# LCFF Budget Overview for Parents

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Superior Street Elementary Charter

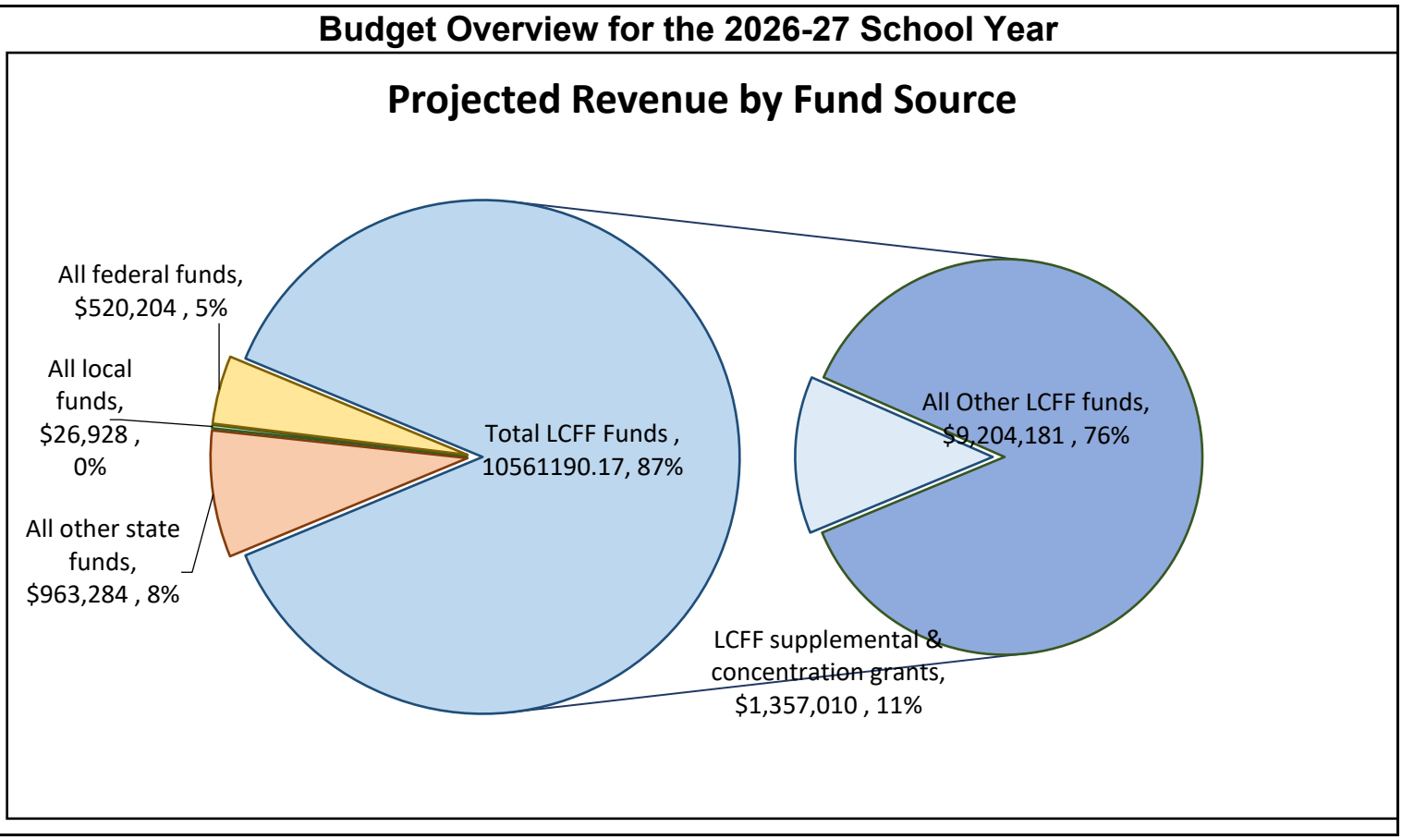
CDS Code: 19647336019392

School Year: 2026-27

LEA contact information: Alejandra Ayala, Principal; alejandra.ayala@lausd.net

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

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

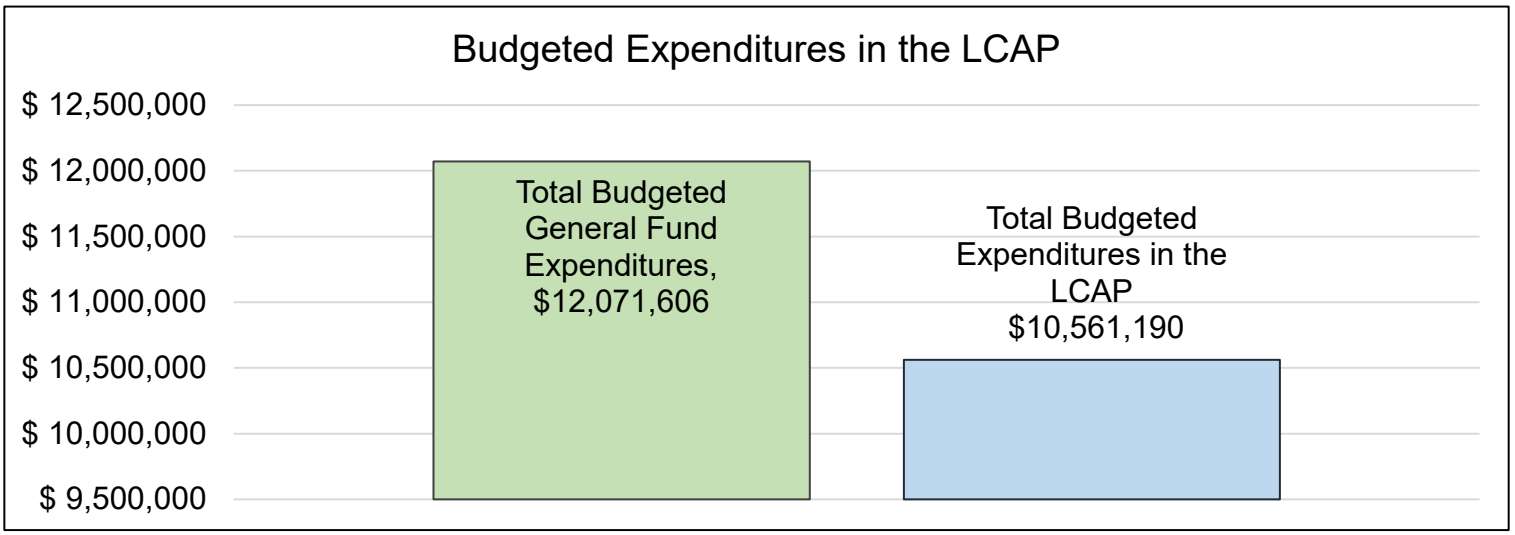



This chart shows the total general purpose revenue Superior Street Elementary Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Superior Street Elementary Charter is $12,071,606.17, of which $10,561,190.17 is Local Control Funding Formula (LCFF), $963,284.00 is other state funds, $26,928.00 is local funds, and $520,204.00 is federal funds. Of the $10,561,190.17 in LCFF Funds, $1,357,009.51 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 Superior Street Elementary Charter 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: Superior Street Elementary Charter plans to spend $12,071,606.17 for the 2026-27 school year. Of that amount, $10,561,190.17 is tied to actions/services in the LCAP and $1,510,416.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

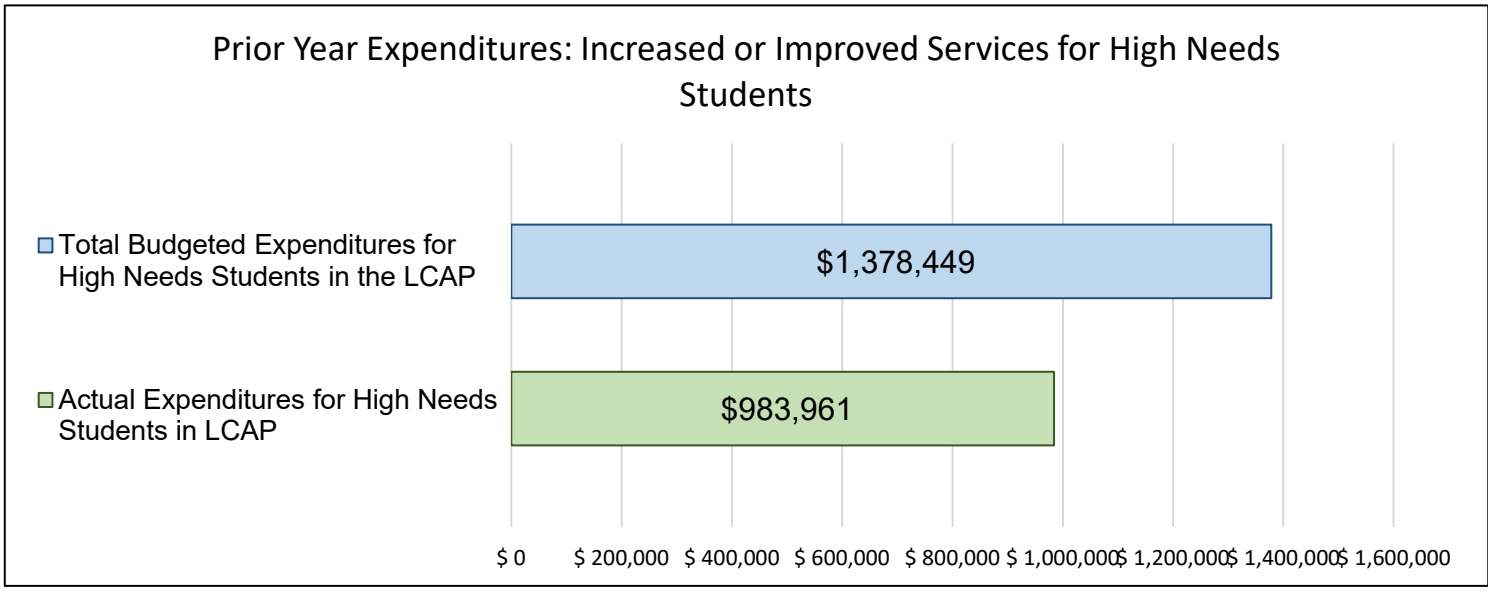
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Superior Street Elementary Charter is projecting it will receive $1,357,009.51 based on the enrollment of foster youth, English learner, and low-income students. Superior Street Elementary Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Superior Street Elementary Charter plans to spend $1,357,009.51 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 Superior Street Elementary Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Superior Street Elementary Charter 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, Superior Street Elementary Charter's LCAP budgeted $1,378,449.00 for planned actions to increase or improve services for high needs students. Superior Street Elementary Charter actually spent $983,961.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $394,488.00 had the following impact on Superior Street Elementary Charter'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 |
|---|---|---|
| **Superior Street Elementary** | Alejandra Ayala, Principal | alejandra.ayala@lausd.net, 818 349 1410 |

# 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.

Superior Street Elementary- where students L.E.A.D. or Learn from mistakes, are Eager to succeed, Appreciate Others, and Dream big dreams. Our students' achievements are what we value most! We offer after-school programs, such as Keep Youth Doing Something (KYDS) Beyond the Bell, YMCA,  and several enrichment programs to target the whole child. We have a beautiful library, a computer lab in the process of being converted into a STEAM lab to prepare our students for technological advances. Together, we believe each student will reach their maximum potential as we foster their intellectual, social-emotional, and physical development.  Superior's enrollment in 2025-2026 of 478 students is composed of universal transitional kindergarten through fifth grade. 91% of our students live within the boundaries defined by Los Angeles Unified and 9% are non-resident students who are selected from our waitlist lottery. Superior's Title I ranking is 63.5% Superior has a rich diversity of students mirroring the Los Angeles community, represented by 8% Asian, 5% Black, 4% Filipino, 51% Hispanic, 4% two or more, 20% White students, and 8% unknown. As referenced in Open Data, our student body is ethnically, linguistically, culturally, and economically diverse. Our instructional staff is composed of approximately 21 teachers, a Psychiatric Social Worker, an Attendance Counselor, 8 Special Education Teaching Assistants, 3 TK Instructional Assistants, 6 Instructional Assistants, and 3 Supervision Aides.

# Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023, 2024 and 2025 CA Dashboard indicators in the lowest rating:

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

Superior Street Elementary does not have any students performing in the red on the California Dashboard. In the Chronic Absenteeism section, however, our students who are Socioeconomically Disadvantaged and Students with Disabilities are performing in the Orange Band. Our attendance team reviews attendance data and makes phone calls for students who may need additional support and resources. Our Pupil Service Attendance Counselor conducts home visits and offers school-wide attendance incentives to encourage students to have regular attendance.

## 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 | At Superior Street Elementary, students continued to play an active role in shaping school culture and decision-making processes through leadership opportunities and collaborative initiatives. Spirit Leaders and Nature Leaders remained central to student engagement. Meeting regularly with teacher advisors, these groups promoted school spirit, cultural awareness, and environmental responsibility. Their leadership supported the planning of spirit days, campus projects, and activities that strengthened school pride and environmental consciousness.<br><br>The Environmental Science Club also continued, providing students with hands-on opportunities to explore sustainability. Through various projects, students deepened their understanding of environmental challenges while working collaboratively on meaningful solutions. Their efforts raised awareness on campus and aligned with global Sustainable Development Goals.<br><br>Student Council remained active, further strengthening student voice and leadership. Representatives led schoolwide initiatives and regularly presented during Monday Morning Meetups, ensuring that student perspectives informed school culture and community activities.<br><br>Through these opportunities, Superior Street Elementary empowered students to lead with purpose, contribute to meaningful initiatives, and see themselves as active partners in their education and community. |
| Parents | At Superior Street Elementary, parent engagement continued to be a vital component in shaping the educational experience of students. The school continued to host Coffee with the Principal sessions, providing families with a welcoming forum to ask questions, share insights, and engage directly with school leadership. These ongoing conversations strengthened the connection between home and school and fostered collaboration around student well-being, academic achievement, and communication. |

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| | The school also maintained the involvement of parent representatives across school committees, ensuring their voices remained central in the review and development of the LCAP, SPSA, and TSP plans. Through their active participation, parents provided valuable feedback on goals, actions, and progress, ensuring that school planning reflected the needs and priorities of the community.<br><br>Consistent communication remained a priority. Families were kept informed through newsletters, emails, and social media, ensuring they stayed updated on school events, instructional initiatives, and opportunities for involvement. In addition, parent workshops and committee meetings remained a key part of the engagement strategy, with sessions focused on topics such as curriculum updates, college and career readiness, and social-emotional learning.<br><br>Feedback gathered through surveys and discussions was regularly reviewed and integrated into decision-making processes, reinforcing the school's commitment to ensuring that family perspectives were represented in all aspects of planning and development. |
| Staff (Certificated and Classified) | At Superior Street Elementary, open communication and collaboration with both certificated and classified staff remained a priority to ensure their voices meaningfully informed the LCAP, SPSA, and TSP engagement processes. Staff were actively engaged through regular staff meetings, grade-level collaboration, professional development sessions, and participation in three Action Teams: Leadership, Culture, and Instructional. Each Action Team focused on a specific area of the school, providing opportunities for staff to collaborate and contribute input that guided decision-making.<br><br>Staff contributions played a key role in shaping instructional practices, curriculum development, student support services, and professional learning opportunities. Input was gathered both formally, through surveys and structured discussions, and informally through ongoing dialogue with administrators. This feedback supported instructional growth while strengthening overall school culture and climate.<br><br>The school remained committed to fostering a collaborative environment where staff felt empowered to share their perspectives and take part in shaping the school's strategic direction. Professional development was aligned with staff-identified needs, ensuring it remained relevant, responsive, and supportive of both student achievement and staff professional growth. |
| Community | At Superior Street Elementary, strong partnerships with community educational partners remained a priority, recognizing the importance of their perspectives in shaping school goals and initiatives. Input was gathered through the Comprehensive Needs Assessment, the School Experience Survey, and direct conversations during Coffee with the Principal. These channels ensured that community feedback remained central to decisions related to resource allocation, instructional strategies, and overall school improvement. |

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| | The school remained committed to transparent and consistent communication, ensuring that community members had a voice in decision-making processes that impacted students and families. These efforts strengthened trust and collaboration between the school and the broader community.<br><br>By actively engaging community partners, Superior Street Elementary worked collaboratively toward positive student outcomes. Community perspectives continued to play a vital role in refining school plans and developing strategies aligned with the shared goals of students, families, and educational partners. |

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

The development of the adopted LCAP was strongly informed by ongoing input from educational partners, including families, staff, and students. Feedback was gathered through multiple avenues such as Coffee with the Principal meetings, parent surveys, School Site Council and ELAC meetings, staff collaboration and professional development discussions, and student leadership forums.

Families consistently expressed a desire for strong academic rigor paired with meaningful enrichment opportunities and social-emotional supports. As a result, the LCAP includes targeted actions to strengthen literacy instruction—particularly writing across content areas—expand enrichment offerings, and increase student engagement through leadership opportunities, clubs, and hands-on learning experiences.

Staff feedback emphasized the need for instructional coherence, targeted professional development, and additional support to meet diverse student needs. This input directly influenced LCAP actions focused on collaborative planning, implementation of academies and small-group instruction, increased use of data to inform instruction, and professional learning aligned to identified instructional focus areas.

Student feedback highlighted the importance of voice, belonging, and real-world learning opportunities. In response, the LCAP prioritizes student leadership initiatives, environmental and sustainability programs, and project-based learning experiences that promote engagement and ownership of learning.

# 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.

The input from educational partners has significantly shaped our LCAP/SPSA/TSP for the 2025-26 academic year, despite continued constraints imposed by our Professional Development calendar, which includes various mandated sessions from the school district. Through continuous engagement with parents and staff, we've gained invaluable insights into the diverse needs and desires of our school community.

Parents, notably, stressed the importance of offering additional enrichment opportunities like art, dance, and gardening for their children. This feedback prompted us to prioritize the expansion of extracurricular activities and enrichment programs aimed at fostering creativity, physical activity, and environmental awareness among students. They also communicated the need for intervention opportunities to help close the achievement gap of our subgroups. Despite the constraints of our Professional Development calendar, we've integrated targeted professional development sessions into our annual plan and allocated resources for acquiring instructional materials and resources aligned with student assessment data.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5** | **2022-2023**<br>**All Students:**<br>12.6<br>**Hispanic/Latino:**<br>-11.8<br>**English Learner:**<br>- 70.0<br>**RFEP:**<br>76.3<br>**Standard English Learner:**<br>-5.6<br>**Students with Disabilities:**<br>- 87.2<br>**Low Income:**<br>-5.6<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>22.6<br>**Hispanic/Latino:**<br>18.7<br>**English Learner:**<br>- 72.4<br>**RFEP:**<br>53.3<br>**Standard English Learner:**<br>29.1<br>**Students with Disabilities:**<br>-71.3<br>**Low Income:**<br>11.0<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>36.5<br>**Hispanic/Latino:**<br>31.7<br>**English Learner:**<br>-58.6<br>**RFEP:**<br>43.8<br>**Standard English Learner:**<br>41.5<br>**Students with Disabilities:**<br>-58.0<br>**Low Income:**<br>18.3<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>40.0<br>**Hispanic/Latino:**<br>34.0<br>**English Learner:**<br>-55.0<br>**RFEP:**<br>56.0<br>**Standard English Learner:**<br>44.0<br>**Students with Disability:**<br>-55.0<br>**Low Income:**<br>22.0 | **All Students:**<br>+23.9<br>**Hispanic/Latino:**<br>+43.5<br>**English Learner:**<br>+11.4<br>**RFEP:**<br>-32.5<br>**Standard English Learner:**<br>+47.1<br>**Students with Disabilities:**<br>+29.2<br>**Low Income:**<br>+23.9 |
| 2 | **Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5** | **2022-2023**<br>**All Students:**<br>5.7<br>**Hispanic/Latino:**<br>-16.3<br>**English Learner:**<br>-61.0<br>**RFEP:**<br>62.0<br>**Standard English Learner:**<br>-10.2<br>**Students with Disabilities:**<br>-72.4<br>**Low Income:**<br>-8.4 | **2023-2024**<br>**All Students:**<br>20.5<br>**Hispanic/Latino:**<br>7.5<br>**English Learner:**<br>-52.6<br>**RFEP:**<br>34.5<br>**Standard English Learner:**<br>18.9<br>**Students with Disabilities:**<br>-69.3<br>**Low Income:**<br>15.6 | **2024-2025**<br>**All Students:**<br>19.7<br>**Hispanic/Latino:**<br>6.6<br>**English Learner:**<br>-72.5<br>**RFEP:**<br>31.4<br>**Standard English Learner:**<br>16.8<br>**Students with Disabilities:**<br>-65.9<br>**Low Income:**<br>5.8 | **2025-2026**<br>**All Students:**<br>23.0<br>**Hispanic/Latino:**<br>10.0<br>**English Learner:**<br>-49<br>**RFEP:**<br>37.0<br>**Standard English Learner:**<br>22.0<br>**Students with Disability:**<br>-62.0<br>**Low Income:**<br>18.0 | **All Students:**<br>+14.0<br>**Hispanic/Latino:**<br>+22.9<br>**English Learner:**<br>-11.5<br>**RFEP:**<br>-30.6<br>**Standard English Learner:**<br>+27.0<br>**Students with Disabilities:**<br>+6.5<br>**Low Income:**<br>+14.2 |

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|---|---|---|---|---|---|---|
| | | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |
| 3 | **Percent Met/Exceed Standard on California Science Test - Grade 5** | **2022-2023**<br>**All Students:**<br>38.7%<br>**Hispanic/Latino:**<br>28.2%<br>**RFEP:**<br>55.6%<br>**Standard English Learner:**<br>31.3%<br>**Students with Disability:**<br>14.3%<br>**Low Income:**<br>25.5%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>44.6%<br>**Hispanic/Latino:**<br>36.1%<br>**RFEP:**<br>58.8%<br>**Standard English Learner:**<br>48.4%<br>**Students with Disability:**<br>16.7%<br>**Low Income:**<br>39.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>50.7%<br>**Hispanic/Latino:**<br>53.3%<br>**RFEP:**<br>45.0%<br>**Standard English Learner:**<br>58.6%<br>**Students with Disabilities:**<br>No Data<br>**Low Income:**<br>44.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>54.0%<br>**Hispanic/Latino:**<br>57.0%<br>**RFEP:**<br>61.0%<br>**Standard English Learner:**<br>62.0%<br>**Students with Disability:**<br>19.0%<br>**Low Income:**<br>46.0% | **All Students:**<br>+12.0%<br>**Hispanic/Latino:**<br>+25.1%<br>**RFEP:**<br>-10.6%<br>**Standard English Learner:**<br>+27.3%<br>**Students with Disabilities:**<br>±0<br>**Low Income:**<br>+18.7% |
| 4 | **Percent of Students Meeting Early Literacy Benchmarks in Kindergarten** | **2022-2023**<br>**All Students:**<br>85.5%<br>**Hispanic/Latino:**<br>88.5%<br>**Standard English Learner:**<br>88.5%<br>**Low Income:**<br>83.3%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>73.4%<br>**Hispanic/Latino:**<br>67.6%<br>**Standard English Learner:**<br>67.6%<br>**Low Income:**<br>60.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>81.4%<br>**Hispanic/Latino:**<br>75.0%<br>**Standard English Learner:**<br>80.8%<br>**Low Income:**<br>71.4%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>83.0%<br>**Hispanic/Latino:**<br>77.0%<br>**Standard English Learners:**<br>82.0%<br>**Low Income:**<br>73.0% | **All Students:**<br>-4.1%<br>**Hispanic/Latino:**<br>-13.5%<br>**Standard English Learner:**<br>-7.7%<br>**Low Income:**<br>-11.9% |
| 5 | **Percent of Students Meeting Early Literacy Benchmarks in Grade 1** | **2022-2023**<br>**All Students:**<br>76.7%<br>**Hispanic/Latino:**<br>75.0%<br>**Standard English Learner:**<br>79.4%<br>**Low Income:**<br>73.0% | **2023-2024**<br>**All Students:**<br>85%<br>**Hispanic/Latino:**<br>79.3%<br>**Standard English Learner:**<br>86.2%<br>**Low Income:**<br>73.5% | **2024-2025**<br>**All Students:**<br>78.6%<br>**Hispanic/Latino:**<br>71.4%<br>**Standard English Learner:**<br>75.0%<br>**Low Income:**<br>71.7% | **2025-2026**<br>**All Students:**<br>87.0%<br>**Hispanic/Latino:**<br>82.0%<br>**Standard English Learners:**<br>88.0%<br>**Low Income:**<br>81.0% | **All Students:**<br>+1.9%<br>**Hispanic/Latino:**<br>-3.6%<br>**Standard English Learner:**<br>-4.4%<br>**Low Income:**<br>-1.3% |

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|---|---|---|---|---|---|---|
| | | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |
| 6 | **Percent of Students Meeting Early Literacy Benchmarks in Grade 2** | **2022-2023**<br>**All Students:**<br>84.1%<br>**Hispanic/Latino:**<br>78.1%<br>**Standard English Learner:**<br>75.0%<br>**Students with Disability:**<br>75.0%<br>**Low Income:**<br>77.1%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>70.6%<br>**Hispanic/Latino:**<br>67.6%<br>**Standard English Learner:**<br>68.4%<br>**Students with Disability:**<br>45.5%<br>**Low Income:**<br>69.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>76.8%<br>**Hispanic/Latino:**<br>67.7%<br>**Standard English Learner:**<br>76.7%<br>**Students with Disabilities:**<br>No Data<br>**Low Income:**<br>67.5%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>79.0%<br>**Hispanic/Latino:**<br>70.0%<br>**Standard English Learners:**<br>79.0%<br>**Students with Disability:**<br>48.5%<br>**Low Income:**<br>71.0% | **All Students:**<br>-7.3%<br>**Hispanic/Latino:**<br>-10.4%<br>**Standard English Learner:**<br>+1.7%<br>**Students with Disabilities:**<br>±0<br>**Low Income:**<br>-9.6% |
| 7 | **English Learner Reclassification Rate** | **2022-2023**<br>**All Students:**<br>36.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>29.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>25.4%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>33.0**%** | **All Students:**<br>-10.8% |
| 8 | **Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)** | **2022-2023**<br>**All Students:**<br>52.3%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>No Data<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>71.4%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>74.0% | **All Students:**<br>+19.1% |
| 9 | **Percent of English Learners Meeting ELPAC Performance Level 4** | **2022-2023**<br>**All Students:**<br>24.6%<br>**Hispanic/Latino:**<br>25.8%<br>**Students with Disability:**<br>18.2%<br>**Low Income:**<br>24.1%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>19.4%<br>**Hispanic/Latino:**<br>31.6%<br>**Students with Disability:**<br>No Data<br>**Low Income:**<br>17.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>19.3%<br>**Hispanic/Latino:**<br>No Data<br>**Students with Disabilities:**<br>No Data<br>**Low Income:**<br>No Data<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>28.0%<br>**Hispanic/Latino:**<br>29.0%<br>**Students with Disability:**<br>22.0%<br>**Low Income:**<br>27.0% | **All Students:**<br>-5.3%<br>**Hispanic/Latino:**<br>±0<br>**Students with Disabilities:**<br>±0<br>**Low Income:**<br>±0 |

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|---|---|---|---|---|---|---|
| 10 | **Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day** | **2022-2023**<br>**All Students:**<br>67.9%<br>**Hispanic/Latino:**<br>62.5%<br>**Standard English Learner:**<br>70.0%<br>**Low Income:**<br>61.8%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>71%<br>**Hispanic/Latino:**<br>71.4%<br>**Standard English Learner:**<br>75.8%<br>**Low Income:**<br>68.1%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>72.5%<br>**Hispanic/Latino:**<br>72.1%<br>**Standard English Learner:**<br>75.9%<br>**Low Income:**<br>71.4%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>74.0%<br>**Hispanic/Latino:**<br>74.0%<br>**Standard English Learner:**<br>79.0%<br>**Low Income:**<br>74.0% | **All Students:**<br>+4.6%<br>**Hispanic/Latino:**<br>+9.6%<br>**Standard English Learner:**<br>+5.9%<br>**Low Income:**<br>+9.6% |
| 11 | **Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines** | **2022-2023**<br>**All Students:**<br>80.0%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>61.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>N/A<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>83.0% | **All Students:**<br>±0 |
| 12 | **Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)** | **2022-2023**<br>**All Students:**<br>82.2%<br>**Hispanic/Latino:**<br>91.3%<br>**Standard English Learner:**<br>93.8%<br>**Low Income:**<br>76.0%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>77.8%<br>**Hispanic/Latino:**<br>81.8%<br>**Standard English Learner:**<br>81.5%<br>**Low Income:**<br>74.3%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>71.7%<br>**Hispanic/Latino:**<br>70.6%<br>**Standard English Learner:**<br>66.7%<br>**Low Income:**<br>72.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>81.0%<br>**Hispanic/Latino:**<br>84.0%<br>**Standard English Learner:**<br>69.0%<br>**Low Income:**<br>77.0% | **All Students:**<br>-10.5%<br>**Hispanic/Latino:**<br>-20.7%<br>**Standard English Learner:**<br>-27.1%<br>**Low Income:**<br>+1.0% |

# 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 General Fund School Program**

This action was fully implemented to meet the needs of all students, closely aligned with planned actions and evolved responsively based on instructional needs. A Core Knowledge Language Arts (CKLA) instructional coach met with teachers during grade-level planning to analyze CKLA unit prompts, with grades 3–5 revising prompts to reflect SBA-style tasks. Teachers collaboratively developed scaffolds and supports to help students effectively respond to end-of-unit writing prompts, with an emphasis on writing across content areas, particularly in response to informational text.

Paraprofessionals conducted monthly check-ins with teachers to identify areas requiring additional instructional support, strengthening alignment between classroom instruction and small-group intervention. Teachers also increased the use of i-Ready small-group lessons to target specific skill gaps.

The school's first PDSA cycle focused on summary writing of informational text, while the second cycle addressed math concepts and procedures, an identified area of need.

**Action 2 Special Education Supports**

This action was implemented to meet the needs of students and revealed both successes and the need for increased instructional intensity.

While targeted small-group instruction and early interventions were implemented as planned, data indicated that students with disabilities required stronger foundational literacy and math supports. In response, paraprofessionals received UFLI training to strengthen phonics and decoding, and teachers implemented additional scaffolds aligned to CKLA SBA-style prompts, including sentence frames, guided practice, and explicit modeling. Monthly paraprofessional-teacher check-ins supported timely adjustments to instruction.

Teachers increased the use of iReady small-group lessons and provided structured opportunities for students to explain their mathematical thinking. The first PDSA cycle focused on summary writing of informational text, while the second addressed math concepts and procedures, supporting greater coherence across instruction. One of our after school interventions was focused on students with IEPs in a small group setting to target areas of needs and implement accommodations found in their IEP.

**Action 3 Charter School Categorical Block Grant**

Charter School Categorical Block Grant was implemented to meet the needs of all students with fidelity. The Block Grant funded class size reduction which allowed teachers to provide more targeted instruction and implement SBA-aligned writing tasks with appropriate scaffolds.

Smaller classes also supported flexible grouping for iReady small-group instruction and intervention. Enrichment opportunities, including Saturday Engineering and Math enrichment, Robotics, Climate Club, and eSports, were implemented as planned with strong student participation. While balancing intervention and enrichment remained an ongoing challenge, high levels of engagement and academic growth—particularly among GATE students—demonstrate the effectiveness of these strategies.

**Action 4 Class Size Reduction**

Class size reduction was implemented as planned and strengthened the school's ability to provide differentiated instruction. Smaller class sizes supported the use of CKLA SBA-style prompts with targeted scaffolds, i-Ready small-group lessons, and student data chats to monitor progress.

Overall performance showed gains in Math, with grades 3–5 performing 20.7 points above standard, and low-income students demonstrating growth in both Math and ELA. English Learners and foster youth received targeted supports, including oral-to-written summarizing strategies, explicit writing scaffolds, and high-dose tutoring aligned to PDSA focus areas.

Despite these efforts, achievement gaps persist, highlighting the need for more intensive and systematic interventions. Moving forward, the school will implement more targeted literacy and math interventions for English Learners and foster youth, strengthen oral language and writing supports, expand high-dose tutoring opportunities, and increase the frequency of data monitoring to accelerate student growth.

**Action 5 Supplemental Early Education**

Supplemental Early Education action was implemented as planned, with small TK and Kindergarten class sizes, UFLI phonics instruction, hands-on learning through FOSS Science, and paraprofessional support aligned through regular check-ins. Teachers emphasized oral language and early writing using data to guide instruction.

To strengthen early language development supports, provide additional professional learning in early writing and oral language strategies, and enhance progress monitoring to ensure early learners, particularly low income students, English Learners and foster youth, enter upper grades with strong foundational skills.

**Action 6 Supplemental Arts Education**

Supplemental Arts Education was implemented as designed, providing inclusive opportunities through music, dance, visual arts, and orchestra. These programs increased engagement and confidence for diverse learners.

The school continued to work to improve access and scheduling equity across grade levels and explore additional integration of arts into core content to further support engagement and learning.

**Action 7 Supplemental Afterschool Programs**

Supplemental Afterschool Programs provided both academic intervention and enrichment aligned to student needs, with strong participation and engagement.

The school refined enrollment criteria to prioritize students with the greatest academic need, better align afterschool interventions with classroom instruction, and strengthen progress monitoring to maximize impact.

**Action 8 Charter Supplemental/Concentration Funds in Lieu of EIA**

Charter Supplemental/Concentration Funds in Lieu of EIA was implemented as planned, expanding access to devices, digital platforms, and personalized learning opportunities through iReady. Ongoing support was needed to maximize instructional use.

The school provided targeted professional development focused on effective instructional technology use, ensured consistent implementation across classrooms, and used technology more strategically to support intervention and progress monitoring.

**Action 9 SENI Investments towards Academic Excellence**

SENI Investments towards Academic Excellence was implemented as designed and contributed to increased student engagement and improved attendance. This ensured sustainability and equitable access remains a challenge. As funds permit, the school continued to provide intervention and enrichment opportunities while strengthening outreach to underrepresented students.

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.

**Metrics and Data:**

Smarter Balance Distance from Standard ELA (3rd- 5th): 35.1 Above Standard
Language Arts

English Learners: -74.4 Distance from Standard
Students in Foster Care: -179 Distance from Standard
Low Income: 12.9 Distance from Standard
Special Education: -71.3 (Below Standard)
GATE: 131.4 Above Standard Smarter Balanced Distance From Standard

Math (3rd-5th): 33.1 Above Standard

Math English Learners: -87.5 Distance from Standard
Students in Foster Care: -141 Distance from Standard
Low Income: 5.3 Distance from Standard
Special Education: -57.4 (Below Standard)
GATE: 124.2 points above standard

iReady Math Beginning of the Year (BOY) 25-26

Overall: 11% Mid or Above Grade Level, 16% Early on Grade Level, 56% 1 Grade Level Below, 12% Two Grade Levels Below, 6% Three or More Grade Levels Below
English Learners: 0% Mid or Above Standard, 4% Early on Grade Level, 48% 1 Grade Level Below, 33 % Two Grade Levels Below, 15% Three or More Grade Levels Below
Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: 1% Mid or Above Standard, 4% Early on Grade Level, 67% 1 Grade Level Below, 13% Two Grade Levels Below, 13% Three or More Grade Levels Below

iReady Math Middle of the Year (MOY) 25-26

Overall: 25% Mid or Above Grade Level, 22% Early on Grade Level, 45% 1 Grade Level Below, 4% Two Grade Levels Below, 3% Three or More Grade Levels Below

English Learners: 4% Mid or Above Standard,13% Early on Grade Level, 58% 1 Grade Level Below, 16 % Two Grade Levels Below, 9% Three or More Grade Levels Below
Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: 25% Mid or Above Standard, 22% Early on Grade Level, 45% 1 Grade Level Below, 4% Two Grade Levels Below, 3% Three or More Grade Levels Below

iReady Reading Beginning of the Year (BOY) 25-26

Overall: 20% Mid or Above Grade Level, 20% Early on Grade Level, 43% 1 Grade Level Below, 11% Two Grade Levels Below, 6% Three or More Grade Levels Below
English Learners: % Mid or Above Standard, % Early on Grade Level, % 1 Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below
Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: % Mid or Above Standard, % Early on Grade Level, % 1 Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below

iReady Reading Middle of the Year (MOY) 25-26

Overall: % Mid or Above Grade Level, % Early on Grade Level,% 1 Grade Level Below, % Two Grade Levels Below, 6% Three or More Grade Levels Below
English Learners: % Mid or Above Grade Level, % Early on Grade Level, % 1 Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below
Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: % Mid or Above Standard, % Early on Grade Level, % 1 Grade Level Below, % Two Grade Levels Below, % Three or More Grade Levels Below

Percent of Students with Disabilities Who Receive 100% of Services Specifics in their IEPs 77.8%

Attendance Data for Beginning of the Year 2025 : 55.3% Proficient, 29.6% Basic, 15.1% Chronic

**Action 1 General Fund School Program**

General Fund School Program LCAP action at Superior Street Elementary advanced student achievement by supporting differentiated instruction through Academies, paraprofessional-led small group interventions, and data-driven practices such as student data chats and iReady goal setting. Teachers emphasized writing across content areas, particularly in science, while professional development in quick writes and collaborative structures like Teacher Time Out strengthened instructional rigor in both ELA and math.

Paraprofessionals received University of Florida Literacy Institute (UFLI) training to enhance reading support, and targeted strategies such as oral-to-written summarizing improved reading comprehension. These coordinated actions resulted in measurable progress, with grades 3–5 achieving a Distance from Standard of 35.1 Above Standard in ELA, reflecting the positive impact of strategic, general fund-supported initiatives on student learning outcomes.

**Action 2 Special Education Supports**

Data above indicated that many students with disabilities at Superior Street Elementary needed more intensive foundational literacy support beyond the targeted small-group instruction and early interventions currently in place. To address these gaps, paraprofessionals were trained in UFLI to strengthen phonics and decoding, while additional scaffolds such as explicit writing instruction, guided practice, and increased push-in support are being implemented.

In math, differentiated instruction and Teacher Time Out have improved overall practice, but students with disabilities continued to require explicit, scaffolded instruction. Teachers were providing targeted small groups based on iReady data, creating opportunities for students to explain their mathematical thinking, and engaging in a math book study focused on writing in math to further support conceptual understanding.

**Action 3 Charter School Categorical Block Grant**

At Superior Street Elementary, Charter School Categorical Block Grant enabled more targeted and differentiated instruction, contributing to strong outcomes. Smaller classes created space for both intervention and enrichment, with students engaging in Saturday Engineering and Math, Robotics, Climate Club, and eSports, all of which fostered critical thinking, collaboration, and creativity beyond the classroom. Planned actions were implemented as designed with strong participation, and while balancing interventions with enrichment remained an ongoing challenge, the high engagement and academic growth of all students—particularly GATE (data can be found above)—demonstrated the effectiveness of these strategies in advancing student achievement.

**Action 4 Class Size Reduction**

The implementation of Class Size Reduction at Superior Street Elementary created conditions for more targeted instruction, and results showed both progress and ongoing challenges for our subgroups. Overall, students in grades 3–5 performed 20.7 points above standard in Math and -37.2 points below standard in ELA, with low-income students showing growth (5.3 above standard in Math and 12.9 above standard in ELA), reflecting the benefit of smaller classes paired with Academies for differentiated instruction, paraprofessional support during small groups, and student data chats to set goals and monitor progress.

For English Learners (-87.5 Math, -74.4 ELA), targeted supports included structured oral-to-written summarizing strategies, explicit scaffolds in writing, and high-dose tutoring, while students in foster care (-141 Math, -179 ELA) were provided with additional push-in support and interventions aligned to iReady data. Despite these coordinated actions, large achievement gaps remained, signaling the need for even more intensive, systematic literacy and math interventions to accelerate progress for English Learners and foster youth.

**Action 5 Supplemental Early Education**

Superior Street continued to support Supplemental Early Education to close equity gaps for English Learners, students in foster care, and low-income students by providing a strong foundation in literacy and language development from the earliest grades. Our actions included maintaining small class sizes in TK and Kindergarten to allow for individualized attention, integrating structured phonics and decoding instruction through UFLI, and ensuring access to high-quality, hands-on curriculum such as FOSS Science and foundational math experiences.

Paraprofessionals trained in early literacy strategies support small-group instruction, while teachers used data from iReady and classroom assessments to target skill gaps and monitor progress. In addition, we emphasize oral language development and early writing through quick writes and summarization strategies, giving students opportunities to practice communicating their thinking. These efforts were designed to provide our youngest learners—particularly English Learners, foster youth, and low-income students—with the foundational skills needed to thrive academically and close opportunity gaps over time.

**Action 6 Supplemental Arts Education**

Supplemental Art Education contributed to the overall effectiveness of our student populations by providing creative and engaging pathways for learning that support diverse learners. Through music, dance, and visual arts, and orchestra students strengthen critical thinking, collaboration, and communication skills, while also deepening content knowledge across academic areas. These opportunities fostered inclusion, built confidence, and ensured that English Learners, low-income students, and all learners accessed multiple avenues for academic success.

**Action 7 Supplemental Afterschool Programs**

Superior Street's Supplemental Afterschool Program enrichment and intervention programs contributed to the overall effectiveness of our student populations by extending learning opportunities beyond the school day to meet diverse academic and social-emotional needs. Intervention programs provided targeted support in literacy and math, helping close gaps for English Learners and low-income students, while enrichment opportunities such as robotics, engineering, and clubs fostered creativity, collaboration, and problem-solving. Together, these programs ensured that all students had access to both academic support and enrichment pathways that build confidence, engagement, and long-term success.

**Action 8 Charter Supplemental/Concentration Funds in Lieu of EIA**

Superior Street's Charter Supplemental/Concentration Funds in Lieu of EIA contributed to the overall effectiveness of our student populations by ensuring equitable opportunities to engage with digital tools that support learning across all content areas. Providing devices, reliable connectivity, and instructional platforms allows students—particularly English Learners and low-income students—to build essential 21st-century skills, access personalized learning through programs like iReady, and receive targeted interventions aligned to their needs. Technology also expands enrichment opportunities, fosters collaboration, and prepared learners to thrive in an increasingly digital world.

**Action 9 SENI Investments towards Academic Excellence**

Superior Street's SENI Investments towards Academic Excellence opportunities contributed to the overall effectiveness of our student populations by fostering high levels of engagement that positively impact attendance. Programs such as robotics, engineering, eSports, and environmental clubs provide students with meaningful, interest-based experiences that extend learning beyond the classroom and build a sense of belonging at school. By offering diverse pathways for students to explore their passions, these enrichment opportunities motivated consistent attendance, strengthened connections to school, and supported both academic and social-emotional growth.

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.

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

**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 | General Fund School Program | Superior Street Elementary will provide quality first instruction to all students to reach Academic Excellence. | District Cost: $3,112,042 **School Discretionary Fund Cost: $408,978** | N |
| 2 | Special Education Supports | Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Superior Street Elementary to provide quality first instruction to all students to reach Academic Excellence. | District Cost: $3,045,274 | N |
| 3 | Charter School Categorical Block Grant | Superior Street Elementary will fund time for teachers, coordinators, and administration to participate in our Plan Do Study Act (PDSA) kick-offs and celebration/reflection. | **School Discretionary Fund Cost: $279,641** | N |
| 4 | Class Size Reduction | Los Angeles Unified will continue to support English Learners, students in foster care, and low income students at Superior Street Elementary. | District Cost: $471,329 | Y |
| 5 | Supplemental Early Education | Superior Street Charter will continue to implement early education programs to close equity gaps for English Learners, students in foster care, and low income students. | District Cost: $350,456 | Y |
| 6 | Supplemental Arts Education | Superior Street Charter will implement Arts Education to support Academic Excellence for different learners in our school. | District Cost: $75,015 | Y |
| | Supplemental Afterschool Programs | Superior Street Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Superior Street Charter LCAP. | | |

| | | | | |
|---|---|---|---|---|
| 7 | Charter Supplemental/ Concentration Funds in Lieu of EIA | Superior Street Elementary will fund time for teachers, coordinators, and administration to participate in our Plan Do Study Act (PDSA) kick-offs and celebration/reflection. We will also fund our PSW from this fund. Instructional aides and supervision aides will be funded to support academic excellence and student safety. Sub days will be funded to allow opportunities for teacher coverage while engaged in data chats with the administrator. | **School Discretionary Fund Cost: $96,105** | Y |
| 8 | SENI Investments towards Academic Excellence | To provide targeted support, Superior Street will fund our Targeted Student Population (TSP) Coordinator and an Intervention Prevention Coordinator. Instructional aides will be funded to support small group instruction. | **School Discretionary Fund Cost: $320,841** | Y |

# Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Superior Street Elementary, must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. The school will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Good attendance is fundamental to proficiency and success. To increase enrollment and improve attendance we must provide high-quality instruction in a safe, welcoming, nurturing environment with the appropriate tiered resources to support success. Superior Street Elementary, will continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Based on the attendance trends of the students of Superior, where they indicate a need for change in our program, we have identified the following issues and need for improvement in our educational program and professional practice:

1. We find that parents at Superior are not aware of how the attendance rates significantly impact their student's success in the instructional program at Superior and therefore allow their children to be absent from school for a variety of reasons that cause their students to fall into the chronically absent bands for attendance. This year parents continue to be overly cautious in sending their children to school as well and they report they are keeping their kids home for things such as allergies because they don't want to be called to pick up their child for a cough later in the day.

2. Students at Superior are suffering from various personal and interpersonal issues. Teachers report many of their students are struggling to navigate relationships as well as academic challenges at school and we are finding that many absences are due to students not wanting to face these relationships and academic challenges. Research shows that when schools implement social-emotional training programs, they have a significant increase in school attendance rates. Superior finds that parents need more support to get their kids to school on time and daily. Therefore, the PSW will hold support groups for students to deal with these concerns. Finally, the Psychological Social Worker will spend time with students and their families to provide guidance and support giving them strategies and tools to ensure that they are prepared for school and have their students attend school staying within the proficient bands.

3. Superior finds that students are in need of a moral boost that will encourage them to tell their parents to bring them to school every day and on time. Our students report to us that they miss the pre-COVID days where they had enrichment programs and activities that would come to campus.

4. Superior students and families need more information about the importance of school attendance. The community representative supported by the TSP/CPA and the PSA, will bring the information to the school's parents and will ensure that they understand the impact of attendance to the school both academically and financially.

5. The PSA with the support of the teachers, will create monthly attendance charts and track and monitor students who have been chronically absent in the past and who are in danger of being chronically absent for the current year. The Pupil Services and Attendance Counselor (PSA) will hold meetings with the parents of identified students who are in need of more support. The PSA will synergize with the teachers to analyze data and understand the needs of the EL students, students with disabilities, and other subgroups of students to be able to target them and make a positive impact in their attendance rates.

In order for the whole child to thrive, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Superior Street Elementary, must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Percent of All Students with Excellent Attendance (96% or Higher)** | **2022-2023**<br>**All Students:**<br>43.2%<br>**African American/Black:**<br>57.1%<br>**Hispanic/Latino:**<br>34.1%<br>**English Learner:**<br>46.6%<br>**RFEP:**<br>54.0%<br>**Standard English Learner:**<br>34.0%<br>**Students with Disabilities:**<br>28.6%<br>**Low Income:**<br>39.5%<br>*Source: Open Data Dashboard* | **2023-2023**<br>**All Students:**<br>57.7%<br>**African American/Black:**<br>57.1%<br>**Hispanic/Latino:**<br>54.3%<br>**English Learner:**<br>43.3%<br>**RFEP:**<br>81.8%<br>**Standard English Learner:**<br>51.6%<br>**Students with Disabilities:**<br>47.1%<br>**Low Income:**<br>54.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>59.0%<br>**African American/Black:**<br>50.0%<br>**Hispanic/Latino:**<br>54.1%<br>**English Learner:**<br>43.1%<br>**RFEP:**<br>83.0%<br>**Standard English Learner:**<br>52.2%<br>**Students with Disabilities:**<br>50.8%<br>**Low Income:**<br>54.9%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>61.0%<br>**African American/Black:**<br>61.0%<br>**Hispanic/Latino:**<br>58.0%<br>**English Learner:**<br>47.0%<br>**RFEP:**<br>84.0%<br>**Standard English Learner:**<br>56.0%<br>**Students with Disability:**<br>51.0%<br>**Low Income:**<br>58.0% | **All Students:**<br>+15.8%<br>**African American/Black:**<br>-7.1%<br>**Hispanic/Latino:**<br>+20.0%<br>**English Learner:**<br>-3.5%<br>**RFEP:**<br>+29.0%<br>**Standard English Learner:**<br>+18.2%<br>**Students with Disabilities:**<br>+22.2%<br>**Low Income:**<br>+15.4% |
| 2 | **State Chronic Absenteeism Rate (90% or Lower) - Grades K-8** | **2022-2023**<br>**All Students:**<br>17.2%<br>**African American/Black:**<br>14.3%<br>**Hispanic/Latino:**<br>20.3%<br>**English Learner:**<br>19.3%<br>**RFEP:**<br>9.8% | **2022-2023**<br>**All Students:**<br>10.0%<br>**African American/Black:**<br>11.0%<br>**Hispanic/Latino:**<br>12.0%<br>**English Learner:**<br>19.0%<br>**RFEP:**<br>4.0% | **2024-2025**<br>**All Students:**<br>9.6%<br>**African American/Black:**<br>18.8%<br>**Hispanic/Latino:**<br>11.5%<br>**English Learner:**<br>15.7%<br>**RFEP:**<br>1.9% | **2025-2026**<br>**All Students:**<br>7.0%<br>**African American/Black:**<br>15.0%<br>**Hispanic/Latino:**<br>9.0%<br>**English Learner:**<br>13.0%<br>**RFEP:**<br>0.0% | **All Students:**<br>-7.6%<br>**African American/Black:**<br>+4.5%<br>**Hispanic/Latino:**<br>-8.8%<br>**English Learner:**<br>-3.6%<br>**RFEP:**<br>-7.9% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **Standard English Learner:** 20.7% **Students with Disabilities:** 18.9% **Low Income:** 19.5% *Source: Open Data Dashboard* | **Standard English Learner:** 13.0% **Students with Disabilities:** 13.0% **Low Income:** 12.0% *Source: Open Data Dashboard* | **Standard English Learner:** 11.8% **Students with Disabilities:** 14.5% **Low Income:** 11.8% *Source: Open Data Dashboard* | **Standard English Learner:** 16.0% **Students with Disability:** 12.0% **Low Income:** 9.0% | **Standard English Learner:** -8.9% **Students with Disabilities:** -4.4% **Low Income:** -7.7% |
| 3 | **Percent of All Students Chronically Absent (91% or Lower) - Grades K-5 (District Calculation)** | **2022-2023 All Students:** 22.1% **African American/Black:** 14.3% **Hispanic/Latino:** 26.2% **English Learner:** 24.1% **RFEP:** 12.0% **Standard English Learner:** 26.4% **Students with Disabilities:** 28.6% **Low Income:** 24.5% *Source: Open Data Dashboard* | **2022-2023 All Students:** 14.7% **African American/Black:** 14.3% **Hispanic/Latino:** 17.1% **English Learner:** 20.0% **RFEP:** 7.3% **Standard English Learner:** 17.8% **Students with Disabilities:** 20.0% **Low Income:** 16.3% *Source: Open Data Dashboard* | **2024-2025 All Students:** 15.9% **African American/Black:** 22.2% **Hispanic/Latino:** 18.9% **English Learner:** 23.5% **RFEP:** 5.7% **Standard English Learner:** 19.0% **Students with Disabilities:** 22.2% **Low Income:** 20.3% *Source: Open Data Dashboard* | **2025-2026 All Students:** 12.0% **African American/Black:** 12.0% **Hispanic/Latino:** 15.0% **English Learner:** 18.0% **RFEP:** 5.0% **Standard English Learner:** 16.0% **Students with Disability:** 18.0% **Low Income:** 14.0% | **All Students:** -6.2% **African American/Black:** +7.9% **Hispanic/Latino:** -7.3% **English Learner:** -0.6% **RFEP:** -6.3% **Standard English Learner:** -7.4% **Students with Disabilities:** -6.4% **Low Income:** -4.2% |
| 4 | **Percent of Staff with Excellent Attendance (96% or Higher)** | **2022-2023 All Staff:** 44.6% *Source: Open Data Dashboard* | **2022-2023 All Staff:** 58.1% *Source: Open Data Dashboard* | **2024-2025 All Staff:** 68.8% *Source: Open Data Dashboard* | **2025-2026 All Staff:** 64.0% | **All Staff:** +24.2% |
| 5 | **Single Student Suspension Rate** | **2022-2023 All Students:** 0.0% | **2022-2023 All Students:** 0.0% | **2024-2025 All Students:** 0.2% | **2025-2026 All Students:** 0.0% | **All Students:** +0.2% |

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|---|---|---|---|---|---|---|
| | | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |
| 6 | **Instructional Days Lost to Suspension** | **2022-2023**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2022-2023**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0 | **All Students:**<br>0 |
| 7 | **Expulsion Rate** | **2022-2023**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0.01% | **All Students:**<br>0% |
| 8 | **Percent of Students Who Feel Safe at School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>87.0%<br>**Hispanic/Latino:**<br>88.6%<br>**English Learner:**<br>94.1%<br>**RFEP:**<br>89.5%<br>**Standard English Learners:**<br>88.3%<br>**Students with Disabilities:**<br>82.4%<br>**Low Income:**<br>87.5%<br>*Source: Open Data Dashboard* | **2022-2023**<br>**All Students:**<br>68.2%<br>**Hispanic/Latino:**<br>67.9%<br>**English Learner:**<br>70.0%<br>**RFEP:**<br>63.6%<br>**Standard English Learners:**<br>63.9%<br>**Students with Disabilities:**<br>74.1%<br>**Low Income:**<br>66.3%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>77.1%<br>**Hispanic/Latino:**<br>80.5%<br>**English Learner:**<br>78.6%<br>**RFEP:**<br>83.9%<br>**Standard English Learner:**<br>75.0%<br>**Students with Disabilities:**<br>73.7%<br>**Low Income:**<br>77.1%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>80.0%<br>**Hispanic/Latino:**<br>83.0%<br>**English Learner:**<br>81.0%<br>**RFEP:**<br>70.0%<br>**Standard English Learner:**<br>78.0%<br>**Students with Disabilities:**<br>77.0%<br>**Low Income:**<br>80.0% | **All Students:**<br>-9.9%<br>**Hispanic/Latino:**<br>-8.1%<br>**English Learner:**<br>-15.5%<br>**RFEP:**<br>-5.6%<br>**Standard English Learner:**<br>-13.3%<br>**Students with Disabilities:**<br>-8.7%<br>**Low Income:**<br>-10.4% |
| 9 | **Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>92.4%<br>*Source: Open Data Dashboard* | **2022-2023**<br>**All Parents:**<br>92.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>90.3%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>96.0% | **All Parents:**<br>+1.8% |
| 10 | **Percent of Staff who Feel Safe at School (per** | **2022-2023**<br>**All Staff:**<br>98.1% | **2022-2023**<br>**All Staff:**<br>96.7% | **2024-2025**<br>**All Staff:**<br>96.9% | **2025-2026**<br>**All Staff:**<br>99.0% | **All Staff:**<br>+0.2% |

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|---|---|---|---|---|---|---|
| | **School Experience Survey)** | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |
| 11 | **Percent of Students Who Feel They are a Part of their School (per School Experience Survey)** | **2022-2023**<br>**All students:**<br>77%<br>**Hispanic/Latino:**<br>80.3%<br>**English Learner:**<br>94.1%<br>**RFEP:**<br>57.9%<br>**Standard English Learners:**<br>78.7%<br>**Students with Disabilities:**<br>78.9%<br>**Low Income:**<br>78.0%<br>*Source: Open Data Dashboard* | **2022-2023**<br>**All students:**<br>64.2%<br>**Hispanic/Latino:**<br>66.3%<br>**English Learner:**<br>55.6%<br>**RFEP:**<br>66.7%<br>**Standard English Learners:**<br>63.9%<br>**Students with Disabilities:**<br>69.2%<br>**Low Income:**<br>65.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>71.5%<br>**Hispanic/Latino:**<br>69.5%<br>**English Learner:**<br>57.1%<br>**RFEP:**<br>74.2%<br>**Standard English Learner:**<br>70.5%<br>**Students with Disabilities:**<br>68.4%<br>**Low Income:**<br>71.1%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>75.0%<br>**Hispanic/Latino:**<br>74.0%<br>**English Learner:**<br>59.0%<br>**RFEP:**<br>78.0%<br>**Standard English Learner:**<br>74.0%<br>**Students with Disabilities:**<br>72.0%<br>**Low Income:**<br>74.0% | **All Students:**<br>-5.5%<br>**Hispanic/Latino:**<br>-10.8%<br>**English Learner:**<br>-37.0%<br>**RFEP:**<br>+16.3%<br>**Standard English Learner:**<br>-8.2%<br>**Students with Disabilities:**<br>-10.5%<br>**Low Income:**<br>-6.9% |
| 12 | **Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>92.8%<br>*Source: Open Data Dashboard* | **2022-2023**<br>**All Parents:**<br>94.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>92.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>97.0% | **All Parents:**<br>+4.2% |
| 13 | **Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)** | **2022-2023**<br>**All Staff:**<br>96.2%<br>*Source: Open Data Dashboard* | **2022-2023**<br>**All Staff:**<br>98.3%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Staff:**<br>90.9%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Staff:**<br>99.0% | **All Staff:**<br>+8.1% |

# 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 Student Health Services**

Base-funded student health services were implemented as planned through continued nursing support, ensuring timely and equitable access to health care for all students. Nursing services effectively addressed student health needs, reduced instructional time lost to illness, and supported overall attendance.

This support was particularly beneficial for English Learners and low-income students by providing consistent access to care during the school day. A key success was this allowed Superior to maintain a healthy learning environment that allowed students to remain engaged in instruction and enrichment activities.The school strengthened coordination between health services and attendance monitoring, using health-related attendance data to identify patterns and proactively support students who may be at risk of chronic absenteeism.

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

Base-funded school climate support staffing partially implemented with the Psychiatric Social Worker (PSW) available one day per week. A personnel change required time for students to build trust with the new PSW, which initially limited the depth of support. The PSW conducted classroom lessons and responded to student needs as they arose, contributed to a generally positive school climate.

Survey data indicated that 77% of students feel safe suggested that these efforts have been effective, though there is room for growth in students' sense of belonging. The school will focus on strengthening continuity of services, increasing visibility of school climate supports, and expanding proactive classroom-based social-emotional lessons to deepen student trust and improve students' sense of belonging.

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

Supplemental school climate support staffing was implemented to provide additional targeted support for English Learners, low-income students, and students in foster care. Supplemental staff conducted targeted check-ins, supported students' social-emotional needs, and connected families to community resources.

These actions strengthened relationships and provided an added layer of support for students most in need. Successes include increased adult connections for targeted students and improved responsiveness to social-emotional concerns.

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

SENI-funded Investments towards Joy and Wellness were implemented with adaptations related to staffing transitions. The PSA counselor returned from pregnancy leave and supported Superior Street Elementary one day per week. As the PSA counselor was new to the school and also assigned to multiple sites, time was needed to build relationships and develop familiarity with school systems, students, and families.

During this transition period, the school's attendance team—composed of the principal, office technician, and coordinator— continued to closely monitor attendance, implement incentives, and celebrate positive attendance trends through social media and Coffee with the Principal. Attendance rates remained stable, and students continued to benefit from enrichment opportunities that foster engagement and motivation.

The school strengthened collaboration with the PSA counselor by establishing consistent communication structures, clarifying attendance intervention protocols, and increasing targeted outreach for students at risk of chronic absenteeism—particularly English Learners, low income and foster youth. The school intentionally aligned enrichment opportunities and attendance incentives to reinforce positive attendance habits and further promote student joy and wellness.

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.

**Metrics and Data:**

Student Attendance: Attendance Data for Beginning of the Year 2025 (as of October 3, 2025): 73% Proficient, 14% Basic, 14% Chronic English Learners: 68.75% Proficient, 20.83% Basic, 10.42% Chronic Students in Foster Care: (not reported because not a significant subgroup) Low-income students: 75% Proficient, 18.75% Basic, 6.25% Chronic

School Experience Survey

Percent of Students Reporting on the School Experience Survey: "I feel safe in this school" 77% Agree or Strongly Agree

Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school" 72% Agree or Strongly Agree

**Action 1 Base-funded Student Health Services**

In order to ensure health access and equity for all students, Superior Street Elementary continues to receive additional nursing support. The continued nursing support at Superior Street Elementary has been effective in promoting student health, safety, and access to learning. The availability of nursing services ensures timely attention to student health needs, supports attendance by minimizing time lost due to illness, and provides equitable access to care for all students, including English Learners and low-income families. This support has contributed to maintaining a healthy school environment where students are better able to focus on learning and participate fully in instructional and enrichment activities.

**Action 2 Base-funded School Climate Support Staff**

Superior Street Elementary will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school. This year, the school was only able to fund the Psychiatric Social Worker (PSW) once a week, and a change in personnel has required time for students to build trust with the new PSW. The PSW conducts classroom lessons and provides support as needs arise to promote a positive and inclusive school climate.

**Action 3 Supplemental School Climate Support Staff**

To provide additional support so that English Learners, students in foster care, and low-income students feel safe and welcome on campus, Superior Street Elementary will also provide supplemental school climate support staffing. The supplemental staff helps address students' social-emotional needs, provides targeted check-ins, and assists in connecting families to community resources. This added layer of support enhances the school's ability to build positive relationships and maintain a nurturing environment for all students.

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

Superior Street Elementary works toward providing students with attendance incentives and supports and opportunities to participate in enrichment. Superior Street Elementary continues to prioritize student joy and wellness by providing attendance incentives, supports, and enrichment opportunities that promote engagement and a positive school climate. Although our Pupil Services and Attendance Counselor (PSA), who typically oversees attendance initiatives, is currently on leave, our attendance team—composed of the principal, office technician, and coordinator—has continued to monitor attendance closely. Attendance information and celebrations are shared through social media and during Coffee with the Principal. Despite the temporary absence of the PSA counselor, attendance rates have remained stable, and students continue to benefit from enrichment activities that foster connection and motivation.

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 significant 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, Superior Street Elementary will continue to receive additional nursing support. | District Cost: $176,882 | N |
| 2 | Base-Funded School Climate Support Staff | Superior Street Elementary will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school. | District Cost: $23,814 | N |
| 3 | Supplemental School Climate Support Staff | To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Superior Street Elementary will also provide supplemental school climate support staffing. | District Cost: $7,940 | Y |
| 4 | SENI Investments towards Joy and Wellness | To support with attendance, Superior St. will fund a PSA one day a week | **School Discretionary Fund Cost: $34,524** | 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.

The development of Goal 3, "Engagement and Collaboration," stems from the recognition that a strong sense of engagement and collaboration among all educational partners is essential for the success of students and the school community as a whole. Superior Street understands that when students, parents, staff, and community members are actively engaged and collaborate effectively, it creates a supportive and conducive environment for learning and growth.

Engagement and collaboration foster a sense of belonging and ownership within the school community, leading to increased student motivation, improved academic outcomes, and overall well-being. By prioritizing this goal, Superior Street aims to cultivate a culture of inclusivity, transparency, and shared responsibility, where everyone feels valued and empowered to contribute to the success of the school.

Additionally, the school recognizes that meaningful engagement and collaboration are essential for addressing challenges, leveraging resources, and driving continuous improvement. By fostering strong partnerships and promoting active involvement from all educational partners, Superior Street Charter seeks to enhance the overall educational experience and outcomes for its students.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."** | **2022-2023**<br>**All Parents:**<br>84.3%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>88.6%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>86.5%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>92.0% | **All Parents:**<br>+2.2% |
| 2 | **Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"** | **2022-2023**<br>**All Parents:**<br>85.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>87.8%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>86.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>91.0% | **All Parents:**<br>+1.4% |
| 3 | **Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."** | **2022-2023**<br>**All Parents:**<br>84.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>89.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>84.3%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>92.0% | **All Parents:**<br>-0.3% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | **Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."** | **2022-2023**<br>**All Parents:**<br>94.5%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>95.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>95.3%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>97.0% | **All Parents:**<br>+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: SENI Engagement and Collaboration**

SENI Engagement and Collaboration actions were implemented as planned and were effective in creating a welcoming and inclusive environment for families. Providing refreshments and a hospitable setting for parent workshops, meetings, and school events increased family participation and strengthened connections between families and the school.

Communication efforts included clear, accessible verbal and written information, as well as instructional resources to support learning at home. These actions aligned with positive survey outcomes, with 87% of parents reporting feeling included in important decisions and 95% indicating that school communications were easy to understand. A key success was building trust and accessibility across the school community.

Superior Street Elementary will focus on expanding outreach to families who are less engaged, increasing the variety and frequency of parent workshops, and strengthening two-way communication opportunities. The school enhanced access to instructional resources through multiple platforms and languages to ensure equitable participation and continued growth in family engagement and collaboration.

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.

**Metrics and Data:**

School Experience Survey

Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." 87%  Agree or Strongly Agree

Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” 87%  Agree or Strongly Agree

Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.” 84%  Agree or Strongly Agree

Percent of Parents Reporting on the School Experience Survey: "This school provides me with Information (verbal and written) I can understand." 95%  Agree or Strongly Agree

**Action 1 SENI Engagement and Collaboration**

Superior Street Elementary will work toward providing a welcoming environment and provide refreshments for parent workshops. The SENI investments toward engagement and collaboration were effective in fostering a welcoming and inclusive environment for families. By providing refreshments and creating a hospitable setting for parent workshops, meetings, and school events, Superior Street Elementary encouraged stronger family participation and connection to the school community.

The School Experience Survey data reflected this success, with 87% of parents reporting that they felt included in important decisions about their child's education and 95% stating that the school provided information in ways they could understand. Additionally, 84% of parents indicated that the school provided instructional resources to help them support their child's learning. These results demonstrated that the school's efforts to build trust, communication, and accessibility positively impacted family engagement and collaboration.

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 | Superior St. will fund advisory committee expenses to provide refreshments during parent meetings. | **School Discretionary Fund Cost: $800** | 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.

The school has developed Goal 4: Operational Effectiveness and Investing in Staff, to ensure that its operational processes are efficient and that its staff members are supported and equipped with the necessary resources to excel in their roles. Investing in staff is essential for fostering a positive work environment, promoting professional growth, and ultimately enhancing student success.

By focusing on operational effectiveness, the school aims to maximize its resources and minimize inefficiencies, allowing more time and resources to be directed toward student learning and support. Additionally, investing in staff demonstrates a commitment to the professional development and well-being of educators and support staff, which in turn positively impacts student outcomes. By prioritizing this goal, the school aims to create a supportive and conducive environment for both staff and students, ultimately contributing to the overall success and effectiveness of the school community.

## Measuring and Reporting Results

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

# Goal Analysis for [2025-2026]

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

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

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

Los Angeles Unified Support for Affiliated Charter Operations was implemented as planned and remained a key strength during the reporting period. Superior Street Elementary maintained full compliance with credentialing, instructional materials, and facility standards, resulting in 100% fulfillment of basic and state conditions. The Exemplary FIT Tool rating reflected effective facilities maintenance, safety practices, and operational oversight supported through LAUSD systems.

A major success has been the school's ability to sustain a safe, clean, and well-equipped campus that supports teaching and learning without disruption. Superior Street Elementary continued leveraging Los Angeles Unified' operational support to proactively address maintenance needs, ensured ongoing compliance with credentialing and instructional material requirements, and planned for preventative facility upkeep. The school also collaborated with district partners to anticipate future operational needs and maintained exemplary conditions that support student learning and staff effectiveness.

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.

**Metrics and Data:**

Percent of Facilities in Good Repair

- FIT Tool Rating (SARC 2023-24)

● Systems: Gas Leaks, Mechanical / HVAC, Sewer: Good
● Interior: Interior Surfaces: Good
● Cleanliness: Overall Cleanliness, Pest/Vermin Infestation: Good
● Electrical: Electrical: Good ● Restrooms/Fountains: Restrooms, Sinks/Fountains: Good
● Safety: Fire Safety, Hazardous Materials: Good
● Structural: Structural Damage, Roofs: Good
● External: Playgrounds/ School Grounds, Windows/ Doors/ Gates/ Fences: Good
● Overall Rating: Exemplary

Percent of Teachers are Appropriately Credentialed: 100%

Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act: 100%
The school has been successful at ensuring that basic and state conditions are met: 100%

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

As an Affiliated Charter School in Los Angeles Unified, Superior Street Elementary continued to receive centralized support for the operation of our school and its facilities. Superior Street Elementary maintained strong operational standards and compliance with state requirements. With 100% of teachers appropriately credentialed, all students provided with standards-based instructional materials, and facilities rated

Exemplary on the FIT Tool, the school successfully met all basic and state conditions for quality education. Continued centralized support from Los Angeles Unified contributed to maintaining a safe, well-managed learning environment and ensuring that Superior Street remained fully equipped to deliver high-quality instruction aligned with district and state expectations.

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 significant 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, Superior Street Elementary will continue to receive centralized support for the operation of our school and its facilities. | District Cost: $2,157,550 | N |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $452,270.00(School Discretionary Funds- new S/C revenues)<br>$1,357,009.51(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 |
|---|---|---|---|
| 65.68% | 0% | $0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP. | 65.68% |

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

# Required Descriptions

**LEA-wide and Schoolwide Actions**

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| Goal 1 Action 4 | Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions<br>Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Superior Street Charter.<br>Scope: School-wide | Los Angeles Unified School District, including Superior Street Charter continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing.<br><br>Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs. | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5<br>● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 1<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 |
| Goal 1 Action 5 | **Action:** Supplemental Early Education<br><br>**Need:** Increase the opportunity for students from low income families to have access to early education. | To address the needs of students from low income families, the District continues to implement the following support, at Affiliated Charter Schools such asSuperior Charter:<br>● ECED identified areas that need a | For the identified student group(s): EL, LI, FY, ALL<br>● DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2 |

| | | | |
|---|---|---|---|
| | Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education is relevant because students from low-income families need equitable access to high quality early education programs.<br><br>Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26.<br><br>**Scope:** School-wide | preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools.<br>● In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24.<br>● For 2026-27, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school.<br><br>In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools. | |
| Goal 1<br>Action 6 | Action:<br>Supplemental Arts Education<br>Need: | Los Angeles Unified School District, including Superior Charter, receive a funding allocation to purchase supplemental arts supplies and | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced |

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|---|---|---|---|
| | Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements.<br><br>In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education.<br>Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Superior Charter.<br>Scope: School-wide | equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements.<br>Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Superior Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs.<br><br>In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide. | Assessment: ELA- Grades 3-8<br>● Smarter Balanced Assessment: Math- Grades 3-8<br>● Student Attendance: Percent of All Students with Excellent Attendance (96% or higher)<br>● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 |
| Goal 1 Action 7 | Action: Charter Supplemental/Concentration Funds in Lieu of EIA<br>Need: Superior Street Charter will continue to support English Learners, low-income students and students in foster care.<br>Scope: School-wide | Charter Funds in Lieu of EIA will be used to address the needs of English Learners, low-income students, and foster youth by strengthening family engagement and ensuring access to critical student information. Providing extended-time support for our Community Representative during school-wide events such as Back to School Night, Open House, and Parent Conferences ensures that families receive hands-on assistance in creating and navigating their Parent Portal accounts, giving them access to grades, attendance, immunizations, and essential records. This support will remove technology and language | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5<br>● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten |

| | | | |
|---|---|---|---|
| | | barriers that may otherwise limit family engagement and student advocacy. Additionally, funding the teacher differential for our Testing Coordinator ensures accurate coordination and administration of assessments, allowing us to closely monitor student progress and provide timely interventions for our highest-need student groups. | ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 2<br>● Percent Met/Exceed Standard on California Science Test - Grade 5<br>● English Learner Reclassification Rate |
| Goal 1 Action 8 | Action: SENI Investments towards Academic Excellence<br>Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment.<br>Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care.<br>Superior Street Charter will continue to support English Learners, low-income students and students in foster care.<br>Scope: School-wide | Superior plans to purchase two (2) Instructional Aides to support the implementation of high-quality English Language Arts (ELA) and Mathematics programs. These aides will assist during the transition to a schoolwide academy time by providing targeted classroom support based on student needs identified through data analysis. Many of our English learners and students designated as low-income are underperforming in these areas; therefore, this investment will provide additional support and benefit to these student groups.<br><br>Effectiveness of this strategy is supported by extensive research demonstrating that small-group instruction significantly improves student achievement in both reading and mathematics. According to studies by the Institute of Education Sciences (IES) and the National Center for Education Evaluation, targeted small-group interventions lead to higher academic gains for students who are English Learners and those from low-income backgrounds because instruction is | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 1<br>● Percent of Students Meeting Early Literacy Benchmarks in Grade 2<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 |

| | | | |
|---|---|---|---|
| | | individualized and responsive to data. Research also shows that immediate feedback and differentiated instruction in small groups increase student engagement and accelerate learning (Slavin, 2014; Vaughn et al., 2018). By utalizing Instructional Aides to provide targeted support during Academy Time, this strategy ensures that students most at risk of academic underperformance receive focused, data-driven instruction. This makes the use of funds both equitable and effective in closing achievement gaps for English Learners and low-income students. | |
| Goal 2 Action 3 | Action: Supplemental School Climate Support Staff<br>Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Superior Street Charter will also provide supplemental school climate support staffing.<br><br>Scope: School-wide | In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Superior Street Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income.<br><br>The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation.<br><br>In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide. | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |
| Goal 2 Action 4 | Action: SENI Investments to Increase Access to Programs and Supports for Joy and | Support student well-being and academic success through a comprehensive, tiered | For the identified student group(s): EL, LI, FY, ALL |

| | | | |
|---|---|---|---|
| | Wellness<br><br>**Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care.<br><br>Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning.<br><br>Scope: School-wide | approach to mental health services. This includes identifying and addressing social-emotional barriers, implementing trauma-informed practices, fostering school-wide SEL initiatives, and providing targeted interventions. Key actions involve monitoring student data, engaging families, delivering personalized mental health support, and developing collaborative responses to ensure a positive school climate and equitable access to resources.<br><br>Direct Impact on Attendance and Academic Achievement<br>Chronic absenteeism is strongly correlated with lower academic performance, especially for ELs, LI, and FY students. The PSA Counselor addresses attendance issues by identifying barriers, providing personalized interventions, and fostering family engagement, ensuring students are present and prepared to learn. Research from Attendance Works highlights that early interventions improve attendance rates and create long-term benefits, including higher graduation rates and post-secondary success.<br>Equitable Access to Resources<br>ELs often face cultural and linguistic barriers that impact attendance, such as communication challenges or a lack of understanding of attendance policies. The PSA Counselor will bridge these gaps by providing culturally responsive outreach and support.<br>LI students frequently struggle with external barriers like housing instability, lack of transportation, or health issues. By connecting families with community resources, the PSA Counselor reduces these obstacles, promoting consistent attendance. | ● Percent of All Students with Excellent Attendance (96% or Higher)<br>● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8<br>● Single Student Suspension Rate<br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |

| | | | |
|---|---|---|---|
| | | FY students face unique challenges, including frequent relocations and trauma, which can disrupt their education. The PSA Counselor's trauma-informed approach ensures targeted support to address their needs, improving stability and engagement.<br>Research-Based Evidence<br>A study by the U.S. Department of Education found that attendance interventions targeting at-risk students lead to measurable improvements in academic performance and behavior.<br>The National Center for Education Statistics (NCES) reports that schools implementing attendance-focused strategies see a significant reduction in chronic absenteeism among ELs, LI, and FY students.<br>Attendance Works emphasizes the importance of early outreach, case management, and family engagement—core components of the PSA strategy—as effective practices to reduce absenteeism and improve educational equity.<br>Alignment with School Goals<br>This strategy directly supports the school's Local Control Accountability Plan (LCAP) goals by improving attendance, reducing chronic absenteeism rates, and fostering a positive school climate.<br>It aligns with the California School Dashboard metrics for EL, LI, and FY student groups, helping the school address disparities in attendance and academic outcomes. | |
| Goal 3<br>Action 1 | Action: SENI Investments towards Engagement and Collaboration<br><br>**Need:** Support increased parent, student, and community engagement at highest and | Allocating $800 for committee expenses will allow Superior to provide refreshments to be purchased to incentivize families to attend workshops. In doing this, we will support the school site leadership team to ensure family | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Parents Reporting on the School Experience |

| | | | |
|---|---|---|---|
| | 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.<br><br>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.<br><br>Scope: School-wide | engagement is aligned to the strategies and measures as outlined in the strategic plan pillars, with a specific focus on Pillar 3: Engagement and Collaboration.<br><br>The literature reflects that providing refreshments can encourage participation in school events such as workshops and PTA meetings. In addition, the sharing of refreshments at a workshop or meeting creates a sense of community and provides the opportunity for bonding and socializing. Lastly, it shows appreciation. It demonstrates that we value their participation and want to make their experience more enjoyable. | Survey: "This school includes me in important decisions about my child's education."<br>● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"<br>● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."<br>● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand." |

**Limited Actions**

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

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

Insert or delete rows, as necessary.

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

| |
|---|
| [Provide description here] |

## *Additional Concentration Grant Funding*

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

Superior 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. Superior 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* | 24.06 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 469 students (As of May 01, 2026)<br><br>**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* | 33.66 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 469 students (As of May 01, 2026)<br><br>**Note that these figures are also included in the LAUSD LCAP.* |

## Superior Street Elementary 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 %) |
|---|---|---|---|---|---|
| Superior Street Elementary 2026-2027 | $ 688,619 | $ 452,270 | 65.68% | 0.000% | 65.68% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 1,140,889 | $ - | $ - | $ - | $ 1,140,889.00 | $ 1,046,422 | $ 94,467 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Base Instructional Supports, including General Fun School Program | All Students | No | Schoolwide | | Schoolwide | Ongoing | $ 387,090 | $ 21,888 | $ 408,978 | $ - | $ - | $ - | $ 408,978 | 0.000% |
| 1 | 3 | Charter School Categorical Block Gran | All Students | No | Schoolwide | | Schoolwide | Ongoing | $ 260,026 | $ 19,615 | $ 279,641 | $ - | $ - | $ - | $ 279,641 | 0.000% |
| 1 | 7 | Charter Supplemental/Concentration Funds in Lieu of EIA | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 79,665 | $ 16,440 | $ 96,105 | $ - | $ - | $ - | $ 96,105 | 0.000% |
| 1 | 8 | SENI Investments towards Academic Excellence | Low Income, Foste Youth, English Learners | Yes | Schoolwide | Low Income, Foste Youth, English Learners | Schoolwide | Ongoing | $ 285,117 | $ 35,724 | $ 320,841 | $ - | $ - | $ - | $ 320,841 | 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 | $ 34,524 | $ - | $ 34,524 | $ - | $ - | $ - | $ 34,524 | 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 | $ - | $ 800 | $ 800 | $ - | $ - | $ - | $ 800 | 0.000% |

## Superior Street Elementary 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 688,619 | $ 452,270 | 65.68% | 0.000% | 65.68% | $ 452,270 | 0.000% | 65.68% | **Total:** | $ 452,270 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 452,270 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Base Instructional Supports, including General Fund School Program | No | Schoolwide | | Schoolwide | $ - | 0.000% |
| 1 | 3 | Charter School Categorical Block Grant | No | Schoolwide | | Schoolwide | $ - | 0.000% |
| 1 | 7 | Charter Supplemental/Concentration Funds in Lieu of EIA | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 96,105 | 0.000% |
| 1 | 8 | SENI Investments towards Academic Excellence | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 320,841 | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 34,524 | 0.000% |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | Schoolwide | Low Income, Foster Youth, English | Schoolwide | $ 800 | 0.000% |

# Superior Street Elementary 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 1,378,449.00 | $ 983,961.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1 | Base Instructional Supports, including General Fund School Program | No | $ 462,029 | $ 302,242 |
| 1 | 3 | Charter School Categorical Block Grant | No | $ 419,182 | $ 263,821 |
| 1 | 8 | Charter Supplemental/Concentration Funds in Lieu of EIA | Yes | $ 104,417 | $ 94,536 |
| 1 | 9 | SENI Investments towards Academic Excellence | Yes | $ 351,181 | $ 293,875 |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 40,840 | $ 29,092 |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | $ 800 | $ 395 |

## Superior Street Elementary 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) |
|---|---|---|---|---|---|---|
| $ 497,238 | $ 497,238 | $ 417,898 | $ 79,340 | 0.000% | 0.000% | 0.000% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 8 | Charter Supplemental/Concentration Funds in Lieu of EIA | Yes | $ 104,417 | $ 94,536 | 0.000% | 0.000% |
| 1 | 9 | SENI Investments towards Academic Excellence | Yes | $ 351,18 | $ 293,875 | 0.000% | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 40,84 | $ 29,092 | 0.000% | 0.000% |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | $ 800 | $ 395 | 0.000% | 0.000% |

## Superior Street Elementary 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) |
|---|---|---|---|---|---|---|---|---|
| $ 881,211 | $ 497,238 | 0.000% | 56.427% | $ 417,898 | 0.000% | 47.423% | $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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