LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Community Magnet Charter School

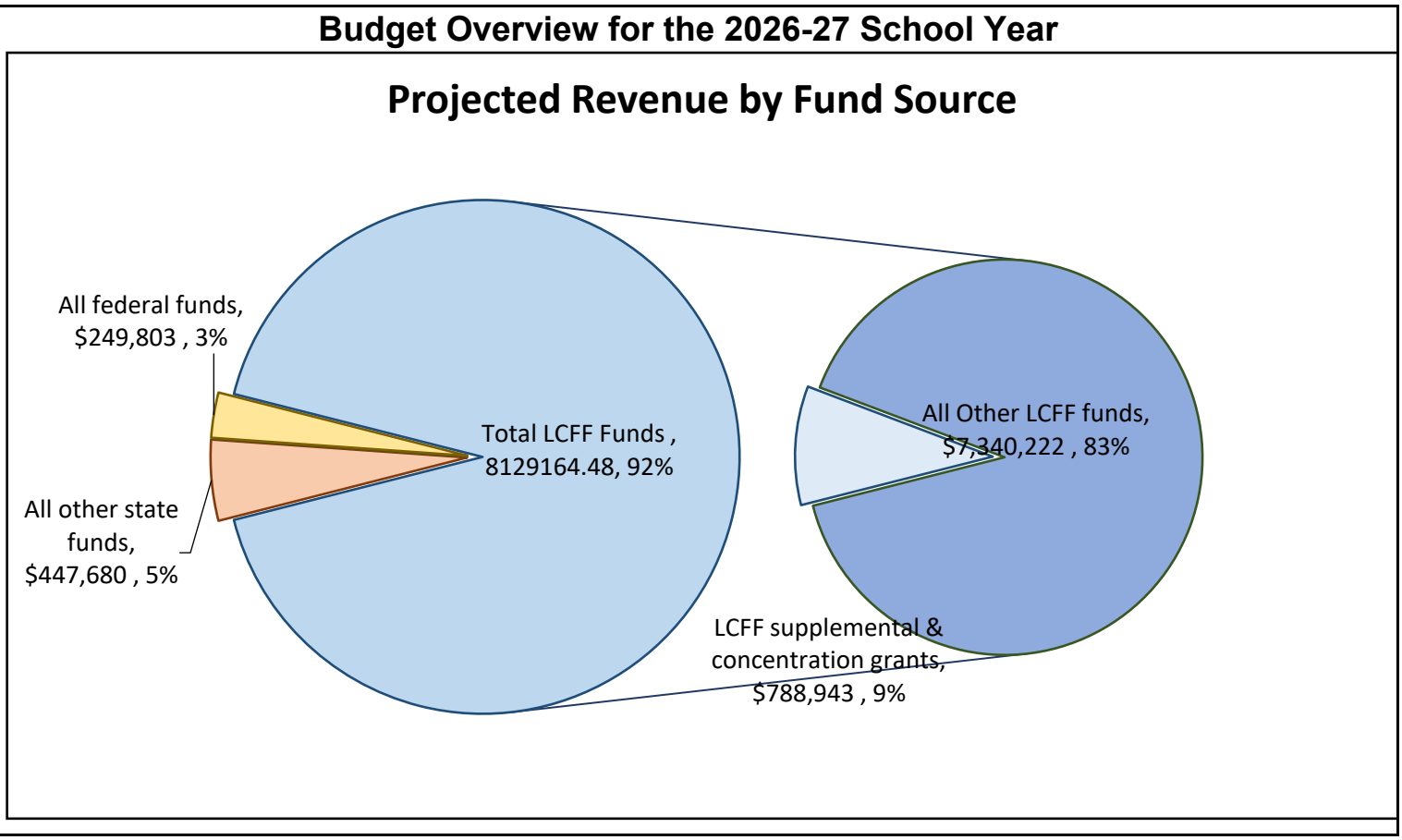
CDS Code: 19 64733 6094726

School Year: 2026-27

LEA contact information: Toni Klugh, Principal; trk2932@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

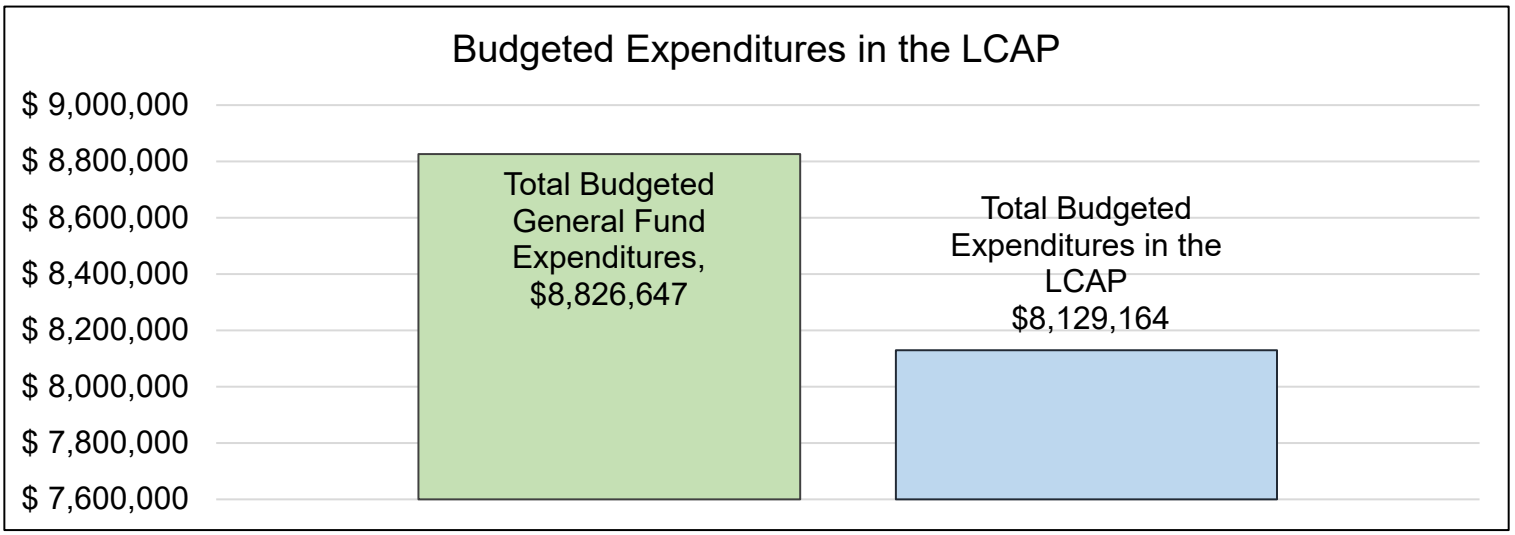


This chart shows the total general purpose revenue Community Magnet Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Magnet Charter School is $8,826,647.48, of which $8,129,164.48 is Local Control Funding Formula (LCFF), $447,680.00 is other state funds, $0.00 is local funds, and $249,803.00 is federal funds. Of the $8,129,164.48 in LCFF Funds, $788,942.63 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 Community Magnet Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Community Magnet Charter School plans to spend $8,826,647.48 for the 2026-27 school year. Of that amount, $8,129,164.48 is tied to actions/services in the LCAP and $697,483.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

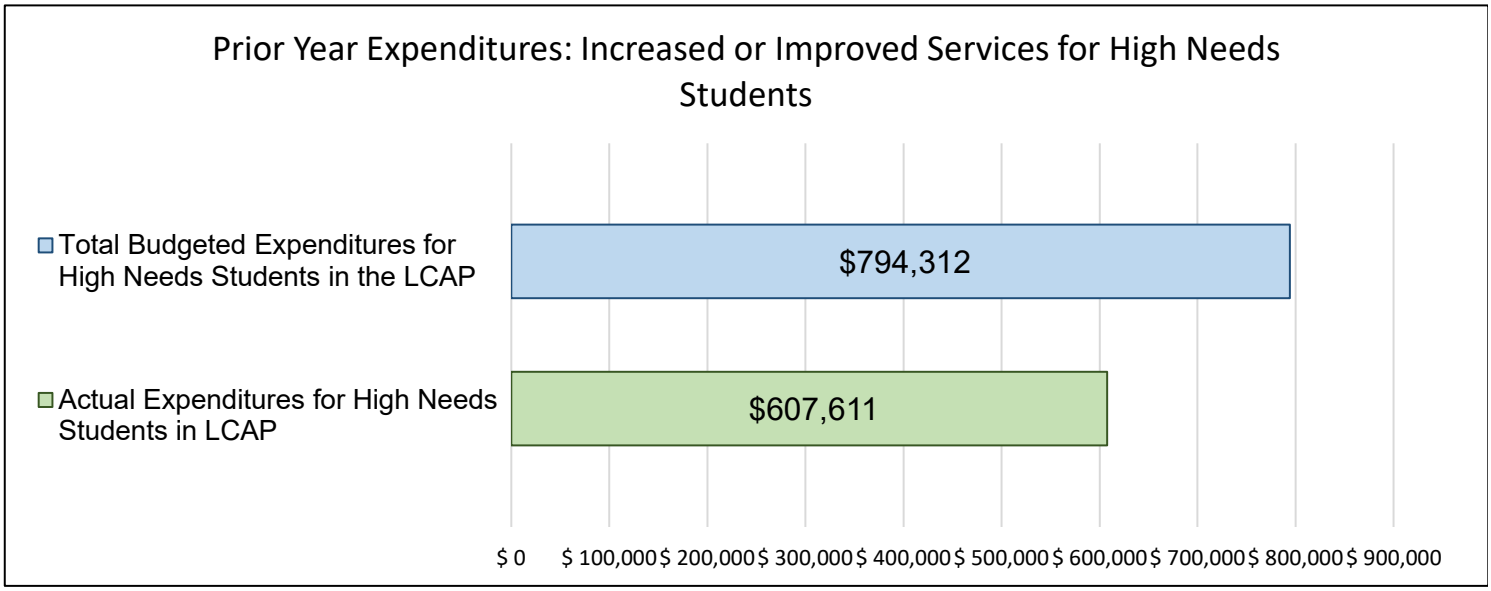
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Community Magnet Charter School is projecting it will receive $788,942.63 based on the enrollment of foster youth, English learner, and low-income students. Community Magnet Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Community Magnet Charter School plans to spend $788,942.63 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 Community Magnet Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Community Magnet Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Community Magnet Charter School's LCAP budgeted $794,312.00 for planned actions to increase or improve services for high needs students. Community Magnet Charter School actually spent $607,611.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $186,701.00 had the following impact on Community Magnet Charter School's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Magnet Charter School	Toni Klugh, Principal	trk2932@lausd.net; 310-476-2281

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.

Located in the hills above UCLA in West Los Angeles, Community Magnet Charter School has been a full Magnet School within the Los Angeles Unified School District since 1977. In 2007, the school transitioned to an affiliated charter–magnet school operating under the auspices of Los Angeles Unified.

Community Magnet Charter School is a National Blue Ribbon School, a California Distinguished School (1998 and 2025), and a 2025 Merit Award recipient from Magnet Schools of America. It continues to be recognized as one of Los Angeles Unified's highest-performing schools. The school serves approximately 405 students, with a diverse demographic composition of 10% African American, 25% Asian, 2% Filipino, 14% Latino, 35% White, and 13% identifying as other. Among this population, 4% are English Learners, 9% receive Special Education services, and 25% are economically disadvantaged. Students travel from across Los Angeles to participate in the school's exceptional educational programs.

Community Magnet Charter School fosters a welcoming and inclusive environment where students, families, and staff from diverse ethnic, socioeconomic, and geographic backgrounds come together to create a vibrant learning community.

As the only Kindergarten through 5th Grade Liberal Arts (Humanities) Magnet Charter in Los Angeles Unified, Community Magnet Charter Elementary School offers a free, nonsectarian public education emphasizing hands-on, creative, and engaging learning experiences. The school provides a nurturing, safe, small-school environment where students develop a strong sense of belonging.

The curriculum integrates core academic subjects with a focus on independent thinking, decision-making, problem-solving, and creativity. A strong emphasis is placed on community building and multicultural appreciation. The educational program is designed to support students in achieving success according to their individual abilities and learning styles.

All faculty members meet federal guidelines and requirements, ensuring that every classroom is led by highly qualified professionals dedicated to academic excellence and student growth.

Reflections: Annual Performance

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

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

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

Based on the 2025 ca dashboard, Community Magnet Charter improved on English Learner Arts and Mathematics performances. All identifiable student groups were in the blue indicator color group, performing far above the state. There was no English Learner Progress indicator, as there were less than 11 students that are required for data to be displayed. Chronic absenteeism is a continued area of need with an increase of 2.7% from the previous year. School Climate, which is monitored through suspension rate maintained at 0% and all student groups in the blue color indicator.

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 Community Magnet Charter School, students were engaged as active partners in the school community. They were invited to participate in Student Council, student-led campus clubs, and after-school programs such as Math Kangaroo, Tuesday Enrichment, and Musical Theater. Fourth- and fifth-grade students were invited to participate in the school's Student Council. All interested students attended and participated in meetings, and Student Council officers were elected by vote. All students in grades K–5 had the opportunity to vote for Student Council officers. Students were also encouraged to meet directly with the principal to share concerns, issues, or requests. Many students proposed ideas for new clubs they wished to establish on campus. With the principal's approval, several clubs were formed, including a Dungeons & Dragons Club, an Advanced Math Club, and a School Newspaper Club. Approximately 135 students in grades 1–5 enrolled in the Kangaroo Club program, supported by their parents at home. About 15 parent volunteers assisted on campus each week. Parents and teachers collaborated, often co-teaching, to prepare students for the annual Math Kangaroo Competition, emphasizing advanced problem-solving skills. During the first year of the program, six students placed in the top 20% nationally. In the following year, 18 students earned national recognition, including one student who placed first in the nation. Students also participated in Tuesday Enrichment classes, which met after school. These classes offered a variety of activities, including Lego Club, Drama, Robotics, Dance, Sports, Yoga, Science, Chess, and Visual Art. Each semester, approximately 120 students participated in the Tuesday Enrichment program, further enhancing their learning through creative and hands-on experiences.
Parents	The principal and Parent Teacher Organization (PTO) president met monthly to discuss concerns, programs, events, and matters related to academic achievement and community engagement. Through

	this collaborative partnership, two new math programs were developed: the after-school Math Kangaroo Club and a pull-out math program conducted during the school day. Parents and families new to Community were invited to Parent Orientation over the summer to learn about the school, meet other new families, and get support with enrollment, paper work, and enrolling in school programs. Parents and teachers convened at Back-to-School Night, where parents met classroom teachers, learned about curricula, behavior expectations, and instructional plans for the year. During this event, parents also voted for grade-level representatives to serve on the Community Council and PTO and signed up for various committees that support school initiatives. Throughout the year, these committees collaborated to plan and organize school-wide events, including the annual Parade of Masks, a Halloween celebration, as well as the Holiday Bazaar and Book Fair. In the spring, the School Site Council—composed of parents and both classified and certificated staff—met to select a highly qualified first-grade teacher, develop a school-wide cell phone policy, and organize the school's first Pride Celebration in recognition of Pride Month.
Staff (Certificated and Classified)	Community Magnet Charter School held monthly staff meetings to address operational matters, supervision concerns, and classroom support strategies. Teachers participated in weekly professional development sessions and bi-monthly staff meetings focused on continuous improvement and instructional excellence. Professional development sessions emphasized the analysis of school data and the implementation of targeted strategies to support struggling students. These efforts included both after-school and in-school pull-out intervention programs designed to meet individual learning needs and promote academic Growth. In the spring, the School Site Council—composed of parents and both classified and certificated staff—met to select a highly qualified first-grade teacher, develop a comprehensive school-wide cell phone policy, and organize the school's first Pride Celebration in recognition of Pride Month.
Community	Community Magnet Charter School collaborated with multiple community partners to enrich student learning and provide supplemental educational services. Got Game delivered physical education instruction for all students, while Kids 4 College offered after-school and summer enrichment programs designed to extend academic and social learning beyond the classroom. Tiny Spotlight conducted an after-school musical theater program that fostered students' creativity, confidence, and performance Skills. Dr. Sharroky Hollie provided professional development for faculty, including classroom observations,

	coaching, and feedback focused on the implementation of culturally and linguistically responsive teaching practices. Additionally, Mad Science visited the campus each Tuesday to engage students in interactive STEM activities that promoted curiosity, critical thinking, and a sustained interest in science and innovation.

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

Our educational partners have been instrumental in the development of the LCAP. Last year, feedback provided from our educational partners included the need for additional academic support for our GATE students, especially those with a strong interest and aptitude in mathematics. Based on this feedback and working in partnership with our stakeholders, we have expanded our Math Kangaroo program to include more students. Due to a lack of support staff, we no longer provide the pull-out math groups at each grade level, so teachers ensure these student needs are met through differentiated instruction in the classroom. Our CATCH program, after-school intervention sessions, and continuing efforts to provide an instructional aide in every classroom remain in place this year.

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 ongoing goal for academic excellence is to close the achievement gap while maintaining rigorous, high-quality instruction that supports the academic growth and success of all learners.

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** **All Students:** 72.0 **African American/Black:** 6.9 **Hispanic/Latino:** 31.9 **RFEP:** 38.9 **Standard English Learner:** 27.1 **Students with Disability:** -37.6 **Low Income:** 20.4 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.6 **African American/Black:** 16.3 **Hispanic/Latino:** 45.4 **RFEP:** 62.9 **Standard English Learner:** 31.2 **Students with Disability:** -14.4 **Low Income:** 51.5 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 89.3 **African American/Black:** 58.9 **Hispanic/Latino:** 61.3 **RFEP:** 102.4 **Standard English Learner:** 61.3 **Students with Disability:** -8.9 **Low Income:** 58.8 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.0 **African American/Black:** 60.0 **Hispanic/Latino:** 62.0 **RFEP:** 95.0 **Standard English Learner:** 62.0 **Students with Disabilities:** -7.0 **Low Income:** 60.0	**All Students:** +17.3 **African American/Black:** +52.0 **Hispanic/Latino:** +29.4 **RFEP:** +63.5 **Standard English Learner:** +34.2 **Students with Disability:** +28.7 **Low Income:** +38.4
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 56.5 **African American/Black:** -21 **Hispanic/Latino:** 22.1 **RFEP:** 57.8 **Standard English Learner:** 8.1 **Students with Disability:** -47.7	**2023-2024** **All Students:** 67.2 **African American/Black:** -5.2 **Hispanic/Latino:** 33.5 **RFEP:** 72.0 **Standard English Learner:** 14.1 **Students with Disability:** -36.9	**2024-2025** **All Students:** 74.5 **African American/Black:** 30.8 **Hispanic/Latino:** 59.0 **RFEP:** 103.8 **Standard English Learner:** 48.5 **Students with Disability:** -19.5	**2025-2026** **All Students:** 75.0 **African American/Black:** 40.0 **Hispanic/Latino:** 60.0 **RFEP:** 95.0 **Standard English Learner:** 50.0 **Students with Disabilities:** -18.0	**All Students:** +18.0 **African American/Black:** +51.8 **Hispanic/Latino:** +36.9 **RFEP:** +46.0 **Standard English Learner:** +40.4 **Students with Disability:** +28.2

		Low Income: 13.0 *Source: Open Data Dashboard*	**Low Income:** 46.9 *Source: Open Data Dashboard*	**Low Income:** 49.7 *Source: Open Data Dashboard*	**Low Income:** 51.9	**Low Income:** +36.7
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 69.3% **Hispanic/Latino:** 53.8% **RFEP:** 60.0% **Standard English Learner:** 47.1% **Students with Disability:** 33.3% **Low Income:** 50.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 62.2% **Hispanic/Latino:** No Data **RFEP:** 28.6% **Standard English Learner:** 37.5% **Students with Disability:** N/A **Low Income:** 48.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 70.7% **Hispanic/Latino:** 46.7% **RFEP:** No Data **Standard English Learner:** 45.0% **Students with Disability:** 23.1% **Low Income:** 38.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 72.0% **Hispanic/Latino:** 58.8% **RFEP:** 30.0% **Standard English Learner:** 46.0% **Students with Disability:** 35.0% **Low Income:** 53.4%	**All Students:** +1.4% **Hispanic/Latino:** -7.1% **RFEP:** ±0 **Standard English Learner:** -2.1% **Students with Disability:** -10.2% **Low Income:** -11.1%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 97.1% **Standard English Learner:** 93.8% **Low Income:** 88.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 97.1% **Standard English Learner:** 88.9% **Low Income:** 94.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 98.4% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** +1.3% **Standard English Learner:** +6.2% **Low Income:** +11.1%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 95.6% **Hispanic/Latino:** 94.1% **Standard English Learners:** 95.8%	**2023-2024** **All Students:** 98.6% **Hispanic/Latino:** No Data **Standard English Learner:** 100.0%	**2024-2025** **All Students:** 93.8% **Hispanic/Latino:** No Data **Standard English Learner:** 88.2%	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0%	**All Students:** -1.8% **Hispanic/Latino:** ±0 **Standard English Learner:** -7.6%

		Low Income: 91.7% *Source: Open Data Dashboard*	**Low Income:** 100.0% *Source: Open Data Dashboard*	**Low Income:** 89.5% *Source: Open Data Dashboard*	**Low Income:** 100.0%	**Low Income:** -2.2%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 97.1% **Hispanic/Latino:** 100.0% **Standard English Learner:** 93.3% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 93.1% **Hispanic/Latino:** 94.4% **Standard English Learner:** 91.7% **Low Income:** 92.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 93.8% **Hispanic/Latino:** No Data **Standard English Learner:** 100.0% **Low Income:** 85.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 98.1% **Hispanic/Latino:** 96.0% **Standard English Learner:** 100.0% **Low Income:** 95.9%	**All Students:** -3.3% **Hispanic/Latino:** ±0 **Standard English Learner:** +6.7% **Low Income:** -15.0%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 50.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 59.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 33.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 64.1%	**All Students:** -16.7%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 66.7%	**2023-2024** **All Students:** No Data	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 70.0%	**All Students:** ±0
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 53.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 30.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 30.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 83.8%	**All Students:** -23.00%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least**	**2022-2023** **All Students:** 97.6%	**2023-2024** **All Students:** 100%	**2024-2025** **All Students:** 98.1%	**2025-2026** **All Students:** 100%	**All Students:** +0.5%

	80% of the School Day	**Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**Standard English Learner:** 94.7% **Low Income:** 100.0% *Source: Open Data Dashboard*	**Standard English Learner:** 100% **Low Income:** 100.0%	**Standard English Learner:** -5.3% **Low Income:** 0.0%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023 All Students:** No Data *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data *Source: Open Data Dashboard*	**2024-2025 All Students:** 92.3% *Source: Open Data Dashboard*	**2025-2026 All Students:** 100.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023 All Students:** 60.5% **Standard English Learners:** 46.7% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 80.5% **Standard English Learners:** 78.6% **Low Income:** 84.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 79.6% **Standard English Learner:** 82.4% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 85.5% **Standard English Learner:** 83.6% **Low Income:** 89.6%	**All Students:** +19.1% **Standard English Learners:** +35.7% **Low Income:** 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 General Fund School Program

The overall implementation focused on strengthening small group instruction across all classrooms. Teachers participated in professional development sessions and were provided dedicated time for planning and collaboration to refine their small group instructional practices. Instructional Aides were assigned to every classroom to support personalized learning and received targeted training on how to effectively assist within the small group model.

Small group instruction was implemented not only during the regular school day but also extended into pull-out and after-school intervention programs, ensuring additional support for students who needed it. Teachers were given structured time to analyze assessment data, organize students into flexible groups, and design instruction tailored to individual learning needs.

While the implementation closely followed the original plan, some adjustments were made to scheduling and training timelines to better accommodate staff availability and student needs. The initiative was successfully carried out. Teachers reported increased collaboration and confidence in delivering differentiated instruction, and students demonstrated steady academic progress as evidenced by formative, summative, and interim assessment data.

Action 2 Magnet Program

The Magnet Program at Community Magnet has been implemented with a strong emphasis on the study of liberal arts, humanities, and social sciences through a multicultural lens. The program provides all students with a rigorous and challenging curriculum in the core academic areas, balanced with an arts enrichment block that includes dance, visual art, drama, and vocal music. This structure ensures that students experience a well-rounded education that integrates creativity, cultural awareness, and academic excellence.

The implementation has closely aligned with the original plan, with only minor adjustments made to scheduling and instructional pacing to accommodate the integration of arts enrichment with core academic instruction. One of the primary focuses has been the careful planning and allocation of instructional time to ensure that all academic standards are thoroughly addressed while maintaining the integrity of the arts program.

The program has experienced significant successes. Students consistently report a strong sense of belonging and engagement, noting that they see themselves and their cultures represented throughout the curriculum and classroom experiences. This inclusive approach has fostered a positive school climate and strengthened students' connection to their learning community.

Action 3 Special Education Supports

The Special Education Supports have been implemented through the Resource Specialist Program (RSP), which provides one-on-one and small group academic support to students identified as having learning disabilities. The program is staffed by a highly qualified special education teacher and special education assistants who collaborate closely with general education teachers to deliver targeted instruction aligned with each student's Individualized Education Program (IEP) goals. Instruction is provided through both pull-out and push-in models, allowing for flexibility in meeting students' diverse learning needs.

The implementation has largely followed the planned actions, with consistent delivery of individualized and small group support. A notable focus has been the need to reassign special education assistants to support students when their Behavioral Intervention Implementer (BII) is absent. This occasionally impacts the continuity of small group instruction and individualized support within the RSP.

The program has achieved significant successes. Students with disabilities report a strong sense of belonging, increased confidence, and higher levels of engagement in their learning. Academic progress data and classroom observations indicate that students are making measurable gains toward their IEP goals, reflecting the effectiveness of the collaborative and inclusive approach to special education support.

Action 4 Charter School Categorical Block Grant

The Charter School Categorical Block Grant was implemented by funding instructional aides and a community representative to strengthen both classroom instruction and family engagement. The goal of providing an instructional aide for every classroom has allowed teachers to deliver more targeted and differentiated academic support through small group and one-to-one instructional models. This structure has enhanced the school's ability to meet the diverse learning needs of all students.

The community representative has played a vital role in connecting families and the school by offering tools, resources, and information that empower parents to continue academic support at home and advocate for their children's success. This partnership between school and community has contributed to a stronger, more collaborative learning environment.

Students now benefit from having more caring adults on campus, fostering trusting and positive relationships that enhance their confidence, sense of belonging, and academic achievement.

Action 5 Class Size Reduction and School Level Supports for Personalized Learning Intervention

The Class Size Reduction and School-Level Supports for Personalized Learning Interventions were fully implemented to meet the needs of all students, with particular attention to English Learners, foster youth, and low-income students. Funding for a class-size reduction teacher made it possible to maintain smaller class sizes, allowing teachers to provide more individualized and focused instruction.

Personalized learning interventions were delivered through small group, targeted, and differentiated instruction within both the pull-out intervention program and the after-school intervention program. These supports ensured that students received additional academic assistance tailored to their specific learning needs.

The implementation closely followed the planned actions, with only minor adjustments made to scheduling and staffing to optimize instructional time. Students have demonstrated an increased sense of belonging, greater confidence, and higher levels of engagement in their learning. These improvements have contributed to measurable gains in academic achievement across student groups.

Action 6 Black Student Achievement Plan (BSAP)

The Black Student Achievement Plan (BSAP) was implemented to strengthen culturally responsive teaching practices and provide targeted academic support for African-American students. BSAP services positively impact all students, as its interventions are made available to every student. BSAP funding was utilized to offer teachers ongoing professional development in Culturally and Linguistically Relevant (CLR) instruction, which included classroom observations, feedback, and coaching to enhance the consistent use of CLR strategies across all grade levels.

Community Magnet implemented a summer bridging program. This program provided additional academic support in Math and Reading from their classroom teachers, along with hands-on Science instruction facilitated by the community partner, Teach to Reach. BSAP funding also

supported teachers in researching and purchasing instructional materials, including classroom literature, that reflect multiculturalism and diversity, ensuring that students see themselves represented in the curriculum.

The implementation closely aligned with the planned actions, with only minor adjustments made to scheduling and participation logistics. A focus has been attendance at the summer bridging program, as some families' vacation plans conflicted with the program schedule.

The BSAP has achieved significant successes. African-American students have demonstrated increased confidence, a stronger sense of belonging, and higher levels of engagement in their learning. These positive outcomes have been reflected in marked improvements in academic performance, particularly on the SBAC assessments.

Action 7 Supplemental Arts Education

The Supplemental Arts Education program was fully implemented to ensure that every student at Community Magnet CES receives a consistent and comprehensive arts education. All K–5 students participate in an arts enrichment block that includes vocal music, visual arts, dance, and drama, providing a balanced and creative complement to their academic studies. In addition, 5th-grade students receive specialized dance instruction with a focus on dances from cultures around the world, promoting global awareness and appreciation of diversity through the arts.

Beyond the school day, Community Magnet CES offers after-school arts enrichment opportunities that include musical theater, visual art, improvisational drama, dance, and art in engineering. These programs allow students to further explore their artistic interests and develop new skills in a supportive and engaging environment.

The implementation has closely followed the planned actions, with only minor adjustments made to scheduling to accommodate both academic and arts instruction. The focus has been maintaining a balance between the arts enrichment block and core academic instruction to ensure that all learning standards are met.

The program has achieved notable successes, where students have shown increased self-expression, artistic confidence, and a stronger sense of belonging. Attendance and engagement have improved, and the school has strengthened its partnerships with community arts organizations, enriching the overall educational experience for all students.

Action 8 Supplemental Afterschool Programs

The supplemental after-school programs at Community Magnet CES were successfully implemented to provide students with a wide range of academic and enrichment opportunities beyond the regular school day. After-school enrichment and childcare are offered through LAUSD's Beyond the Bell and Kids 4 College programs, where students receive supper, homework support, and participate in engaging and structured activities that promote both academic and social development.

Additional academic support is provided through Student Nest Tutoring, which offers targeted tutoring in math and reading for students identified as needing extra assistance. Community Magnet CES teachers also lead after-school intervention sessions for students selected based on classroom performance and assessment data, ensuring that academic support is personalized and data-driven.

Students have the opportunity to participate in Math Kangaroo classes taught by their own teachers in preparation for the annual Math Kangaroo competition, fostering a love of mathematics and problem-solving. The school also offers a variety of enrichment classes in the arts, technology, sports, and chess, allowing students to explore diverse interests and develop new skills.

The programs have achieved significant successes. They provide valuable opportunities for students to socialize outside of the school day, build friendships across Los Angeles, and engage in meaningful learning experiences. These programs have also strengthened the sense of

community within the school and fostered partnerships with local businesses and community organizations, enriching the overall educational experience for all students.

Action 9 Charter Supplemental/Concentration Funds in Lieu of EIA

The Charter Supplemental/Concentration Funds in Lieu of EIA were implemented to enhance instructional support, support a safe and secure learning environment for all students, and provide access to essential school supplies. Funding was allocated to provide instructional aides, campus aides, and general classroom materials that directly benefit student learning.

The goal of providing an instructional aide for every classroom has allowed teachers to deliver more targeted and differentiated academic support through small group and one-to-one instructional models. This structure has enhanced the school's ability to meet the diverse learning needs of all students.

The campus aide's primary responsibility is to help maintain student safety throughout the school day. The campus aide assists with supervision during arrival, recess, lunch, and dismissal, ensuring that all areas of the campus are monitored and that students feel supported and protected.

The implementation has been consistent with the planned actions.

The program has achieved notable successes. Students receive regular technology instruction and effectively use digital tools to enhance their learning and complete assessments. The integration of technology has strengthened student engagement, improved digital literacy, and supported the development of 21st-century skills across all grade levels.

Action 10 SENI Investments towards Academic Excellence

The SENI Investments towards Academic Excellence funding was implemented to enhance instructional support, technology integration, and access to essential school supplies. Funding was allocated to provide instructional aides, technology support, and general classroom materials that directly benefit student learning.

The goal of providing an instructional aide for every classroom has allowed teachers to deliver more targeted and differentiated academic support through small group and one-to-one instructional models. This structure has enhanced the school's ability to meet the diverse learning needs of all students.

As a one-to-one device school, each student is assigned a personal device—iPads for kindergarten and first-grade students, and Chromebooks for students in grades 2–5. All teachers utilize Promethean boards and laptops to deliver interactive and engaging instruction, and the school maintains a fully equipped computer lab to further support digital learning. Technology support staff play a key role in managing and maintaining these devices and systems, ensuring that both students and teachers can effectively use technology for instruction and assessment.

The implementation has been consistent with the planned actions. The program has achieved notable successes. Students receive regular technology instruction and effectively use digital tools to enhance their learning and complete assessments. The integration of technology has strengthened student engagement, improved digital literacy, and supported the development of 21st-century skills across all grade levels.

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): 89.3 Above Standard
Language Arts
English Learners: -103.3 Distance from Standard
Students in Foster Care: (not reported because not a significant subgroup)
Low Income: 44.8 Distance from Standard
Special Education: -8.9 Distance from Standard
GATE: 137.8 Distance from Standard

Smarter Balanced Distance From Standard Math (3rd-5th): 74.5 Above Standard
Mathematics
English Learners: -31.7 Distance from Standard
Students in Foster Care: (not reported because not a significant subgroup)
Low Income: 49.3 Distance from Standard
Special Education: -19.5 Distance from Standard
GATE: 117.2 points Distance from Standard

iReady Reading Beginning of the Year (BOY) 25-26
Overall: 40% Mid or Above Standard, 25% Early on Grade Level, 28% 1 Grade Level Below, 5% Two Grade Levels Below, 1% Three or More Grade Levels Below
iReady Reading Middle of the Year (MOY) 25-26
Overall: 65% Mid or Above Standard, 17% Early on Grade Level, 15% 1 Grade Level Below, 2% Two Grade Levels Below, 0.3% Three or More Grade Levels Below
English Learners: 0% Mid or Above Standard, 27% Early on Grade Level, 33% 1 Grade Level Below, 27% Two Grade Levels Below, 13% Three or More Grade Levels Below
Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: 28% Mid or Above Standard, 31% Early on Grade Level, 22% 1 Grade Level Below, 19% Two Grade Levels Below, 0% Three or More Grade Levels Below
Special Education: 25% Mid or Above Standard, 9% Early on Grade Level, 39% 1 Grade Level Below, 16% Two Grade Levels Below, 11% Three or More Grade Levels Below

iReady Math Beginning of the Year (BOY) 25-26
Overall: 25% Mid or Above Standard, 24% Early on Grade Level, 47% 1 Grade Level Below, 4% Two Grade Levels Below, 1% Three or More Grade Levels Below
Ready Math Middle of the Year (MOY) 25-26
Overall: 50% Mid or Above Standard, 27% Early on Grade Level, 21% 1 Grade Level Below, 2% Two Grade Levels Below, 0.3% Three

or More Grade Levels Below
English Learners: 7% Mid or Above Standard, 7% Early on Grade Level, 60% 1 Grade Level Below, 27% Two Grade Levels Below, 0% Three or More Grade Levels Below
Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: 13% Mid or Above Standard, 4% Early on Grade Level, 67% 1 Grade Level Below, 13% Two Grade Levels Below, 0% Three or More Grade Levels Below
Special Education: 20% Mid or Above Standard, 7% Early on Grade Level, 43% 1 Grade Level Below, 25% Two Grade Levels Below, 5% Three or More Grade Levels Below

Attendance Data for Beginning of the Year 2025 : 76% Proficient, 12% Basic, 11% Chronic

24-25 School Experience Survey:
85% of Students Reporting on the School Experience Survey: “I feel safe in this school”
82% of Students Reporting on the School Experience Survey: “I feel like I am part of this school”
87% of Students Reporting on the School Experience Survey: “I am happy to be at this school”
84% of Students Reporting on the School Experience Survey: “There is at least one adult at school who supports me”
84% of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."
93% of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”
87% of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's Education.”
97% of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can Understand."

iReady Reading Beginning of the Year (BOY) 25-26
Overall: 40% Mid or Above Standard, 25% Early on Grade Level, 28% 1 Grade Level Below, 5% Two Grade Levels Below, 1% Three or More Grade Levels Below
iReady Reading Middle of the Year (MOY) 25-26
Overall: 65% Mid or Above Standard, 17% Early on Grade Level, 15% 1 Grade Level Below, 2% Two Grade Levels Below, 0.3% Three or More Grade Levels Below

Action 1 General Fund School Program

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

Overall: 40% Mid or Above Standard, 25% Early on Grade Level, 28% 1 Grade Level Below, 5% Two Grade Levels Below, 1% Three or More Grade Levels Below
iReady Reading Middle of the Year (MOY) 25-26
Overall: 65% Mid or Above Standard, 17% Early on Grade Level, 15% 1 Grade Level Below, 2% Two Grade Levels Below, 0.3% Three or More Grade Levels Below

Effectiveness:

The actions implemented to support small group instruction at Community Magnet Charter Elementary School have been highly effective in making progress toward the goal of achieving academic excellence for all students. Data from i-Ready Math and Reading assessments show significant improvement from the beginning of the year (BOY) to the middle of the year (MOY), demonstrating the positive impact of differentiated small-group instruction, targeted interventions, and data-driven instructional practices.

Each teacher was supported by an instructional assistant, which enhanced the ability to provide individualized instruction and address the diverse learning needs of students. Teachers engaged in bi-weekly collaboration to analyze student data, share best practices, and ensure consistency in the delivery of high-quality instruction across all classrooms.

Action 2 Magnet Program
Data:

2022-23 Smarter Balance Distance from Standard ELA (3rd- 5th): 72 Above Standard
2023-24 Smarter Balance Distance from Standard ELA (3rd- 5th): 76.6 Above Standard
2024-25 Smarter Balance Distance from Standard ELA (3rd- 5th): 89.3 Above Standard

2022-23 Smarter Balance Distance from Standard MATH (3rd- 5th): 56.6 Above Standard
2023-24 Smarter Balance Distance from Standard MATH(3rd- 5th): 67.2 Above Standard
2024-25 Smarter Balance Distance from Standard MATH (3rd- 5th): 74.5 Above Standard

Effectiveness:
The actions implemented to support the Magnet Program's focus on the liberal arts and humanities have been highly effective in making progress toward the school's academic and cultural goals. Community Magnet Charter School's emphasis on the study of the liberal arts, humanities, and social sciences through a multicultural lens has fostered both academic excellence and character development among students. Collaboration among teachers, administrators, parents, and support staff has ensured that all students are supported in reaching their full learning potential.

The integration of the arts as a core component of the curriculum has been instrumental in achieving these outcomes. All students received instruction in dance, drama, visual arts, and vocal music, providing meaningful opportunities for creative expression and cultural appreciation. Fifth-grade students further expanded their global awareness through world dance classes, deepening their understanding of diverse artistic traditions.

The focus on the humanities and arts has strengthened students' critical thinking, problem-solving, and creativity by encouraging them to engage with complex ideas and multiple perspectives. These efforts have directly contributed to the school's strong academic performance, as evidenced by high achievement on SBAC Math and ELA assessments. The program's success is further reflected in Community Magnet Charter School's recognition as a Magnet Schools of America School of Excellence and recipient of the 2025 Merit Award, underscoring the effectiveness of its liberal arts and humanities focus in advancing student learning and achievement.

Action 3 Special Education Supports
Data:

2022-23 Smarter Balance Distance from Standard ELA (3rd- 5th) in Special Education: -37.6 Distance from Standard
2023-24 Smarter Balance Distance from Standard ELA (3rd- 5th) in Special Education: -14.4 Distance from Standard
2024-25 Smarter Balance Distance from Standard MATH (3rd- 5th) in Special Education: -8.9 Distance from Standard

2022-23 Smarter Balance Distance from Standard ELA (3rd- 5th) in Special Education: -47.7 Distance from Standard
2023-24 Smarter Balance Distance from Standard ELA (3rd- 5th) in Special Education: -36.9 Distance from Standard
2024-25 Smarter Balance Distance from Standard MATH (3rd- 5th) in Special Education: -19.5 Distance from Standard

Effectiveness:

Data indicate that the actions implemented to strengthen Special Education Supports have been highly effective in making progress toward the goal of improving outcomes for Students with Disabilities. These needs were addressed through a comprehensive Resource Program designed to provide individualized instruction and targeted interventions. The Resource Teacher and instructional aide collaborated closely with classroom teachers to deliver support aligned with each student's Individualized Education Program (IEP) goals, ensuring that instruction was both personalized and inclusive.

Students with Disabilities participated in multiple layers of academic support, including Student Nest tutoring, after-school intervention, and the CATCH pull-out intervention program. These coordinated efforts ensured that students received consistent, targeted assistance across settings, promoting both academic growth and confidence.

Teachers participated in ongoing professional development focused on evidence-based practices and strategies to meet diverse learning needs. Training emphasized differentiated instruction, data-driven decision-making, and inclusive classroom practices to ensure equitable access to high-quality learning experiences for all students.

As a result of these sustained efforts, SBAC scores have shown steady improvement since the 2022–2023 school year.

Action 4 Charter School Categorical Block Grant

Data:

iReady Reading Beginning of the Year (BOY) 25-26
Overall: 40% Mid or Above Standard, 25% Early on Grade Level, 28% 1 Grade Level Below, 5% Two Grade Levels Below, 1% Three or More Grade Levels Below
iReady Reading Middle of the Year (MOY) 25-26
Overall: 65% Mid or Above Standard, 17% Early on Grade Level, 15% 1 Grade Level Below, 2% Two Grade Levels Below, 0.3% Three or More Grade Levels Below

Effectiveness:

These data indicate that the actions taken to utilize funding from the Charter School Categorical Block Grant to employ Instructional Aides in support of classroom instruction and student achievement have been highly effective. The school's goal of providing an instructional aide in every classroom has enhanced individualized learning and ensured that all students receive targeted academic support.

Instructional Aides worked with small groups in reading and mathematics and provided one-on-one assistance to students as needed, reinforcing foundational skills and supporting differentiated instruction. Their contributions have strengthened classroom instruction and allowed teachers to more effectively meet the diverse needs of all learners.

The significant improvement from BOY to MOY reflects the success of this targeted instructional support. These results demonstrate the powerful impact of strategic resource allocation and individualized assistance on student learning, contributing to the school's continued academic excellence.

Action 5 Class Size Reduction and School Level Supports for Personalized Learning Intervention

Data:

2022-23 Smarter Balance Distance from Standard ELA (3rd- 5th): 72.0 Above Standard
2023-24 Smarter Balance Distance from Standard ELA (3rd- 5th): 76.6 Above Standard
2024-25 Smarter Balance Distance from Standard ELA (3rd- 5th): 89.3 Above Standard

2022-23 Smarter Balance Distance from Standard MATH (3rd- 5th): 56.6 Above Standard
2023-24 Smarter Balance Distance from Standard MATH(3rd- 5th): 67.2 Above Standard
2024-25 Smarter Balance Distance from Standard MATH (3rd- 5th): 74.5 Above Standard

The addition of a class size reduction teacher at Community Magnet Charter School has been highly effective in improving academic outcomes for all students, particularly those in Special Education. Smaller class sizes allowed teachers to provide more individualized instruction and tailor lessons to meet each student's unique academic needs and learning styles.

This structure fostered an environment that supported targeted small-group instruction, enabling teachers to focus on specific skill development in reading, writing, and mathematics. With the additional support of instructional aides, teachers were able to deliver one-on-one assistance to students who required further guidance or enrichment, ensuring that all learners received the attention and support necessary for success.

As a result, students demonstrated measurable academic growth, as reflected in the steady improvement in Smarter Balanced assessment scores. Reduced student-to-teacher ratios promoted greater engagement, increased participation, and more immediate feedback, leading to higher levels of confidence and achievement.

These outcomes underscore the effectiveness of small-group instruction, individualized support, and strategic staffing in fostering academic excellence across all core subject areas.

Action 6 Black Student Achievement Plan (BSAP)

Data:

African American Student Group

2022-23 Smarter Balance Distance from Standard ELA (3rd- 5th): 6.9 Above Standard
2023-24 Smarter Balance Distance from Standard ELA (3rd- 5th): 16.3 Above Standard
2024-25 Smarter Balance Distance from Standard ELA (3rd- 5th): 58.9 Above Standard

2022-23 Smarter Balance Distance from Standard MATH (3rd- 5th): -21.0 Above Standard
2023-24 Smarter Balance Distance from Standard MATH(3rd- 5th): -5.2 Above Standard
2024-25 Smarter Balance Distance from Standard MATH (3rd- 5th): 30.8 Above Standard

Effectiveness:

Community Magnet Charter School's intentional efforts to provide additional resources, programs, and targeted support for African American students through the Black Student Achievement Plan (BSAP) have led to substantial academic growth over the past three years. By implementing culturally responsive teaching practices, academic enrichment opportunities, and data-driven interventions, the school has cultivated an inclusive learning environment that supports both academic and social-emotional development.

These focused supports have strengthened student engagement, confidence, and sense of belonging, resulting in measurable gains in achievement. According to the 2024–2025 SBAC data, African American students at Community Magnet Charter School are now performing on par with their Asian and White peers. This progress reflects the effectiveness of the school's equity-centered strategies and its ongoing commitment to ensuring high levels of academic success for all student groups.

Action 7 Supplemental Arts Education

Data:

24-25 School Experience Survey:
85% of Students Reporting on the School Experience Survey: "I feel safe in this school"
82% of Students Reporting on the School Experience Survey: "I feel like I am part of this school"
87% of Students Reporting on the School Experience Survey: "I am happy to be at this school"

Effectiveness:

Community Magnet Charter School's focus on the humanities and liberal arts through a multicultural lens has been highly effective in supporting academic achievement and fostering a strong sense of community. By integrating diverse perspectives into the curriculum, students developed critical thinking, creativity, and cultural awareness while making meaningful connections between academic subjects and real-world experiences. This approach deepened their understanding of history, literature, and the social sciences.

The school's commitment to arts education further enhanced its academic foundation. All students received instruction in dance, visual arts, performing arts, drama, and vocal music, offering multiple avenues for creative expression and intellectual growth. These programs cultivated discipline, collaboration, and problem-solving skills that translated into improved performance across core academic areas.

This emphasis on creativity and self-expression also contributed to a positive school climate and a strong sense of belonging. According to the 2024–2025 School Experience Survey, 85% of students reported feeling safe, 82% felt connected to the school community, and 87% expressed happiness about being at the school. These results highlight how the integration of arts and humanities not only enhances academic success but also promotes emotional well-being, engagement, and a supportive learning environment.

By emphasizing the arts as a vital component of a well-rounded education, Community Magnet Charter School continues to promote academic excellence while nurturing empathy, confidence, and a lifelong appreciation for learning and cultural diversity.

Action 8 Supplemental Afterschool Programs

Data:

Smarter Balanced Assessment Results (Grades 3–5):
ELA:
2022–23: +72.0 Above Standard
2023–24: +76.6 Above Standard
2024–25: +89.3 Above Standard

Math:
2022–23: +56.6 Above Standard
2023–24: +67.2 Above Standard
2024–25: +74.5 Above Standard

2024–2025 School Experience Survey Results:
85% of students reported: "I feel safe in this school."
82% of students reported: "I feel like I am part of this school."
87% of students reported: "I am happy to be at this school."

Effectiveness:

Community Magnet Charter School's supplemental after-school program successfully extended learning opportunities beyond the regular school day by providing both academic support and enrichment experiences. The program offered structured homework assistance, allowing students to receive individualized help from teachers and instructional aides to reinforce classroom instruction and strengthen foundational skills in reading, writing, and mathematics.

To further enhance engagement, the school expanded its enrichment offerings by adding an additional day of after-school classes. These included Math Kangaroo, musical theater, art, chess, dance, improv, LEGO engineering, hands-on science, and sports. Each class was designed to spark curiosity, promote creativity, and develop critical thinking and problem-solving skills.

Targeted after-school interventions provided focused academic support for students needing additional assistance in mathematics and reading. Through small-group and one-on-one instruction, these programs addressed learning gaps, reinforced key concepts, and built student confidence. Consistent participation and progress monitoring led to measurable improvement in academic performance.

Participation in these programs fostered a balanced approach to learning that combined academic rigor with creative exploration. As a result, students demonstrated increased motivation, confidence, and academic growth, contributing to improved performance on state assessments and overall school achievement.

Action 9 Charter Supplemental/Concentration Funds in Lieu of EIA

Data:

Smarter Balanced Assessment Results (Grades 3–5):
ELA:

2022–23: +72.0 Above Standard
2023–24: +76.6 Above Standard
2024–25: +89.3 Above Standard

Math:

2022–23: +56.6 Above Standard
2023–24: +67.2 Above Standard
2024–25: +74.5 Above Standard

2024–2025 School Experience Survey Results:
85% of students reported: “I feel safe in this school.”
82% of students reported: “I feel like I am part of this school.”
87% of students reported: “I am happy to be at this school.”

Effectiveness:

The Charter Supplemental/Concentration Funds in Lieu of EIA were utilized to strengthen instructional support, maintain a safe and secure learning environment, and ensure equitable access to essential classroom resources. Funding was strategically allocated to provide instructional aides, campus aides, and general classroom materials that directly enhance student learning and engagement.

Providing an instructional aide in every classroom has enabled teachers to deliver more targeted and differentiated instruction through small-group and one-on-one learning models. This approach has improved the school's capacity to meet the diverse academic needs of all students and promote individualized learning experiences.

The campus aide plays a vital role in maintaining student safety throughout the school day by assisting with supervision during arrival, recess, lunch, and dismissal. This consistent presence ensures that all areas of the campus are monitored and that students feel supported and protected.

Implementation of these initiatives has been consistent with the school's planned actions.This constraint occasionally affects the timeliness of technical assistance and device maintenance.

Despite this limitation, the program has achieved significant success. Students receive regular technology instruction and effectively use digital tools to enhance learning and complete assessments. The integration of technology has increased student engagement, improved digital literacy, and supported the development of essential 21st-century skills across all grade levels.

Action 10 SENI Investments towards Academic Excellence

Data:

Smarter Balanced Assessment Results (Grades 3–5):
ELA:
2022–23: +72.0 Above Standard
2023–24: +76.6 Above Standard
2024–25: +89.3 Above Standard

Math:
2022–23: +56.6 Above Standard
2023–24: +67.2 Above Standard
2024–25: +74.5 Above Standard

2024–2025 School Experience Survey Results:
85% of students reported: "I feel safe in this school."
82% of students reported: "I feel like I am part of this school."
87% of students reported: "I am happy to be at this school."

Effectiveness:

Community Magnet Charter School's investment in additional staff support through instructional aides and teacher X-time has greatly strengthened both classroom instruction and after-school intervention programs. During the school day, instructional aides provide targeted assistance in small-group and one-on-one settings, enabling teachers to differentiate instruction and address individual learning needs more effectively. This additional support ensures that every student receives the guidance necessary to master essential academic skills.

Teacher X-time funding extends learning opportunities beyond the regular school day, allowing educators to lead after-school intervention programs focused on reinforcing reading and mathematics skills. These sessions offer personalized instruction, immediate feedback, and targeted practice to help students close learning gaps and build confidence in their academic abilities.

The combined impact of instructional aides and teacher X-time has created a more responsive and supportive learning environment. This collaborative approach has contributed to consistently high levels of student achievement and measurable gains on state assessments, reflecting the school's ongoing commitment to academic excellence and equitable support for all learners.

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.

Community Magnet 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 Community Magnet Charter's 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	Community Magnet Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,431,316 **School Discretionary Fund Cost: $393,381**	N
2	Magnet Program	Community Magnet Charter will continue to implement the following magnet program to support our students: Community Magnet Charter School emphasizes the study of humanities and the social sciences through a multicultural perspective. We are a diverse school community committed to developing the character and full learning potential of all students through cooperation among all stakeholders (students, teachers, administrators, parents and support staff).	District Cost: $216,855	N
3	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Community Magnet Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,110,241	N
4	Charter School Categorical Block Grant	Community Magnet Charter will leverage Charter School Categorical Block funds to invest in a Community Representative, Instructional Aides, Supervision Aides, and Teacher X-time to support Academic Excellence.	**School Discretionary Fund Cost: $175,516**	N
5	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Community Magnet Charter.	District Cost: $542,498	Y
6	Black Student Achievement Plan	Community Magnet Charter will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $31,800	N

7	Supplemental Arts Education	Community Magnet Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $90,017	Y
	Supplemental Afterschool Programs	Community Magnet 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 Community Magnet Charter's LCAP.		
8	Charter Supplemental/Concentration Funds in Lieu of EIA	Community Magnet Charter will leverage Charter Supplemental/Concentration Funds in Lieu of EIA to support Academic Excellence for English Learners, students in foster care, and low income students at our school through the purchase of Instructional Aides and a campus aide.	**School Discretionary Fund Cost: $28,514**	Y
9	SENI Investments towards Academic Excellence	Community Magnet Charter will leverage SENI Investments towards Academic Excellence to support Academic Excellence for English Learners, students in foster care, and low income students at our school through the purchase of Instructional Aides and instructional materials.	**School Discretionary Fund Cost: $85,450**	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.

The social-emotional growth, development, and well-being of students were identified as a key area for continued improvement based on input from parents, teachers, and staff. Community Magnet Charter School recognizes that students' emotional health directly impacts their academic performance, behavior, and overall school engagement. Feedback from educational partners indicated a growing need to strengthen students' resilience, self-regulation, and interpersonal skills, particularly as they navigate academic and social challenges. By prioritizing social-emotional growth, the school aims to foster a supportive and inclusive environment where all students feel safe, valued, and empowered to succeed both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 42.7% **African American/Black:** 43.4% **Hispanic/Latino:** 28.3% **English Learner:** 63.2% **RFEP:** 59.5% **Standard English Learner:** 36.1% **Students with Disability:** 42.9% **Low Income:** 46.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 57.4% **African American/Black:** 48.1% **Hispanic/Latino:** 45.8% **English Learner:** 81.8% **RFEP:** 76.7% **Standard English Learner:** 47.3% **Students with Disability:** 61.7% **Low Income:** 54.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 47.7% **African American/Black:** 41.3% **Hispanic/Latino:** 43.5% **English Learner:** No Data **RFEP:** 61.8% **Standard English Learner:** 42.5% **Students with Disability:** 50.0% **Low Income:** 45.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 62.4% **African American/Black:** 54.1% **Hispanic/Latino:** 50.8% **English Learner:** 86.8% **RFEP:** 81.7% **Standard English Learner:** 52.3**%** **Students with Disabilities:** 66.7% **Low Income:** 59.3%	**All Students:** +5.0% **African American/Black:** -2.1% **Hispanic/Latino:** +15.2% **English Learner:** ±0 **RFEP:** +2.3% **Standard English Learner:** +6.4% **Students with Disability:** +7.1% **Low Income:** -0.7%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 11.0% **African American/Black:** 1.9% **Hispanic/Latino:** 20.0% **English Learner:** 6.2% **RFEP:** 10.0%	**2023-2024** **All Students:** 7.0% **African American/Black:** 14.0% **Hispanic/Latino:** 12.0% **English Learner:** No Data **RFEP:** 9.0%	**2024-2025** **All Students:** 9.4% **African American/Black:** 9.1% **Hispanic/Latino:** 9.7% **English Learner:** No Data **RFEP:** 11.8%	**2025-2026** **All Students:** 6.0% **African American/Black:** 0.0% **Hispanic/Latino:** 10.0% **English Learner:** 1.2**%** **RFEP:** 5.0%	**All Students:** -1.6% **African American/Black:** +7.2% **Hispanic/Latino:** -10.3% **English Learner:** **RFEP:** +1.8%

		Standard English Learner: 10.3% **Students with Disability:** 10.6% **Low Income:** 17.3%	**Standard English Learner:** 12% **Students with Disability:** 10% **Low Income:** 8%	**Standard English Learner:** 9.6% **Students with Disability:** 3.8% **Low Income:** 10.8%	**Standard English Learner:** 5.3% **Students with Disabilities:** 5.6**%** **Low Income:** 5%	**Standard English Learner:** -0.7% **Students with Disability:** -6.8% **Low Income:** -6.5%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 14.7% **African American/Black:** 9.4% **Hispanic/Latino:** 26.7% **English Learner:** 5.3% **RFEP:** 13.5% **Standard English Learner:** 17.6% **Students with Disability:** 19.0% **Low Income:** 22.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 12.1% **African American/Black:** 20.4% **Hispanic/Latino:** 20.3% **English Learner:** 9.1% **RFEP:** 14% **Standard English Learner:** 19.1% **Students with Disability:** 10.6% **Low Income:** 13.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 17.3% **African American/Black:** 17.4% **Hispanic/Latino:** 17.7% **English Learner:** No Data **RFEP:** 20.6% **Standard English Learner:** 17.0% **Students with Disability:** 15.4% **Low Income:** 23.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 7.0% **African American/Black:** 15.4% **Hispanic/Latino:** 15.3% **English Learner:** 4.1% **RFEP:** 9.0% **Standard English Learner:** 14.1% **Students with Disabilities:** 5.6% **Low Income:** 8.8%	**All Students:** +2.6% **African American/Black:** +8.0% **Hispanic/Latino:** -9.0% **English Learner:** **RFEP:** +7.1% **Standard English Learner:** -0.6% **Students with Disability:** -3.6% **Low Income:** +1.0%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 74.5% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 67.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 67.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 72.9%	**All Staff:** -6.6%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0.0%

6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0	**2023-2024** **All Students:** 0	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard .*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 91% **African American/Black:** 92.3% **Hispanic/Latino:** 94.7% **RFEP:** 87.5% **Standard English Learners:** 96.6% **Students with Disability:** 86.7% **Low Income:** 84.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 84.6% **African American/Black:** 83.3% **Hispanic/Latino:** 86.4% **RFEP:** 85.7% **Standard English Learners:** 84.2% **Students with Disability:** 94.7% **Low Income:** 80.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 84.6% **African American/Black:** 75.0% **Hispanic/Latino:** 85.0% **RFEP:** 88.9% **Standard English Learners:** 80.8% **Students with Disability:** 77.8% **Low Income:** 89.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 89.6% **African American/Black:** 88.3% **Hispanic/Latino:** 91.4% **RFEP:** 90.7% **Standard English Learner:** 89.2% **Students with Disabilities:** 99.7% **Low Income:** 90.0%	**All Students:** -6.4% **African American/Black:** -17.3% **Hispanic/Latino:** -9.7% **RFEP:** +1.4% **Standard English Learners:** -15.8% **Students with Disability:** -8.9% **Low Income:** +5.0%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 93.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 98.6%	**All Parents:** +1.4%
10	**Percent of Staff who Feel Safe at School (per**	**2022-2023** **All Staff:** 100.0%	**2023-2024** **All Staff:** 100.0%	**2024-2025** **All Staff:** 100.0%	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0%

	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** **All Students:** 83.4% **African American/Black:** 92.3% **Hispanic/Latino:** 84.2% **RFEP:** 81.3% **Standard English Learners:** 86.2% **Students with Disability:** 100.0% **Low Income:** 89.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 80.7% **African American/Black:** 77.8% **Hispanic/Latino:** 85.7% **RFEP:** 80.0% **Standard English Learners:** 83.8% **Students with Disability:** 80.0% **Low Income:** 74.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.8% **African American/Black:** 75.0% **Hispanic/Latino:** 76.2% **RFEP:** 77.8% **Standard English Learners:** 77.8% **Students with Disability:** 61.1% **Low Income:** 89.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 85.7% **African American/Black:** 82.8% **Hispanic/Latino:** 90.7% **RFEP:** 85.0% **Standard English Learner:** 88.8% **Students with Disabilities:** 85.0% **Low Income:** 90.0%	**All Students:** -1.6% **African American/Black:** -17.3% **Hispanic/Latino:** -8.0% **RFEP:** -3.5% **Standard English Learners:** -8.4% **Students with Disability:** -38.9% **Low Income:** -0.3%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 95.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 96.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 96.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +1.0%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 95.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 91.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** +4.3%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

To ensure equitable access to health services for all students, Community Magnet Charter continued to provide full-time nursing support five days a week. This ongoing support has contributed to a reduction in chronic absenteeism, helping ensure that students are present each day to receive essential academic instruction.

Action 2: Base-Funded School Climate Support Staff

The base-funded Pupil Services Attendance Counselor promotes joy and wellness by improving attendance through data-driven strategies, providing counseling and advocacy for students and families, and ensuring compliance with educational policies. By collaborating with intervention teams and community agencies, the counselor builds strong connections that support student success and well-being. Participation in crisis response efforts further ensures a safe, caring environment where students can thrive academically and emotionally. Successes in this implementation are improved school-wide attendance with fewer chronic absences and an increase in social-emotional support for students.

Action 3: Supplemental School Climate Support Staff

Implementation for this action was achieved through the addition of a campus aide and instructional aides in every classroom. This has greatly enhanced schoolwide joy and wellness. With more adult support on campus, students experience stronger connections and consistent guidance leading to improved attendance and greater sense of belonging. The presence of additional aides allows for more individualized attention and positive interactions, reducing behavioral issues and discipline referrals.

Action 4: SENI Investments towards Joy and Wellness

SENI funding was used to address the needs of English Learners, students in foster care, and low income students to support joy and wellness at Community Magnet Charter School. Implementation of this goal was through the purchase of an additional day of a school psychologist at our school. Increased access to the school psychologist ensures timely emotional and mental health support, fostering a safe, nurturing environment where students feel valued and motivated to succeed.

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

No material differences.

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

Action 1: Base-Funded Health Supports

Community Magnet Charter Elementary School promotes health access and equity for all students through the provision of full-time nursing

support. The presence of a dedicated, full-time school nurse ensures a safe, healthy, and inclusive environment where every student's physical and emotional well-being is prioritized. This commitment to comprehensive health services supports equitable access to learning by addressing medical needs that could otherwise hinder academic success.

The school nurse played a central role in advancing student health and wellness. Key responsibilities included conducting health assessments and screenings, managing chronic conditions such as asthma, diabetes, and allergies, and administering medications in accordance with physician directives. The nurse also provides first aid and emergency care, monitors communicable diseases, and ensures compliance with state immunization requirements. Additionally, the nurse develops individualized health care plans, collaborates with teachers and families to support students with medical needs, and delivers health education that promotes preventive care and healthy lifestyle choices.
Through these comprehensive services, the full-time nurse helps remove health-related barriers to learning, ensuring that all students have equitable opportunities to succeed. This holistic approach to student wellness contributes to improved attendance, engagement, and academic achievement. Currently, 74% of Community Magnet students maintain excellent attendance (96% or higher), reflecting the positive impact of the school's commitment to student health and well-being.

Action 2: Base-Funded School Climate Support Staff

Community Magnet Charter Elementary School fosters a safe, inclusive, and supportive learning environment where students feel valued and connected. According to the School Experience Survey, 85% of students reported feeling safe at school, and 82% indicated that they feel like they are part of the school community. These results reflect the school's strong commitment to maintaining a positive climate that promotes both academic and emotional well-being.

Students benefit from the presence of an instructional aide in every classroom, providing additional academic and behavioral support that enhances individualized attention and engagement. Beyond the classroom, the school psychologist and pupil services counselor play essential roles in supporting students' social-emotional development. They provide counseling, conflict resolution, and mental health resources, ensuring that students have access to the care and guidance needed to thrive both personally and academically.
This comprehensive network of academic and emotional support contributes to a nurturing school culture where students feel safe, included, and empowered to achieve their highest potential.

Action 3: Supplemental School Climate Support Staff

Community Magnet Charter Elementary School is dedicated to creating a safe, inclusive, and supportive environment where all students —particularly English learners and low-income students—feel valued and connected. According to the School Experience Survey, 85% of students reported feeling safe at school, and 82% indicated that they feel like they are part of the school community. These results highlight the school's success in fostering a climate of belonging and security for every student.
English learners and low-income students benefit greatly from the additional support provided by an instructional aide in every classroom.

This individualized assistance helps ensure that students receive the academic guidance and language support necessary to access the curriculum and build confidence in their learning. The presence of instructional aides allows for more personalized attention, helping students overcome challenges and experience success in a nurturing environment.

In addition, the school psychologist and pupil services counselor provide essential social-emotional support, offering counseling, guidance, and intervention services that address the unique needs of students facing economic or linguistic barriers. Through these combined efforts, Community Magnet CES ensures that English learners and low-income students feel safe, supported, and empowered to achieve academic and personal success.

Action 4: SENI Investments towards Joy and Wellness

Community Magnet Charter Elementary School's decision to increase the number of days a school psychologist is on campus has significantly enhanced student joy and overall wellness. According to the 2024-25 School Experience Survey, 87% of students reported feeling happy at Community Magnet, and 84% indicated that they know there is at least one adult at school who supports them. These results reflect the school's strong commitment to fostering a nurturing and emotionally supportive environment for all students.
With additional days of on-campus support, the school psychologist is able to provide more consistent and timely services, including individual and group counseling, classroom observations, and collaboration with teachers and families. This increased availability ensures that students' emotional, behavioral, and social needs are addressed proactively, helping them develop resilience, self-regulation, and positive coping strategies.

By prioritizing mental health and emotional well-being, Community Magnet created a school culture where students feel safe, valued, and connected. The expanded psychological support contributes directly to greater happiness, stronger relationships, and a joyful learning environment that supports both personal growth and academic success.

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 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 Health Services	In order to ensure health access and equity for all students, Community Magnet Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Community Magnet Charter 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 supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Community Magnet Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Community Magnet Charter School will use SENI investments to support the Joy & Wellness to support our English Learners, students in foster care, and low-income students by expanding counseling and behavioral support services. Additional time and resources from the school psychologist will be dedicated to providing individualized counseling, social-emotional learning opportunities, and behavior interventions to help students build resilience, emotional well-being, and positive coping skills.	**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.

In partnership with families and community organizations, the District is committed to engaging, developing, and empowering students to achieve their full potential. Los Angeles Unified School District and its Affiliated Charter Schools, including Community Magnet Charter School, will continue to leverage community resources and programs to provide comprehensive services that support the academic, social, emotional, and physical well-being of every student.

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."**	**2021-2022** **All Parents:** 82.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 91.6%	**All Parents:** +1.2%
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”**	**2021-2022** **All Parents:** 85.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 92.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 98.4%	**All Parents:** +7.3%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2021-2022** **All Parents:** 82.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.8%	**All Parents:** +7.7%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2021-2022** **All Parents:** 95.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 96.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +1.1%

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.

At Community Magnet Charter School students are actively involved in school activities that promote leadership, collaboration, and community service. Students in Grades 4–5 are invited to participate in the Student Council, where members campaign for office and are elected by their peers. The Student Council plays an active role in identifying and addressing school and community needs. Each year, members organize initiatives such as the annual Canned Food Drive and fundraising events to support families in need.

All students participate in school-wide assemblies that promote community values and cultural awareness, including presentations on behavior expectations, multicultural heritage, and the performing arts. Each class also prepares and presents its own multicultural project, fostering appreciation for diversity and inclusion.

To further enhance engagement, the school offers a wide range of after-school enrichment programs designed to meet students' varied interests and talents. Activities include yoga, digital art, dance, sports, chess, and science, providing opportunities for students to explore new skills and build connections beyond the classroom. Parent engagement is supported through ongoing communication, volunteer opportunities, and participation in school events and committees, ensuring that families remain active partners in their children's educational experience.

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.

Community Magnet Charter Elementary School is deeply committed to fostering strong partnerships between families, staff, and the broader school community. Through consistent communication, accessible resources, and meaningful opportunities for involvement, the school ensures that families are active participants in their children's education and overall well-being.

According to the School Experience Survey, 84% of parents reported that the school includes them in important decisions about their child's education, reflecting a culture of shared responsibility and collaboration. Additionally, 93% of parents indicated that they can easily find information about parent workshops or other programs offered at the school, demonstrating the school's commitment to transparency and Accessibility.

Furthermore, 87% of parents reported that the school provides instructional resources to help them support their child's education, ensuring that families are equipped to reinforce learning at home. An impressive 97% of parents stated that the school provides information—both

verbal and written—that they can understand, underscoring the school's dedication to clear, inclusive communication.

These high levels of parent engagement and satisfaction align with Los Angeles Unified's Strategic Plan and LCAP goal for Engagement and Collaboration, which emphasized family involvement, effective communication, and community partnerships as essential components of student success. Through these efforts, Community Magnet CES continues to build a supportive and connected school community that enhances both academic achievement and student well-being.

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 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
	SENI Investments towards Engagement and Collaboration	While Community Magnet Charter did not invest LCFF-SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.		

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.

Community Magnet Charter School selected the goal of operational effectiveness and investment in staff to ensure the continued delivery of high-quality educational experiences in a safe, well-maintained, and supportive environment. As a high-performing school with strong parent engagement and community involvement, maintaining operational excellence is essential to sustaining student success and staff satisfaction.

This goal emphasizes the importance of providing teachers and staff with the resources, professional development, and support necessary to deliver rigorous instruction and foster continuous improvement. Additionally, a focus on safety, campus cleanliness, and efficient operations ensures that students learn in an environment conducive to academic achievement and well-being. By investing in staff and strengthening operational systems, Community Magnet Charter School aims to preserve its tradition of excellence while building capacity for long-term growth and sustainability.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

Community Magnet Charter School implemented several initiatives to strengthen operational effectiveness and invest in staff development. Classroom technology was updated through the replenishment of student devices as needed, and teacher laptops and classroom Promethean boards were replaced on a rolling basis to ensure access to up-to-date instructional tools.

The district replaced the roofs for every building on campus, which was finalized in March 2026, improving the safety and integrity of school facilities. Indoor and outdoor air quality monitors were installed to enhance environmental safety, and new flooring was added in the main office to improve functionality and appearance. The auditorium's audio-visual system was upgraded to better support performing arts classes and schoolwide programs.

Teachers participated in a series of professional learning opportunities focused on project- and problem-based instruction to enhance classroom engagement and instructional quality. Additionally, the Safe School Plan was updated with a specific emphasis on wildfire preparedness and response, reflecting lessons learned from the 2025 wildfires that affected the campus. These efforts collectively strengthened the school's operational capacity, staff effectiveness, and overall learning environment.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Community Magnet Charter Elementary School demonstrated a strong commitment to operational excellence and the continuous investment in high-quality staff to ensure the best educational experience for all students. The school's success in maintaining effective systems and meeting state standards reflected a culture of accountability, professionalism, and dedication to student achievement.

With 94% of teachers appropriately credentialed, the school ensured that students were taught by highly qualified educators who possessed the knowledge, skills, and expertise necessary to deliver rigorous, engaging, and standards-aligned instruction. This high level of teacher qualification supported consistent instructional quality and fostered a learning environment where all students could thrive academically.

The school also achieved 100% compliance in providing students with standards-based instructional materials, meeting the requirements of the Williams Act. This guaranteed that every student had equitable access to up-to-date textbooks and learning resources that aligned with California's academic standards, supporting both instructional consistency and educational equity.

Additionally, Community Magnet CES earned an Exemplary Rating on the School Accountability Report Card (SARC), confirming that the school successfully met all basic and state conditions for quality education. This recognition highlighted the school's operational effectiveness in maintaining safe facilities, qualified staff, and adequate instructional materials.

Together, these metrics reflected the school's strong infrastructure, effective leadership, and strategic investment in quality personnel and resources—ensuring that every student benefited from a well-supported, high-performing educational environment.

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 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, Community Magnet Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $1,780,417	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$148,488.00 (School Discretionary Funds- new S/C revenues) $788,942.63 (Total District and School S/C funds including carryover)	$0

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
26.10%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	26.10%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Community Magnet Charter Scope: School-wide	Los Angeles Unified School District, including Community Magnet Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families,	Los Angeles Unified School District, including Community Magnet Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5 ● Smarter Balanced

	and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. 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. 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 Community Magnet Charter. Scope: School-wide	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. 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 Community Magnet Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	Assessment: Math- Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● Implementation of Academic Standards (All Students)
Goal 1 Action 8	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Community Magnet Charter will continue to support English Learners, low-income students and students in foster Care. Scope: School-wide	This action is designed to address the academic and social-emotional needs of Low-Income, Foster Youth, and English Learner students by providing additional instructional and campus support. Funds will be used to hire instructional and campus aides who will work directly with students in the classroom and throughout the school environment. Instructional aides will provide targeted small-group and one-on-one support to help students access grade-level content, reinforce key skills, and receive differentiated instruction aligned with their individual learning needs. This direct support is especially critical for English Learners who benefit from language development assistance, and for Low-Income	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy

		and Foster Youth students who may require additional academic intervention to close achievement gaps. Campus aides will also play a vital role in promoting a safe, inclusive, and supportive school climate. They will assist in building positive relationships with students, monitoring social-emotional well-being, and connecting students with appropriate resources and supports. By providing both academic and social-emotional assistance, this action ensures that all students—particularly those who face additional barriers—receive equitable opportunities to succeed and thrive in a supportive learning environment.	Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 9	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Scope: School-wide	A proven, research-based approach to small group instruction that supports student achievement is the Response to Intervention (RTI) Tier 2 Small Group Model. This approach is grounded in educational research emphasizing differentiated, data-driven instruction to meet students' individual learning needs (Fuchs & Fuchs, 2006). In this model, students who need additional academic support receive targeted small group instruction focused on specific skill deficits identified through formative assessments and progress monitoring. Instruction is explicit, systematic, and aligned with core curriculum goals, allowing students to strengthen foundational skills while continuing to access grade-level content.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced

		Implementing the Response to Intervention (RTI) Tier 2 Small Group Model is an effective and research-based use of funds to support English Learners, Low-Income, and Foster Youth by providing targeted, data-driven instruction that addresses specific academic and language needs. Research by Fuchs & Fuchs (2006) and Vaughn et al. (2015) shows that small group interventions within RTI significantly improve reading and math outcomes, particularly for students performing below grade level. This model promotes equity by ensuring timely, individualized support and consistent progress monitoring, reducing achievement gaps and preventing the need for more intensive interventions later. By investing in trained instructional aides and professional development, schools create sustainable systems that accelerate learning and foster academic confidence among the students who need it most.	Distance from Standard (DFS) Met in Math - Grades 3-5
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Community Magnet Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Establishing a team of support personnel within each community—including counselors, social workers, psychologists, and community liaisons—will directly promote student wellness and, in turn, support academic achievement. This team will provide coordinated services that address students' social-emotional, behavioral, and mental health needs, ensuring that barriers to learning are identified and addressed early. By fostering a safe, supportive, and inclusive school environment, students are better able to focus, engage, and persist in their academic work. Establishing a team of support personnel within our school community is a strategic approach to strengthening student achievement by addressing the whole child—academically, socially, and emotionally. This team, which may include counselors, social workers, psychologists, instructional coaches, and community liaisons, will collaborate to identify and remove barriers to learning. By providing coordinated academic and wellness support, the team ensures that students receive timely interventions tailored to their individual needs. The support team will meet regularly to review student data, monitor attendance, behavior, and academic progress, and develop action plans that align with schoolwide goals. They will also work closely with teachers and families to provide resources, counseling, and targeted interventions that promote engagement and	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Fee Safe at School (per School Experience Survey) ● Percent of Students Who Fee They are a Part of their School (per School Experience Survey)

		success. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) shows that schools integrating social-emotional and academic supports see improved academic outcomes, attendance, and school climate. Through this collaborative model, the school community fosters a supportive environment where every student is equipped to thrive academically and personally. Establishing a team of support personnel is an effective use of funds to meet the school's goals for English Learners, Low-Income, and Foster Youth by addressing academic and social-emotional barriers that impact learning. Providing access to counselors, psychologists, and mentors promotes attendance, engagement, and achievement. Research from the California Department of Education (2023) and CASEL (2020) shows that schools integrating mental health and social-emotional supports see improved academic outcomes and school climate. Additionally, Jones et al. (2017) found that social-emotional learning interventions significantly increase academic performance and reduce behavioral issues, demonstrating that coordinated wellness supports are essential for equitable student success.	

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.

Community Magnet Charter is not eligible for these funds.

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	20.17 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 405 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	24.77 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 405 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Community Magnet Charter School 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Community Magnet Charter School 2026-2027	$ 568,897	$ 148,488	26.10%	0.000%	26.10%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 717,385	$ -	$ -	$ -	$ 717,385.00	$ 666,423	$ 50,962

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	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 374,619	$ 18,762	$ 393,381	$ -	$ -	$ -	$ 393,381	0.000%
1	4	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 166,740	$ 8,776	$ 175,516	$ -	$ -	$ -	$ 175,516	0.000%
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 20,025	$ 8,489	$ 28,514	$ -	$ -	$ -	$ 28,514	0.000%
1	9	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 70,515	$ 14,935	$ 85,450	$ -	$ -	$ -	$ 85,450	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%

Community Magnet Charter School 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 568,897	$ 148,488	26.10%	0.000%	26.10%	$ 148,488	0.000%	26.10%	**Total:**	$ 148,488
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 148,488

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	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	4	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	8	Charter Supplemental/Concentration Funds	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 28,514	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 85,450	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 34,524	0.000%

Community Magnet Charter School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 794,312.00	$ 607,611.00

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	General Fund School Program	No	$ 402,779	$ 335,243
1	4	Charter School Categorical Block Grant	No	$ 181,227	$ 126,075
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 38,102	$ 14,988
1	10	SENI Investments towards Academic Excellence	Yes	$ 137,853	$ 96,917
2	4	SENI Investments towards Joy and Wellness	Yes	$ 34,351	$ 34,388

Community Magnet Charter School 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 210,306	$ 210,306	$ 146,293	$ 64,013	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 38,102	$ 14,988	0.000%	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	$ 137,85	$ 96,917	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 34,35	$ 34,388	0.000%	0.000%

Community Magnet Charter School 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 584,006	$ 210,306	0.000%	36.011%	$ 146,293	0.000%	25.050%	$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).

California Department of Education
November 2024