:** 32.2% **RFEP:** 0.6% **Standard English Learner:** 2.4% **Students with Disability:** 4.3% **Low Income:** 6.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 2.0% **African American/Black:** 0.0% **Hispanic/Latino:** 5.0% **English Learner:** 15.0% **RFEP:** 0.3% **Standard English Learner:** 1.0% **Students with Disabilities:** 1.0% **Low Income:** 3.0%	**All Students:** +1.6% **African American/Black:** +5.6% **Hispanic/Latino:** +3.0% **English Learner:** +7.8% **RFEP:** -1.4% **Standard English Learner:** +0.1 **Students with Disability:** +1.1% **Low Income:** +0.7%
4	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023** **All Students:** 69.2% **African American/Black:** 65.5% **Hispanic/Latino:** 61.7% **English Learner:** 31.1% **RFEP:** 71.0% **Standard English Learner:** 71.7%	**2023-2024** **All Students:** 68.3% **African American/Black:** 64.5% **Hispanic/Latino:** 54.6% **English Learner:** 29.7% **RFEP:** 63.3% **Standard English Learner:** 65.7%	**2024-2025** **All Students:** 64.1% **African American/Black:** 55.6% **Hispanic/Latino:** 50.7% **English Learner:** 27.0% **RFEP:** 60.0% **Standard English Learner:** 65.3%	**2025-2026** **All Students:** 75.0% **African American/Black:** 86.1% **Hispanic/Latino:** 74.0% **English Learner:** 45.0% **RFEP:** 70.0% **Standard English Learner:** 70.0%	**All Students:** -5.1% **African American/Black:** -9.9% **Hispanic/Latino:** -1171.7.0% **English Learner:** -4.1% **RFEP:** -11.0% **Standard English Learner:**

		Students with Disability: 35.5% **Low Income:** 63.0% *Source: Open Data Dashboard*	**Students with Disability:** 18.8% **Low Income:** 61.6% *Source: Open Data Dashboard*	**Students with Disability:** 41.4% **Low Income:** 57.6% *Source: Open Data Dashboard*	**Students with Disabilities:** 45.0% **Low Income:** 75.0%	-6.4% **Students with Disability:** +5.9% **Low Income:** -5.4%
5	**Career Technical Education (CTE) Completion Rate**	**2022-2023** **All Students:** 16.1% **African American/Black:** 10.3% **Hispanic/Latino:** 18.3% **English Learner:** 3.3% **RFEP:** 25.5% **Standard English Learner:** 14.7% **Students with Disability:** 25.8% **Low Income:** 17.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 9.8% **African American/Black:** 6.5% **Hispanic/Latino:** 14.1% **English Learner:** 4.7% **RFEP:** 13.6% **Standard English Learner:** 13.3% **Students with Disability:** 17.2% **Low Income:** 11.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 75.0% **African American/Black:** 66.1% **Hispanic/Latino:** 69.9% **English Learner:** No Data **RFEP:** 67.1% **Standard English Learner:** 68.9% **Students with Disability:** 51.9% **Low Income:** 68.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 78.0% **African American/Black:** 13.0% **Hispanic/Latino:** 72.0% **English Learner:** 4.0% **RFEP:** 70.0% **Standard English Learner:** 71.0% **Students with Disabilities:** 55.0% **Low Income:** 71.0%	**All Students:** +58.9% **African American/Black:** +55.8% **Hispanic/Latino:** +51.6% **English Learner:** ±0 **RFEP:** +41.6% **Standard English Learner:** +54.2% **Students with Disability:** +26.1% **Low Income:** +51.0%
6	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students:** 16.1% **African American/Black:** 10.3% **Hispanic/Latino:** 18.3% **English Learner:** 3.3%	**2023-2024** **All Students:** 7.0% **African American/Black:** 3.2% **Hispanic/Latino:** 9.8% **English Learner:** 3.1%	**2024-2025** **All Students:** 7.7% **African American/Black:** 5.6% **Hispanic/Latino:** 8.8% **English Learner:** 0.9%	**2025-2026** **All Students:** 18.0% **African American/Black:** 12.0% **Hispanic/Latino:** 18.0% **English Learner:** 4.0%	**All Students:** -8.4% **African American/Black:** -4.7% **Hispanic/Latino:** -9.5% **English Learner:** -2.4%

		RFEP: 25.5% **Standard English Learner:** 14.7% **Students with Disability:** 25.8% **Low Income:** 17.6% *Source: Open Data Dashboard*	**RFEP:** 10.9% **Standard English Learner:** 7.7% **Students with Disability:** 4.7% **Low Income:** 8.3% *Source: Open Data Dashboard*	**RFEP:** 11.2% **Standard English Learner:** 11.5% **Students with Disability:** 2.9% **Low Income:** 8.4% *Source: Open Data Dashboard*	**RFEP:** 15.0% **Standard English Learner:** 16.0% **Students with Disabilities:** 10.0% **Low Income:** 19.0%	**RFEP:** -14.3 **Standard English Learner:** -3.2% **Students with Disability:** -22.9% **Low Income:** -9.2%
7	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023 All Students:** 63.9% **African American/Black:** 37.5% **Hispanic/Latino:** 56.9% **RFEP:** 54.1% **Standard English Learner:** 57.1% **Students with Disability:** 50.0% **Low Income:** 54.6% *Source: Open Data Dashboard*	**2023-2024 All Students:** 70% **African American/Black:** 58.2% **Hispanic/Latino:** 64.8% **RFEP:** 58.4% **Standard English Learner:** 68.0% **Students with Disability:** 68.8% **Low Income:** 62.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 75.0% **African American/Black:** 66.1% **Hispanic/Latino:** 69.9% **RFEP:** 67.1% **Standard English Learner:** 68.9% **Students with Disability:** 51.9% **Low Income:** 68.6% *Source: Open Data Dashboard*	**2025-2026 All Students:** 78.0% **African American/Black:** 69.0% **Hispanic/Latino:** 59.0% **RFEP:** 70.0% **Standard English Learner:** 71.0% **Students with Disability:** 70.0% **Low Income:** 71.0%	**All Students:** +11.1% **African American/Black:** +28.6% **Hispanic/Latino:** +13.0% **RFEP:** -13.0% **Standard English Learner:** +11.8% **Students with Disability:** +1.9% **Low Income:** +14.0%
8	**11th Graders Prepared for College-Level English**	**2022-2023 All Students:** 33.9% **African American/Black:** 19.4% **Hispanic/Latino:** 19.8%	**2023-2024 All Students:** 39.6% **African American/Black:** 18.8% **Hispanic/Latino:** 23.3%	**2024-2025 All Students:** 32.1% **African American/Black:** 33.3% **Hispanic/Latino:** 20.3%	**2025-2026 All Students:** 35.0% **African American/Black:** 36.0% **Hispanic/Latino:** 25.0%	**All Students:** -1.8% **African American/Black:** +13.9% **Hispanic/Latino:** +0.5%

		English Learner: 0.0% **RFEP:** 18.7% **Standard English Learner:** 29.2% **Students with Disability:** 5.7% **Low Income:** 22.6% *Source: Open Data Dashboard*	**English Learner:** 0.0% **RFEP:** 21.2% **Standard English Learner:** 36.1% **Students with Disability:** 8% **Low Income:** 26.5% *Source: Open Data Dashboard*	**English Learner:** 0.0% **RFEP:** 20.3% **Standard English Learner:** 31.6% **Students with Disability:** 1.5% **Low Income:** 21.2% *Source: Open Data Dashboard*	**English Learner:** 2.0% **RFEP:** 24.0% **Standard English Learner:** 34.0% **Students with Disabilities:** 9.0% **Low Income:** 24.0%	**English Learner:** +2.0% **RFEP:** +1.6% **Standard English Learner:** +2.4% **Students with Disability:** -4.2% **Low Income:** -1.4%
9	**11th Graders Prepared for College-Level Mathematics**	**2022-2023 All Students:** 12.9% **African American/Black:** 0% **Hispanic/Latino:** 6.1% **English Learner:** 0% **RFEP:** 10.4% **Standard English Learner:** 6.4% **Students with Disability:** 1.9% **Low Income:** 7.6% *Source: Open Data Dashboard*	**2023-2024 All Students:** 18.4% **African American/Black:** 13.3% **Hispanic/Latino:** 8.2% **English Learner:** 0% **RFEP:** 6.9% **Standard English Learner:** 16.7% **Students with Disability:** 2% **Low Income:** 10.4% *Source: Open Data Dashboard*	**2024-2025 All Students:** 21.3% **African American/Black:** 23.8% **Hispanic/Latino:** 10.8% **English Learner:** 7.1% **RFEP:** 13.5% **Standard English Learner:** 16.1% **Students with Disability:** 6.0% **Low Income:** 13.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 24.0% **African American/Black:** 26.0% **Hispanic/Latino:** 13.0% **English Learner:** 10.0% **RFEP:** 16.0% **Standard English Learner:** 19.0% **Students with Disabilities:** 9.0% **Low Income:** 16.0%	**All Students:** +8.4% **African American/Black:** +23.8% **Hispanic/Latino:** +4.7% **English Learner:** +7.1% **RFEP:** +3.1% **Standard English Learner:** +10.3% **Students with Disability:** +4.1% **Low Income:** +5.6%
10	**Smarter Balanced Distance from Standard (DFS) Met in English**	**2022-2023 All Students:** 30.7	**2023-2024 All Students:** 43.9	**2024-2025 All Students:** 38	**2025-2026 All Students:** 41	**All Students:** +7.3

	Language Arts - Grade 11	**African American/Black:** -1.8 **Hispanic/Latino:** -11.1 **English Learner:** -187.2 **RFEP:** -3.6 **Standard English Learner:** 24.3 **Students with Disability:** -122.1 **Low Income:** -5.1 *Source: Open Data Dashboard*	**African American/Black:** 10.6 **Hispanic/Latino:** -3.7 **English Learner:** -134.3 **RFEP:** 3.1 **Standard English Learner:** 44.4 **Students with Disability:** -96 **Low Income:** 5.8 *Source: Open Data Dashboard*	**African American/Black:** 45.1 **Hispanic/Latino:** 1.3 **English Learner:** -136.9 **RFEP:** 15.8 **Standard English Learner:** 35.1 **Students with Disability:** -72.7 **Low Income:** 8.8 *Source: Open Data Dashboard*	**African American/Black:** 48.0 **Hispanic/Latino:** 5.0 **English Learner:** -120.0 **RFEP:** 18.0 **Standard English Learner:** 38.0 **Students with Disabilities:** -93.0 **Low Income:** 11.0	**African American/Black:** +46.9 **Hispanic/Latino:** +12.4 **English Learner:** +50.3 **RFEP:** +19.4 **Standard English Learner:** +10.8 **Students with Disability**: +49.4 **Low Income:** +13.9
11	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023** **All Students:** -67 **African American/Black:** -117.3 **Hispanic/Latino:** -117.5 **English Learner:** -229.9 **RFEP:** -103.3 **Standard English Learner:** -88.1 **Students with Disability:** -200.9 **Low Income:** -106.6	**2023-2024** **All Students:** -50.9 **African American/Black:** -78.2 **Hispanic/Latino:** -102.4 **English Learner:** -190 **RFEP:** -98.4 **Standard English Learner:** -53.7 **Students with Disability:** -180.4 **Low Income:** -87.8	**2024-2025** **All Students:** -32.2 **African American/Black:** -52 **Hispanic/Latino:** -76.4 **English Learner:** -132.3 **RFEP:** -62.2 **Standard English Learner:** -46.2 **Students with Disability:** -133.4 **Low Income:** -64.2 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -35.0 **African American/Black:** -55.0 **Hispanic/Latino:** -79.0 **English Learner:** -136.0 **RFEP:** -65.0 **Standard English Learner:** -49.0 **Students with Disabilities:** -136.0 **Low Income:** -68.0	**All Students:** +34.8 **African American/Black:** +65.3 **Hispanic/Latino:** +41.1 **English Learner:** +97.6 **RFEP:** +41.1 **Standard English Learner:** +41.9 **Students with Disability:** +67.5 **Low Income:** +42.4

		Source: Open Data Dashboard	*Source: Open Data Dashboard*			
12	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023** **All Students:** 34% **African American/Black:** 25.7% **Hispanic/Latino:** 20.3% **English Learner:** 0% **RFEP:** 19.3% **Standard English Learner:** 29.9% **Students with Disability:** 9.3% **Low Income:** 24.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 36.6% **African American/Black:** 46.7% **Hispanic/Latino:** 21.6% **English Learner:** 0% **RFEP:** 21.9% **Standard English Learner:** 36.5% **Students with Disability:** 8.2% **Low Income:** 25.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 39.8% **African American/Black:** 42.1% **Hispanic/Latino:** 26.9% **English Learner:** 2.7% **RFEP:** 29.7% **Standard English Learner:** 36.6% **Students with Disability:** 14.5% **Low Income:** 30.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 42.0% **African American/Black:** 45.0% **Hispanic/Latino:** 29.0% **English Learner:** 3.0% **RFEP:** 32.0% **Standard English Learner:** 29.0% **Students with Disabilities:** 17.0% **Low Income:** 33.0%	**All Students:** +5.8% **African American/Black:** +16.4% **Hispanic/Latino:** +6.6% **English Learner:** +2.7% **RFEP:** +10.4% **Standard English Learner:** +6.7% **Students with Disability:** +5.2% **Low Income:** +5.7%
13	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 24.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 21.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 20.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 28.0%	**All Students:** -4.5%
14	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 46.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 52.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 55.0%	**All Students:** +6.3%
15	**Percent of English Learners Meeting ELPAC**	**2022-2023** **All Students:** 14.1% **Hispanic/Latino:**	**2023-2024** **All Students:** 15.2% **Hispanic/Latino:**	**2024-2025** **All Students:** 19.7% **Hispanic/Latino:**	**2025-2026** **All Students:** 22.0% **Hispanic/Latino:**	**All Students:** +5.6% **Hispanic/Latino:**

	Performance Level 4	11.8% **Students with Disability:** 12.5% **Low Income:** 14.1% *Source: Open Data Dashboard*	12% **Students with Disability:** 14.3% **Low Income:** 15.2% *Source: Open Data Dashboard*	No Data **Students with Disability:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	14.0% **Students with Disability:** 16.3% **Low Income:** 17.2%	±0 **Students with Disability:** ±0 **Low Income:** ±0
16	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 53.3% **African American/Black:** 69.2% **Hispanic/Latino:** 50% **RFEP:** 48% **Standard English Learners:** 56.2% **Low Income:** 50.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 58.3% **African American/Black:** 84.6% **Hispanic/Latino:** 54.1% **RFEP:** 52.2% **Standard English Learners:** 62.5% **Low Income:** 57.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 61.2% **African American/Black:** 68.8% **Hispanic/Latino:** 56.1% **RFEP:** 51.2% **Standard English Learner:** 66.4% **Low Income:** 58.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.0% **African American/Black:** 90.0% **Hispanic/Latino:** 60.0% **RFEP:** 60.0% **Standard English Learners:** 69.0% **Low Income:** 62.0%	**All Students:** +7.9% **African American/Black:** -0.4% **Hispanic/Latino:** +6.1% **RFEP:** +3.2% **Standard English Learner:** +10.2% **Low Income:** +8.6%
17	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 50.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** ±0
18	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 76.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 71.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 75.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.0%	**All Students:** -1.3%

Goal Analysis for [2025-2026]

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

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

Action 1: CTE Education

This action was implemented to address the needs of all students by strengthening and expanding access to high-quality Career Technical Education (CTE) pathways aligned to graduation requirements and post-secondary readiness. Using data from the School Accountability Report Card (SARC), the school closely monitored student participation and outcomes, ensuring that CTE courses were intentionally integrated with core academic instruction and supported through counseling, scheduling, and progress monitoring.

As a result, 92% of students who completed a CTE program also earned a high school diploma, representing 369 students who successfully met both career and academic milestones. This high completion and graduation rate reflects the success of the program in engaging students through relevant, career-focused learning experiences while reinforcing academic achievement and readiness for future opportunities. Teachers and counselors reported increased student motivation, improved attendance, and clearer post-secondary planning among CTE participants. Strategic planning and ongoing collaboration helped sustain strong student outcomes.

Action 2: Transition Services

This action was implemented to address the needs of students by strengthening transition services and inclusive instructional practices for students with disabilities. Guided by WholeChild 2.0 data, Cleveland Charter High School intentionally expanded supports that promote access to general education settings, resulting in 69% of students with disabilities spending at least 80% of the instructional day in general education classrooms—an increase of 9% from the previous year. Key implementation strategies included collaborative planning between general education and special education teachers, targeted professional development on inclusive practices, and the use of individualized transition planning to support academic, social, and behavioral success.

These efforts contributed to improved student engagement, stronger peer relationships, and increased academic participation for students with disabilities. Staff observed meaningful gains in both academic performance and social development as students accessed grade-level content alongside their peers.

Action 3: Base Instructional Supports, including General Fund School Program

This action was implemented to address the needs of all students. Base Instructional Supports, including General Fund School Program action focused on establishing purposeful small-group instruction, providing targeted pull-out interventions, and designing high-quality learning experiences that promoted collaboration and peer-based problem solving. These deliberate approaches enabled teachers to tailor instruction, respond to individual student needs, engage in strategic planning, and deliver timely feedback. Consequently, teachers noted clear evidence of student growth, reflected not only in standardized assessment results but also in continuous formative data, with steady progress demonstrated across all grade levels.

Action 4: Magnet Program

This action was implemented to address the needs of students by sustaining and expanding the Humanities Magnet Program's rigorous, student-centered instructional model. The program's implementation emphasized interdisciplinary learning, culturally responsive pedagogy, and consistent use of data to inform instruction and targeted academic supports. These intentional practices contributed to Cleveland High School's Humanities Magnet Program being named the Best Magnet School in the nation, affirming its commitment to academic excellence, innovation, and equity.

Student achievement data from the 2024–2025 WholeChild 2.0 Dashboard demonstrates clear academic growth across core content areas. In English Language Arts, the percentage of students performing at mid or above grade level increased from 35% at the beginning of the year to 41% by year's end, while math performance rose from 17% to 26%. On the SBA assessments, 72% of students exceeded standards in ELA and 43% in math, significantly surpassing district and state averages. Students also showed strong academic growth, with a distance from standard of +105.8 in ELA and +49.5 in math.

Additionally, the program's layered academic supports led to a substantial reduction in D and F grades across core subjects. By the 20-week mark of the 2024–2025 school year, 90% of Tier 1 students had no D or F grades, compared to 72% at the start of the year. Educators attributed this success to proactive progress monitoring, timely interventions, and strong teacher-student relationships. Collaborative planning and strategic use of data enabled staff to sustain high levels of achievement. Overall, these outcomes confirm that the Humanities Magnet Program not only meets but exceeds high educational standards while effectively preparing students for college, careers, and civic engagement.

Action 5: Special Education Supports

This action was implemented to address the needs of students. The Special Education Supports action was implemented through consistent push-in and pull-out instructional models that provided individualized support while maintaining access to grade-level content. Scaffolded support and specialized instruction contributed to student success. Overall, this action helped advance academic achievement and enhanced students' confidence, engagement, and sense of belonging within the general education environment.

Action 6: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Grover Cleveland Charter High These smaller learning environments strengthened student–teacher interactions and allowed teachers to consistently implement differentiated instruction, targeted feedback, and small-group support. Overall, class size reduction enhanced student engagement, confidence, and instructional quality, contributing to measurable academic gains across grade levels.

Action 7: Black Student Achievement Plan (BSAP)

This action was implemented to address the needs of students.The Black Student Achievement Plan was carried out through focused, equity-centered strategies designed to support both the academic and social-emotional needs of students. Instructional practices emphasized targeted small-group support, data-driven decision-making, and culturally responsive approaches to enhance learning and engagement. These efforts led to strong performance on the 2024–25 Smarter Balanced Assessment, with Black students surpassing district averages in Literacy and Math.

Action 8: Supplemental A-G Interventions

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Grover Cleveland Charter High by providing targeted supplemental A–G interventions designed to support academic progress, credit completion,

and on-time graduation for Cleveland's most impacted student groups. Using SARC and California Dashboard data, the school strategically aligned tutoring, credit recovery, academic intervention courses, and college and career counseling to address disparities in academic performance while maintaining a strong focus on graduation outcomes.

Implementation results indicated that while English Learners continued to demonstrate lower academic proficiency—9% meeting or exceeding CAASPP standards in ELA and 4% in math—the cohort graduation rate for this group reached 78%, reflecting the effectiveness of graduation-focused supports. Socioeconomically Disadvantaged students showed stronger academic performance, with 54% meeting or exceeding standards in ELA and 26% in math, alongside a 95% cohort graduation rate. Foster Youth also demonstrated significant success, achieving a 91% graduation rate. These outcomes suggested that supplemental A–G interventions, including individualized academic monitoring, small-group instruction, and targeted counseling, have been effective in keeping students on track to meet graduation and postsecondary eligibility requirements.

Staff reported increased student persistence, improved credit completion, and stronger engagement in intervention supports as key successes. Ongoing data analysis, refinement of instructional strategies, and expanded academic supports are being used to strengthen outcomes and further enhance the impact of these interventions.

Action 9: SENI Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Grover Cleveland Charter High to support targeted professional development, provide dedicated teacher planning time during challenging circumstances, and expand intervention opportunities through afterschool and Saturday programs. These investments enabled staff to address specific student needs, increase instructional coherence, and provide additional learning time for students most at risk, thereby supporting accelerated growth and equity across the school.

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

No material differences.

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

Action 1: CTE Education

According to data gathered from the latest School Accountability Report Card (SARC), 92% of pupils who completed a Career Technical Education (CTE) program also earned a high school diploma, with a total of 369 students participating in the program. This high completion and graduation rate highlights the effectiveness of the CTE program in supporting student success and preparing them for post-secondary pathways. The strong correlation between CTE participation and high school graduation demonstrates that the program not only engages students in relevant, career-focused learning but also contributes positively to overall academic achievement and readiness for future Opportunities.

Action 2: Transition Services

Based on WholeChild2.0 data, 69% of students with disabilities spend at least 80% of the school day in a general education setting. This

represented a 9% increase from the previous year, showing notable progress in inclusive education practices at Cleveland. This upward trend demonstrated the effectiveness of Cleveland Charter High's transition services and commitment to inclusive education. The significant increase reflects successful implementation of support strategies that enable more students with disabilities to learn alongside their peers in general education environments. This not only promotes academic growth and social development but also aligns with best practices for equitable access to education

Action 3: Base Instructional Supports, including General Fund School Program

Based on WholeChild2.0 data, the beginning-of-year DFS (Distance from Standard) for English Language Arts (ELA) increased from 10.5 in 2024–2025 to 11.0 in 2025–2026, while the DFS for Math improved from -49.9 to -46.0 over the same period. These gains indicated progress in both subject areas at the start of the academic year. These improvements suggest that the general fund school programs—supported through strategies outlined in the adopted LCAP—are having a positive impact on student achievement. The growth in ELA and the reduction in the Math deficit reflect targeted instructional efforts, effective resource allocation, and data-driven interventions. Continued movement in this direction demonstrated that the school is effectively addressing academic gaps and helping students move closer to meeting grade-level Standards.

Action 4: Magnet Program

Cleveland High School's Humanities Magnet Program was named the Best Magnet School in the nation, a prestigious honor that affirms the school's national standing and its commitment to academic excellence, innovation, and equity. This recognition is further supported by strong student performance data. According to the 2024–2025 WholeChild2.0 Dashboard, student growth and achievement were evident across key metrics. In English Language Arts (ELA), the percentage of students performing at mid or above grade level increased from 35% at the beginning of the year to 41% by the end. In math, similar gains were observed, with mid or above grade-level performance rising from 17% to 26%. Also, on the most current iReady Math MOY data, 20% of students in the Humanities Magnet scored Mid or above Grade Level, 37% were Early On Grade Level. 16 One Grade Level Below; 11 Two Grade Levels Below; 16% three or more grade levels below. ELA Scores show that 45% were Mid or Above, 26% Early on Grade Level.

Notably, on the SBA assessments, 72% of students exceeded standards in ELA and 43% in math, far above district and state averages. Students also demonstrated strong growth, with a distance from standard of +105.8 in ELA and +49.5 in math. Furthermore, the reduction in D/F grades in core subjects throughout the academic year highlights the program's academic support and effectiveness. By the 20-week mark in spring 2024–2025, 90% of students in Tier 1 had no D or F grades, a significant improvement from 72% at the start of the year. These results confirm the Humanities Magnet Program's success in preparing students for college and careers, promoting critical thinking, and ensuring academic achievement across diverse student populations. The data clearly illustrates that Cleveland High School Humanities Magnet's specialized, student-centered approach not only meets but exceeds high educational standards, making the national recognition both well-earned and data-driven.

Action 5: Special Education Supports

Based on 2025–2026 WholeChild2.0 iReady Beginning-of-Year data, a majority of students with disabilities are performing significantly below grade level in both ELA and Math. In ELA, 75% of students are three or more grade levels below, while in Math, 83% fall into that same category. Smaller percentages of students are closer to grade-level proficiency, with 11% in ELA and 9% in Math performing at one grade level below or better. Only 7% of students are currently on or above grade level in ELA, and 5% in Math. The current MOY Math data suggests that 81% of students in Special Education are scoring three or more grade levels below, and 74% scored three or more grade

levels below in ELA. These data highlight the ongoing academic challenges faced by students with disabilities and underscore the need for continued focus on targeted special education supports.

While the current performance levels revealed significant gaps, having this detailed data allowed Cleveland to effectively identify needs, allocate resources, and implement specific interventions aligned with IEP (Individual Education Plan) goals. The school's ability to monitor and respond to student performance at this level of detail demonstrated a structured and data-informed approach, essential for driving long-term improvement and ensuring that students with disabilities received the support necessary to access the core curriculum.

Action 6: Class Size Reduction

Based on the latest School Accountability Report Card (SARC), 65% of Cleveland Charter High students met or exceeded state standards in ELA, and 38% did so in Math—both surpassing statewide averages. Additionally, current WholeChild2.0 data showed that 65% of students in grades K–2 met early literacy benchmarks, while 40% met early math benchmarks.

These results suggested that class size reduction efforts were contributing to positive academic outcomes. Smaller class sizes allow for more individualized instruction and targeted support, which is especially impactful in the early grades and core academic subjects. The fact that Cleveland outperformed the state average in both ELA and Math, while also showing strong early literacy achievement, reflected the effectiveness of this strategy in promoting student learning and foundational skill development.

Action 7: Black Student Achievement Plan (BSAP)

According to 2025–2026 WholeChild2.0 Beginning-of-Year iReady data, Black students at Cleveland Charter High showed varied performance levels in both ELA and Math. In ELA, 38% are three or more grade levels below, while 34% are at or above grade level. In Math, 48% are three or more grade levels below, and 25% are performing at or above grade level. Additionally, 70% of students were currently classified as Tier 1, meaning they have no Ds or Fs in any core subjects. The current iReady MOY suggests that 7% of students scored Mid or above Grade Level; 23% Early on Grade Level, 14% One Grade Level Below; 10% Two Grade Levels Below; and 46% Three or More Grade Levels Below. In ELA, 7% scored at Mid or Above Grade Level; 23% Early on Grade Level; 14% One Grade Level Below; 10% Two Grade Levels Below; 46% Three or More Grade Levels Below. The data shows that there is improvement in scores from the BOY assessments.

Data indicated that while academic gaps remained, particularly in Math, the BSAP initiatives were supporting overall student engagement and academic progress. The high percentage of Tier 1 students suggested that many are staying on track in their core coursework, a key marker of success. The data also pointed to areas where continued BSAP interventions, such as culturally responsive teaching, academic tutoring, and mentorship programs, can further close achievement gaps and support long-term student success.

Action 8: Supplemental A-G Interventions

The latest SARC and California Dashboard data highlighted the varying academic performance and graduation outcomes among Cleveland's targeted student groups. For English Learners, 9% met or exceeded CAASPP standards in ELA and 4% in Math, with a 78% cohort graduation rate. Socioeconomically Disadvantaged students performed notably higher, with 54% meeting or exceeding ELA standards and 26% in Math, alongside a strong 95% graduation rate. Foster Youth showed particularly high success in terms of graduation, with a 91% cohort graduation rate.

The current MOY Math data indicated that 6% of students are Mid or Above Grade Level; 8% Early On Grade Level' 4% One Grade Level Below; 5% Two Grade Levels Below; 77% Three or More Grade Levels Below. MOY ELA scores indicate that 7% of students scored Mid or Above Grade Level; 4% Early on Grade Level; 4% One Grade Level Below; 2%Two Grade Levels Below; 82% Three or More Grade Levels Below.

These results demonstrated that while academic proficiency, especially for English Learners, remained an area in need of growth, the supplemental A-G interventions have been effective in supporting students toward graduation. The high graduation rates among Socioeconomically Disadvantaged students and Foster Youth suggested that targeted supports, including tutoring, credit recovery, college counseling, and academic interventions, are helping students meet A-G requirements and stay on track for postsecondary success. Continued focus on closing achievement gaps, particularly in Math and ELA for English Learners, will further strengthen the impact of these interventions.

Action 9: SENI Investments towards Academic Excellence

Cleveland Charter High School effectively utilized SENI Investments toward Academic Excellence to improve academic outcomes for historically underserved students by reducing class sizes, expanding tutoring, and increasing access to A-G and AP coursework in alignment with key LCAP goals. As a result, graduation rates improved across several high-need groups in 2023–2024, with English Learners increasing by 5.3% to 79.4%, Hispanic students rising to 93.5% (+2.2%), Socioeconomically Disadvantaged students reaching 94.9% (+2.9%); although Long-Term English Learners experienced a slight decline to 94.3%, their graduation rate remained comparatively high. A-G completion progress was strongest among the Class of 2025, with 75% of Hispanic students, 74% of Socioeconomically Disadvantaged students; however, English Learners and Long-Term English Learners in lower grade levels remained primarily in Tier 3, indicating the need for continued targeted intervention.

Middle-of-Year (MOY) academic performance data highlighted both progress and ongoing challenges: among English Learners, 6% were performing at Mid or Above Grade Level in Math, 8% Early On Grade Level, 4% One Grade Level Below, 5% Two Grade Levels Below, and 77% Three or More Grade Levels Below, while in ELA, 7% scored Mid or Above Grade Level, 4% Early On Grade Level, 4% One Grade Level Below, 2% Two Grade Levels Below, and 82% Three or More Grade Levels Below. The continued upward trends in graduation rates, AP participation, and A-G completion reflected the impact of Cleveland's targeted SENI investments, with sustained intervention and differentiated support remaining critical to accelerating academic growth for students performing multiple grade levels below standard.

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.

Cleveland Charter High School remains committed to providing Career Technical Education (CTE) programs that support all students in graduating college and career ready. Based on current program needs and enrollment, certain positions previously reflected in the Local Control Funding Formula (LCFF) will not be funded or included in the LCAP. However, students will continue to have access to CTE pathways through dual enrollment opportunities.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
	Career Technical Education	Cleveland Charter High School remains committed to providing access to Career Technical Education (CTE) pathways to all students, by evaluating program needs and student enrollment.		
1	Transition Services	Cleveland Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from Los Angeles Unified to college and career after graduation.	District Cost: $316,384	N
2	Base Instructional Supports, including General Fund School Program	Cleveland Charter High will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $11,532,246 **School Discretionary Fund Cost: $1,970,976**	N
3	Magnet Programs	Cleveland Charter will continue to implement the following magnet program to support our students: ● Cleveland has two magnet programs: the two year old Global Media Studies (GMS) magnet is a four-year, project-based program focused on social justice themes and communication arts, where students learn to communicate their ideas through film and animation collaborative projects, which are featured in their biannual film and cultural festivals. ● Our thirty-nine year old Humanities magnet classes are team-taught, primarily in literature, social studies, art history, and philosophy classes, where knowledge is learned when presented holistically, by a student population with a broad range of diversity in terms of race, ethnicity, and socio-economic background.	District Cost: $208,021	N
4	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Cleveland Charter High to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $15,128,703	N

5	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low-income students at Cleveland Charter High.	District Cost: $7,919,070	Y
6	Black Student Achievement Plan	Cleveland Charter Middle School will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $618,597	N
	Supplemental A-G Interventions	Cleveland Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Cleveland Charter.		
7	SENI Investments towards Academic Excellence	Cleveland Charter High School will implement support for English Learners, students in foster care, and low income students, including administrative leadership, TSP Coordinator, staff support and instructional resources.	**School Discretionary Fund Cost: $1,001,263**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At Cleveland Charter High, we understand that for students to thrive academically and personally, they need more than just rigorous instruction, they need to feel genuinely supported, safe, and connected within their school community. That's why Cleveland adopted the Joy and Wellness Goal- to create a nurturing environment where every student's mental health, emotional well-being, and sense of belonging are prioritized alongside academic achievement.

Cleveland is committed to building a culture where joy and wellness are integral to daily school life. By embedding social-emotional learning, restorative practices, and student-centered support into our programs, we aim to empower students to overcome challenges and engage fully in their education. This goal reflects our belief that when students feel cared for and connected, they are more motivated, resilient, and ready to succeed both inside and outside the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 38.6% **African American/Black:** 35.7% **Hispanic/Latino:** 37.2% **English Learner:** 25.8% **RFEP:** 38.3% **Standard English Learner:** 36.4% **Students with Disability:** 27.5% **Low Income:** 35.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 46.1% **African American/Black:** 39.8% **Hispanic/Latino:** 40.7% **English Learner:** 30.8% **RFEP:** 45.8% **Standard English Learner:** 42.2% **Students with Disability:** 36.8% **Low Income:** 40.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.5% **African American/Black:** 53.3% **Hispanic/Latino:** 46.6% **English Learner:** 35.9% **RFEP:** 50.1% **Standard English Learner:** 48.9% **Students with Disability:** 44.5% **Low Income:** 46.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 54.0% **African American/Black:** 56.0% **Hispanic/Latino:** 49.0% **English Learner:** 38.0% **RFEP:** 53.0% **Standard English Learner:** 51.0% **Students with Disabilities:** 47.0% **Low Income:** 49.0%	**All Students:** +12.9% **African American:** +17.6% **Hispanic/Latino:** +9.4% **English Learner:** +10.1% **RFEP:** +11.8% **Standard English Learner:** +12.5% **Students with Disabilities:** +17.0% **Low Income:** +11.4%
2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)**	**2022-2023** **All Students:** 31.8% **African American/Black:** 34.8% **Hispanic/Latino:** 37.1% **English Learner:** 53.7% **RFEP:** 32.5%	**2023-2024** **All Students:** 31.2% **African American/Black:** 33.3% **Hispanic/Latino:** 37% **English Learner:** 50.3% **RFEP:** 33%	**2024-2025** **All Students:** 27.2% **African American/Black:** 32.6% **Hispanic/Latino:** 31.8% **English Learner:** 47.5% **RFEP:** 28.6%	**2025-2026** **All Students:** 30.0% **African American/Black:** 30.0% **Hispanic/Latino:** 36.0% **English Learner:** 50.0% **RFEP:** 31.0%	**All Students:** -4.6% **African American:** -2.2% **Hispanic/Latino:** -5.3% **English Learner:** -6.2% **RFEP:**

		Standard English Learner: 32.2% **Students with Disability:** 45.3% **Low Income:** 36.9% *Source: Open Data Dashboard*	**Standard English Learner:** 32% **Students with Disability:** 43.1% **Low Income:** 37.3% *Source: Open Data Dashboard*	**Standard English Learner:** 29.5% **Students with Disability:** 37.1% **Low Income:** 31.6% *Source: Open Data Dashboard*	**Standard English Learner:** 32.0% **Students with Disabilities:** 42.0% **Low Income:** 36.0%	-3.9% **Standard English Learner:** -2.7% **Students with Disabilities:** -8.2% **Low Income:** -5.3%
3	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 44.4% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 70.5% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 72.3% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 80.0%	**All Staff:** +27.9%
4	**Single Student Suspension Rate**	**2022-2023 All Students:** 1.07% *Source: Open Data Dashboard*	**2023-2024 All Students:** 1.30% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.5%	**All Students:** -0.87%
5	**Instructional Days Lost to Suspension**	**2022-2023 All Students:** 101 *Source: Open Data Dashboard*	**2023-2024 All Students:** 83 *Source: Open Data Dashboard*	**2024-2025 All Students:** 0 *Source: Open Data Dashboard*	**2025-2026 All Students:** 75	**All Students:** ±0
6	**Expulsion Rate**	**2022-2023 All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.0%	**All Students:** 0%
7	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Students:** 71.5% **African American/Black:** 63.2% **Hispanic/Latino:** 70.2% **English Learner:** 70.8%	**2023-2024 All Students:** 68.2% **African American/Black:** 68.5% **Hispanic/Latino:** 66% **English Learner:** 72.8%	**2024-2025 All Students:** 67.8% **African American/Black:** 70.8% **Hispanic/Latino:** 65.6% **English Learner:** 75.5%	**2025-2026 All Students:** 85.0% **African American/Black:** 70.0% **Hispanic/Latino:** 75.0% **English Learner:** 78.0%	**All Students:** -3.7% **African American:** +7.6% **Hispanic/Latino:** -4.6% **English Learner:**

		RFEP: 67.5% **Standard English Learner:** 72.4% **Students with Disability:** 61.3% **Low Income:** 69.2% *Source: Open Data Dashboard*	**RFEP:** 62.7% **Standard English Learner:** 68.1% **Students with Disability:** 65.5% **Low Income:** 65.6% *Source: Open Data Dashboard*	**RFEP:** 63.4% **Standard English Learner:** 66.7% **Students with Disability:** 58.3% **Low Income:** 67.1% *Source: Open Data Dashboard*	**RFEP:** 70.0% **Standard English Learner:** 75.0% **Students with Disabilities:** 65.0% **Low Income:** 73.0%	+4.7% **RFEP:** -4.1% **Standard English Learner:** -5.7% **Students with Disabilities:** 3.0% **Low Income:** -2.1%
8	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023 All Parents:** 82.8% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 78.4% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 82.7% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 90.0%	**All Parents:** -0.1%
9	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Staff:** 96.4% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 95.0% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 96.0% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 100.0%	**All Staff:** -0.4%
10	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023 All Students:** 60.4% **African American/ Black:** 55.3% **Hispanic/Latino:** 56.7% **English Learner:** 65.4% **RFEP:** 55.3%	**2023-2024 All Students:** 58.7% **African American/ Black:** 58.7% **Hispanic/Latino:** 53.7% **English Learner:** 65.1% **RFEP:** 51.2%	**2024-2025 All Students:** 62.4% **African American/ Black:** 61.1% **Hispanic/Latino:** 58.9% **English Learner:** 69.4% **RFEP:** 56.7%	**2025-2026 All Students:** 65.0% **African American/Black:** 64.0% **Hispanic/Latino:** 60.0% **English Learner:** 70.0% **RFEP:** 60.0%	**All Students:** +2.0% **African American:** +5.8% **Hispanic/Latino:** +2.2% **English Learner:** +4.0% **RFEP:** +1.4%

		Standard English Learner: 56.7% **Students with Disability:** 50.7% **Low Income:** 56.6% *Source: Open Data Dashboard*	**Standard English Learner:** 54.7% **Students with Disability:** 51.1% **Low Income:** 54.2% *Source: Open Data Dashboard*	**Standard English Learner:** 59.2% **Students with Disability:** 50.6% **Low Income:** 59.5% *Source: Open Data Dashboard*	**Standard English Learner:** 60.0% **Students with Disabilities:** 55.0% **Low Income:** 60.0%	**Standard English Learner:** +2.5% **Students with Disabilities:** -0.1% **Low Income:** +2.9%
11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 84.6% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 83.1% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 87.8% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 90.0%	**All Parents:** +3.2%
12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 72.4% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 69.7% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 73.2% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 85.0%	**All Staff:** +0.8%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

This action was implemented to address the health and wellness needs of all students through consistent, base-funded health supports provided throughout the school year. According to 2024–2025 WholeChild 2.0 data, the percentage of students achieving excellent attendance (96% or higher) was 54% in 9th grade, 53% in 10th grade, 50% in 11th grade, and 54% in 12th grade, reflecting a steady, positive impact across grade levels. While nearly half of students did not meet the excellent attendance threshold, the sustained implementation of health services contributed to improved attendance, reduced health-related barriers, and supported a safe, stable learning environment that promotes student engagement and academic success.

Action 2: Base-Funded School Climate Support Staff

This action was implemented to support a positive and inclusive school climate through the consistent presence of base-funded school climate staff, including counselors, campus aides, and the dean, throughout the school year. According to the School Experience Survey, 68% of students reported feeling safe at school and 62% reported feeling like they are part of the school community, indicating that these supports are positively influencing school climate for a majority of students. While approximately one-third of students did not report feeling safe or connected, the sustained implementation of climate support staff contributed to improved student perceptions of safety, strengthened relationships, and fostered a more supportive learning environment that promotes student engagement and overall well-being.

Action 3: Supplemental School Climate Support Staff

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Grover Cleveland Charter High School, to strengthen school climate and promote student safety and belonging through enhanced staff training, expanded support capacity, and targeted strategies designed to foster a more inclusive and secure environment. According to the School Experience Survey, 68% of students reported feeling safe at school and 62% indicated that they feel part of their school community, demonstrating that the additional climate supports are contributing positively to students' overall sense of safety and connection. The sustained implementation of these strategies supported a more welcoming and responsive school environment that promotes student engagement, well-being, and academic success.

Action 4: SENI Investments towards Joy and Wellness

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Grover Cleveland Charter High School to promote a positive and engaging school climate through expanded activities, student involvement opportunities, and well-being initiatives. Survey data indicated that 70% of students report being happy at the school and 80% feel there are many opportunities to get involved in activities outside of class, demonstrating that these efforts are having a meaningful, positive impact on student engagement and overall climate. While continued focus is needed to support students who do not yet feel fully connected or happy,

the sustained implementation of Joy and Wellness initiatives strengthened students' sense of belonging and contributed to a supportive environment that fosters well-being and academic success.

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

No material differences.

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

Action 1: Base-Funded Health Supports

The effectiveness of this action was evaluated through student attendance, specifically the percentage of students with excellent attendance (96% or higher). According to 2024–2025 WholeChild 2.0 data, excellent attendance rates were 54% for 9th grade, 53% for 10th grade, 50% for 11th grade, and 54% for 12th grade. These consistent figures across grade levels suggested that health supports were having a steady, positive impact on student attendance.

However, with nearly half of students not meeting the threshold for excellent attendance, the data also indicated that while the supports were helping many students, there was still a significant portion whose needs may not have been fully met. This pointed to potential gaps in services or other contributing factors, such as mental health, chronic illness, or external barriers, that base-funded supports alone may not have fully addressed. Overall, the attendance data reflected moderate effectiveness of these health supports and highlighted the need for continued or expanded interventions to further improve attendance outcomes.

Action 2: Base-Funded School Climate Support Staff

The School Experience Survey indicated that 68% of students reported feeling safe at school, and 62% stated that they felt like they were part of their school community. These results indicated that the existing supports—such as counselors, campus aides, and the dean—were positively influencing school climate for a majority of students. However, with roughly one-third of students not feeling safe or connected, the data also suggested a need for continued efforts to strengthen staff capacity, training, and targeted interventions to ensure all students felt secure and included.

Action 3: Supplemental School Climate Support Staff

According to the School Experience Survey, 68% of students reported feeling safe at school, and 62% indicated that they felt like they were part of their school community. These results suggested that the additional school climate supports were contributing positively to students' overall sense of safety and connection. To encourage the feeling of safety at Cleveland, the school enhanced staff training, increased support capacity, and implemented targeted strategies that were needed to foster a more inclusive and secure school environment for all students.

Action 4: SENI Investments towards Joy and Wellness

The SENI investments toward Joy and Wellness appeared to be effective in promoting a positive school climate. Survey data showed that 70% of students were happy to be at the school, and 80% felt there were many opportunities to get involved in activities outside of class.

These results suggested that efforts to enhance engagement and well-being were having a positive impact. Continued focus was needed to support the remaining students who did not yet feel connected or happy, ensuring all students experienced a strong sense of joy and belonging.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Cleveland Charter High will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Cleveland Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $121,258	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Cleveland Charter High will also provide supplemental school climate support staffing.	District Cost: $40,422	Y
4	SENI Investments towards Joy and Wellness	Cleveland Charter High School will implement support for English Learners, students in foster care, and low income students through campus staff support, Pupil Service Attendance (PSA) and other supports to ensure students feel safe and welcome at school.	**School Discretionary Fund Cost: $1,213,243**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is to support our parents and community. Having a positive relationship with these educational partners directly impacts the socio-emotional well-being of educators and educational partners. Cleveland Charter continues to make meaningful progress in parent engagement, as reflected in the School Experience Survey (SES) data. Parent participation has steadily increased from 6% in 2021–2022 to 36% in 2022–2023, 35% in 2023–2024 and reaching 40% in 2024–2025.

To further strengthen these relationships, Cleveland has expanded its outreach efforts through a variety of communication tools (emails, Blackboard Connect phone calls, Schoology messages, and parent conferences) as well as monthly workshops offered through our Parent Center. These workshops, which focus on Health and Wellness, Civic Engagement, and Student Achievement, help ensure parents remain informed, supported, and actively involved in their child's education. This sustained focus on engagement promotes a stronger school community and supports the overall well-being of both families and school staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 74.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 71.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 75.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 78.0%	**All Parents:** +1.3%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs**	**2022-2023** **All Parents:** 73.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 80.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 82.0%	**All Parents:** +6.7%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 76% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 79.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.0%	**All Parents:** +3.2%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023 All Parents:** 90.1% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 91.3% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 91.5% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 95.0%	**All Parents:** +1.4%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Cleveland Charter High School. The SENI Engagement and Collaboration action was implemented through intentional outreach efforts designed to strengthen communication and partnerships between families and the school. Clear, accessible communication systems ensured that parents could easily find information about workshops, programs, and instructional resources to support learning at home. These strategies fostered stronger family–school collaboration, supporting student achievement and a shared culture of continuous improvement.

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

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

The SENI investments toward Engagement and Collaboration was effective in strengthening partnerships between families and the school. Survey data shows that 76% of parents feel included in important decisions about their child's education, and high percentages—80%, 79%, and 92%—report that the school provides accessible information, helpful resources, and clear communication.

These results indicated strong progress in building trust and collaboration with families. Continued efforts to increase parent involvement in decision-making could further enhance engagement and ensure all families feel equally valued and informed.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Cleveland Charter High School will implement support for English Learners, students in foster care, and low income students through Parent community representatives and contractual instructional services are essential purchases to support school wide initiatives of engagement and collaboration	**School Discretionary Fund Cost: $9,000**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students receive high-quality instruction aligned with state standards. Maintaining 100% of teachers as appropriately credentialed and ensuring all students have access to standards-based instructional materials reflects Cleveland's commitment to academic excellence and equity in learning environments.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

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

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

The School Accountability Report Card (SARC) showed that Cleveland Charter High School facilities received a "Good Repair" rating with an overall of Exemplary. Additionally, 100% of teachers at Cleveland Charter High School were appropriately credentialed for their teaching assignments. Finally, all students at Cleveland Charter High School had access to standards-based instructional materials, meeting Williams Act requirements.

This action proved effective as the plant manager ensured the school facilities were consistently well maintained, providing clean, safe, and supportive learning spaces. Families and staff regularly recognized the high quality of the campus, which helped foster a welcoming and positive school climate. In addition, all teachers were fully credentialed and delivered instruction aligned with state standards, supported by ongoing professional learning. As a result, students received rigorous, standards-based instruction and had full access to instructional materials that met Williams Act requirements.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Cleveland Charter High will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $11,226,274	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,223,506.00 (School Discretionary Funds- new S/C revenues) $10,182,998.49 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
112.81%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	112.81%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Cleveland Charter. Scope: School-wide	Los Angeles Unified School District, including Cleveland Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11
Goal 1 Action 7	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need	Establish a systematic process for tracking student progress and identifying academic and developmental needs. This system will leverage resources introduced during the August Professional Development sessions, including iReady data, Inclusive Practices guiding questions for small-group instruction, and Ken O'Connor's frameworks for equitable grading and instruction.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in

	for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Cleveland Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Participation in engaging, career-focused coursework within innovative and emerging fields helps bridge the gap between high school and postsecondary CTE programs and majors. These courses offer learning opportunities that may not otherwise fit within a traditional master schedule and expose students to diverse instructional approaches and real-world applications. Leveraging the master schedule strategically improves equity and access by ensuring all students have opportunities to participate in rigorous academic and career pathways, aligning with best practices in equitable master scheduling.	Math - Grade 11 ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Cleveland Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as Low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Cleveland High School has created and trained a dedicated team of non-classroom staff to carry out monthly home and weekend visits for students identified as chronically absent. The team also connects directly with students through in-person meetings or phone calls to motivate and support improved attendance. In addition, the school implements monthly attendance challenges, offering incentives to students who show measurable improvement in their attendance during a set timeframe. Cleveland Charter High School serves a student population of more than 2,600 students, including 200 English Learners, representing .078% of the school. Whole Child Integrated data from the 2024–2025 school year shows a chronic absenteeism rate of 42% among English Learner students, a trend that has remained consistent based on attendance data from the 2021–2022 and 2022–2023 school years. The school also enrolls 38 Long-Term English Learners. In addition, Cleveland Charter High School has a socioeconomically disadvantaged student population exceeding 1,155 students. According to 2024–2025 data, this group experienced a	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		chronic absenteeism rate of 33%, which has persisted over the past two years based on 2022–2023 and 2023–2024 attendance records. The school also serves a small Foster Youth population of seven students, accounting for 0.02% of total enrollment. We are individualizing this approach for each of the targeted student populations, we are providing incentives for success and adding a social emotional learning component for those student who return.	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: Schoolwide	Cleveland aims to boost parent participation in the SES to 75% and develop a strong school community program. To achieve this, we will host parent workshops in our Parent Center, convene our Parent Advisory Committee to address key issues affecting these student groups, and review the details of the master plan along with the A–G courses their children will be taking. The Community Representative will organize parent workshops each semester to provide an overview of the Parent Portal, including guided, hands-on practice with its features. Building strong relationships with all educational partners—parents, guardians, and community members—is essential for establishing trust between the school and the community. When all partners are invested in students' academic and mental well-being, improvements in grades and attendance naturally follow. Outreach and Communication to Parents The Community Representative will plan and facilitate Parent Education and Student	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's

		Achievement workshops, giving parents and guardians opportunities to learn and collaborate with other educational partners. Parents and legal guardians will be contacted through multiple channels, including personal invitations, Blackboard Connect, Schoology messages, the school marquee, monthly Parent and Family Center calendars, and flyers.	education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Insert or delete rows, as necessary.

Limited Actions

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable*	76.06 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 2,633 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	172.71 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 2,663 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Grover Cleveland Charter High School 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Grover Cleveland Charter High School 2026-2027	$ 1,970,976	$ 2,223,506	112.81%	0.000%	112.81%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,194,482	$ -	$ -	$ -	$ 4,194,482.00	$ 3,683,415	$ 511,067

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	2	Base Insructional Supports, including General Func School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,838,014	$ 132,962	$ 1,970,976	$ -	$ -	$ -	$ 1,970,976	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 792,469	$ 208,794	$ 1,001,263	$ -	$ -	$ -	$ 1,001,263	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 1,052,432	$ 160,811	$ 1,213,243	$ -	$ -	$ -	$ 1,213,243	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 500	$ 8,500	$ 9,000	$ -	$ -	$ -	$ 9,000	0.000%

Grover Cleveland Charter High School 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,970,976	$ 2,223,506	112.81%	0.000%	112.81%	$ 2,223,506	0.000%	112.81%	**Total:**	$ 2,223,506
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,223,506

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	2	Base Insructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 1,001,263	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 1,213,243	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 9,000	0.000%

Grover Cleveland Charter High School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,352,107.00	$ 4,012,176.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	3	Base Insructional Supports, including General Fund School Program	No	$ 2,286,323	$ 1,809,379
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,193,603	$ 745,903
2	4	SENI Investments towards Joy and Wellness	Yes	$ 1,842,181	$ 1,454,211
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 30,000	$ 2,683

Grover Cleveland Charter High School 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,065,784	$ 3,065,784	$ 2,202,797	$ 862,987	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,193,60	$ 745,903	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 1,842,18	$ 1,454,211	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 30,00	$ 2,683	0.000%	0.000%

Grover Cleveland Charter High School 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,286,323	$ 3,065,784	0.000%	134.092%	$ 2,202,797	0.000%	96.347%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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