# LCFF Budget Overview for Parents

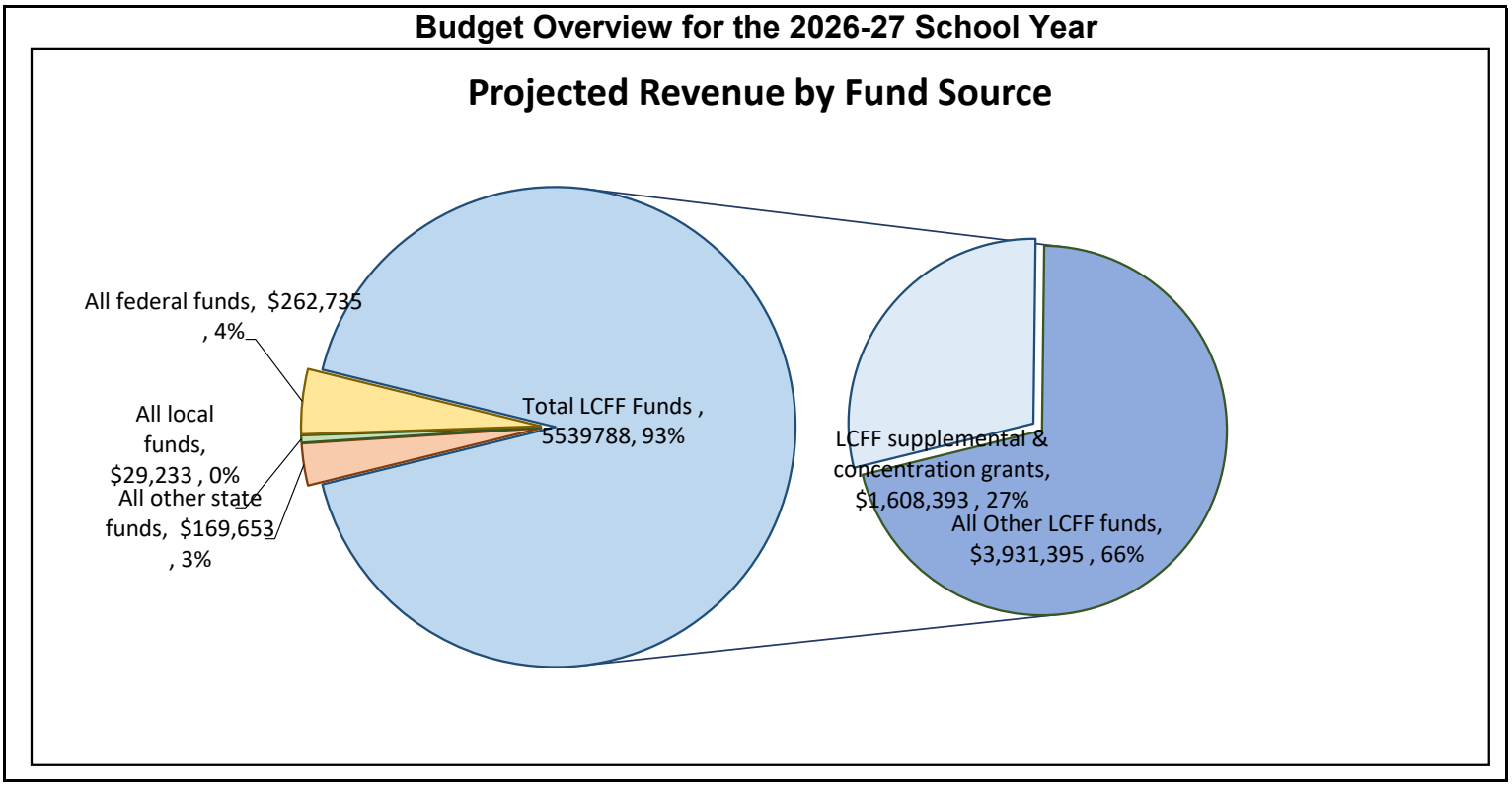
Local Educational Agency (LEA) Name: City Honors International Preparatory High

CDS Code: 19 64634 1996529

School Year: 2026-27

LEA contact information: James Morris, Ed.D.

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

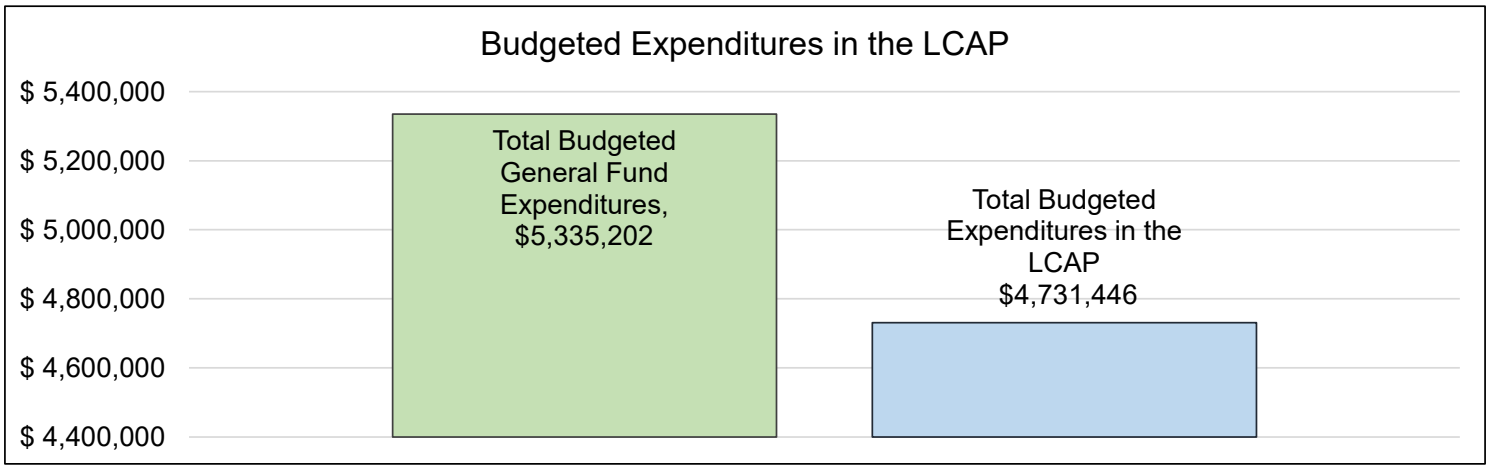



This chart shows the total general purpose revenue City Honors International Preparatory High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for City Honors International Preparatory High is $6,001,409.00, of which $5,539,788.00 is Local Control Funding Formula (LCFF), $169,653.00 is other state funds, $29,233.00 is local funds, and $262,735.00 is federal funds. Of the $5,539,788.00 in LCFF Funds, $1,608,393.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents




This chart provides a quick summary of how much City Honors International Preparatory High 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: City Honors International Preparatory High plans to spend $5,335,201.66 for the 2026-27 school year. Of that amount, $4,731,446.00 is tied to actions/services in the LCAP and $603,755.66 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

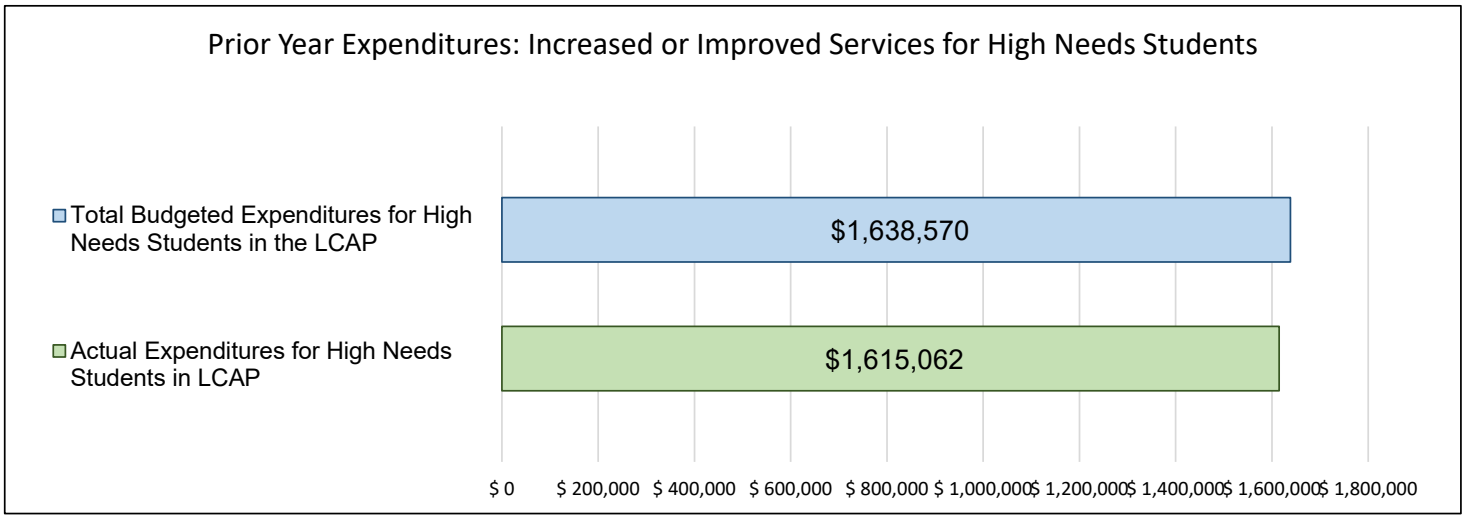
Property and liability insurance, LACOE support positions, settlements, legal costs, audit fees, utilities, maintenance and other operational costs, and administrative costs (fiscal services, human services, and business services).

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

In 2026-27, City Honors International Preparatory High is projecting it will receive $1,608,393.00 based on the enrollment of foster youth, English learner, and low-income students. City Honors International Preparatory High must describe how it intends to increase or improve services for high needs students in the LCAP. City Honors International Preparatory High plans to spend $1,608,393.00 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 City Honors International Preparatory High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what City Honors International Preparatory High 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, City Honors International Preparatory High's LCAP budgeted $1,638,570.00 for planned actions to increase or improve services for high needs students. City Honors International Preparatory High actually spent $1,615,062.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $23,508.00 had the following impact on City Honors International Preparatory High's ability to increase or improve services for high needs students:

Although City Honors did not expend the total amount budgeted, the expected outcomes of the planned actions and services for our high needs students were met throughout the year. The Charter continued to implement additional services such as targeted intervention, academic support through tutoring and one-on-one support, and provided the necessary technology access.

# 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 |
|---|---|---|
| City Honors International Preparatory School | Dr. Saba Araya<br>Dr. Bernadette Lucas | saba.araya@inglewoodusd.com<br>bernadette.lucas@inglewoodusd.com |

## Plan Summary 2026-2027

### General Information

*A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.*

City Honors International Preparatory School (CHIPS) is a public charter school located in Inglewood, California, serving students in grades 9-12. Our school is committed to providing a rigorous, globally-focused education that prepares students for success in college, career, and life.

City Honors International Preparatory School serves approximately 350 students in grades 9-12 in Inglewood. The city of Inglewood is located in southwestern Los Angeles County, California, in the Los Angeles metropolitan area. As of the 2020 U.S. Census, the city had a population of 107,762.

School Mission: Our mission is to cultivate globally-minded, critical thinkers who are prepared to thrive in a diverse and rapidly changing world. We achieve this by delivering a challenging, internationally-focused curriculum in a supportive and inclusive learning environment.

The school's student population is diverse, with the majority of students identified as socioeconomically disadvantaged, along with an English Learner subgroup and a small Foster Youth population.

Recent Recognition: City Honors was named a 2026 California Distinguished School, a state-level recognition of the school's continued progress and excellence in serving its students and community.

**According to the most recent California Dashboard data available, CHIPS has demonstrated strong performance in several areas:**

- Graduation Rate: The school continues to maintain a high graduation rate.
- English Language Arts: The school achieved a "Blue" distinction on the CA Dashboard 2025, the highest performance level — reflecting sustained 78.6 points above standard.
- College/Career Readiness: The College and Career indicator is now a "Blue" distinction (78.1% prepared) on the CA Dashboard 2025 — the highest indicator of success — reflecting the school's strengthened CTE pathways, AP enrollment, and dual enrollment opportunities.
- English Learner Progress: Continued strong performance with the majority of English Learners making progress toward proficiency.

**However, there are areas where the school continues to focus on growth:**

- Mathematics: Continued growth toward standard is a school-wide instructional priority. 61.1 below standard which improved by 26.4 points, placing in the “Yellow” performance level (same as the State performance level).

CHIPS has met the standards for all local indicators, including the implementation of academic standards, parent and family engagement, local climate survey, and access to a broad course of study. The school has also met the standard for providing basics such as teachers, instructional materials, and facilities.

**Accreditation: City Honors is fully accredited by the Western Association of Schools and Colleges (WASC) until 2028.**

**We envision a school where:**

- Students engage in a rigorous, internationally-focused curriculum that fosters critical thinking, creativity, and problem-solving skills. The instructional program includes honors, Advanced Placement (AP), Cambridge Advanced Subsidiary (AS) courses, Southern California Regional Occupational Center (SoCal ROC) pathways, and dual enrollment courses.
- Diversity is celebrated, and students develop cross-cultural understanding, empathy, and respect for all individuals.
- Teachers are highly qualified, passionate educators who utilize innovative teaching methods to create dynamic and personalized learning experiences.
- Technology is seamlessly integrated into the learning process, enhancing collaboration, communication, and access to global resources.
- Students have ample opportunities to engage in community service, leadership roles, and real-world learning experiences that prepare them for success beyond high school.
- A strong partnership exists between the school, families, and the community, working together to support student growth and achievement.
- Graduates are well-rounded, globally-minded individuals who are prepared to succeed in their chosen paths and make a positive impact in the world.
- The school prioritizes the health and well-being of students and staff by fostering a supportive and inclusive environment that promotes social-emotional learning, mindfulness, and resilience. Comprehensive wellness programs, counseling services, and character education initiatives are integral components of the school experience, ensuring that students develop the self-awareness, empathy, and coping skills necessary to thrive both academically and personally.

At City Honors, we are committed to creating a transformative educational experience that equips our students with the knowledge, skills, and values necessary to thrive in an interconnected, rapidly changing global society. Our comprehensive instructional program, which includes honors, AP, Cambridge AS courses, SoCal ROC pathways, and dual enrollment options, ensures that students have access to a wide range of challenging and diverse learning opportunities to support their academic and personal growth.

## Reflections: Annual Performance

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

Reflecting on the 2025-2026 school year, City Honors International Preparatory continued to make meaningful progress across several state priority areas while also identifying ongoing opportunities for growth.

**Strengths:**

The school continued to demonstrate strength in graduation rates, with the vast majority of students earning their diploma and continuing to post performance at the "Blue" level. English Language Arts performance has advanced to the "Blue" distinction on the CA Dashboard 2025 — the highest performance level — reflecting sustained work on literacy, AVID writing strategies, and CER (Claim, Evidence, Reasoning) integration across content areas. English Learner progress has continued to be a clear strength: a strong majority of English Learners are making progress toward English proficiency, supported by dedicated ELD instruction, integrated ELD strategies in core content classes, and targeted intervention through the school's Saturday School ELD program. Suspension rates remain low and the school continues to meet the standard for school climate.

**Areas for Improvement:**

Mathematics achievement, while improving, remains an area of focused work — daily CAASPP-aligned practice in math classes, intensive intervention, and targeted PLC inquiry cycles are being sustained into 2026-2027. College and Career Readiness has advanced significantly: the College and Career indicator is now a "Blue" distinction, the highest indicator of success on the CA Dashboard, reflecting the school's strengthened CTE pathway completion, AP enrollment and pass rates, and dual enrollment partnerships (including continued partnerships with El Camino College and the National Education Equity Lab). Attendance and chronic absenteeism remain priority focus areas, with the Attendance Review Team (ART) continuing to coordinate early outreach, family engagement, and recognition programs.

*Note: Specific California Dashboard 2025 figures and performance colors should be inserted here once the Dashboard release is available.*

Learning Recovery Emergency Block Grant (LREBG): As applicable, the school will identify any unexpended LREBG funds in its 2026-2027 LCAP and align supported actions with the allowable uses identified in EC Section 32526(c)(2).

The school's needs assessment continues to indicate mathematics achievement and college/career readiness as priority areas, which are reflected in Goal 3 actions (notably **Action 3.9**). The LREBG balance is $450, 319.64.

## 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 |
|---|---|
| SSC: principal, staff, teachers, parents, students | The process used to engage educational partners in the development of the SPSA and Local Control and Accountability Plan (LCAP) at City Honors involved a collaborative effort by the School Site Council (SSC), which consists of the principal, staff, teachers, parents, and students. The engagement process included the following steps:<br>- Regular meetings<br>*SSC Meeting Dates 25-26: 10/29/25, 12/03/05, 1/28/26, 02/12/26, 02/25/26, 03/18/26,03/25/26, 04/29/26, 05/27/26*<br>- Data review and analysis<br>- Goal setting and alignment<br>- Action planning<br>- Resource allocation<br>- Monitoring and evaluation<br>Regular meetings: The SSC held frequent meetings to facilitate ongoing communication and collaboration among educational partners.<br>Data review and analysis: The council reviewed and analyzed relevant data to identify areas of strength and improvement, as well as to inform decision-making.<br>Goal setting and alignment: Based on the data analysis, the SSC established goals that aligned with the school's vision and the needs of all students. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Action planning: The council developed action plans to achieve the set goals, outlining specific strategies, tasks, and responsibilities.<br>Resource allocation: The SSC collaborated to allocate resources effectively, ensuring that funds and support were directed towards initiatives that would have the greatest impact on student success.<br>Monitoring and evaluation: The council continuously monitored progress and evaluated the effectiveness of the implemented actions, making adjustments as needed to ensure continuous improvement.<br>Throughout this process, the principal, staff, teachers, parents, and students on the SSC collaborated closely, sharing their unique perspectives and expertise. The inclusion of diverse educational partners ensured that the LCAP and SPSA were comprehensive, equitable, and responsive to the needs of all students at City Honors. |
| Student Advisory Committee | City Honors actively engaged its Student Advisory Committee in the development of the SPSA and Local Control and Accountability Plan (LCAP) through a collaborative and student-centered approach. The process involved regular meetings where student-led discussions took place, allowing for the unique perspectives and experiences of the students to be heard and considered.<br>The Student Advisory Committee worked closely with the School Site Council (SSC) to ensure alignment between the LCAP and the School Plan for Student Achievement (SPSA). This collaboration fostered a comprehensive understanding of the school's needs and priorities.<br>Throughout the engagement process, the Student Advisory Committee advocated for their fellow students and communicated their insights effectively. By empowering student voice, City Honors demonstrated its commitment to creating plans that genuinely serve the needs of its student body and support their success.<br>The active involvement of the Student Advisory Committee in the development of the LCAP exemplifies City Honors' dedication to student engagement and input. This student-centered approach resulted in an LCAP that is well-informed, relevant, and tailored to the unique needs of the school's students through the following:<br>- Regular meetings<br>- Student-led discussions<br>- Collaboration with the SSC<br>- Advocacy and communication<br>By actively engaging the Student Advisory Committee, City Honors demonstrated its commitment to student voice and empowerment. The student-centered approach ensured that the LCAP and SPSA were informed by the unique perspectives and experiences of the school's students, ultimately leading to plans that better served their needs and supported their success. |
| Surveys: Teachers, Students, Parents | The school engaged key educational stakeholders in the Local Control and Accountability Plan (LCAP) development process by conducting targeted surveys of three critical groups:<br>1. Teacher Surveys: Surveys were distributed to teaching staff to gather their input and perspectives on the school's goals, actions, and resource allocation. Teacher feedback provided valuable insights into classroom needs, professional development priorities, and strategies to improve student outcomes.<br>2. Student Surveys: Age-appropriate surveys were administered to students to understand their experiences, needs, and aspirations. Student voice was critical |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | in identifying areas for improvement, evaluating program effectiveness, and shaping goals and actions to better support their success.<br>3. Parent Surveys: Surveys were sent to parents and guardians to solicit their opinions, concerns, and suggestions regarding their children's education. Parent surveys helped gauge satisfaction with the school's programs, identify areas where greater family engagement and support were needed, and prioritize resources.<br>The survey responses from teachers, students, and parents were compiled, analyzed, and used to inform the development of LCAP goals, actions, and budget allocations. This stakeholder feedback ensured that the LCAP was responsive to the diverse needs of the school community and reflected a collaborative approach to continuous improvement. Engaging these key educational partners through targeted surveys allowed for broad-based input and helped align the LCAP with the district's mission of providing high-quality education for all students.<br>Surveys (2025-2026):<br>Staff, Students, Parents: Link<br>By conducting surveys for teachers, students, and parents, City Honors International Prep School ensured that the LCAP and SPSA were informed by a broad range of perspectives and experiences. This inclusive approach helped to create plans that were responsive to the diverse needs of the school community and promoted a shared sense of ownership and commitment to student success. |

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

City Honors engaged various educational partners in the development of its Local Control and Accountability Plan (LCAP) through a collaborative and inclusive process. The school involved key educational partners to gather input, feedback, and insights to inform the plan's creation.

City Honors International Prep School engaged various educational partners in the development of its Local Control and Accountability Plan (LCAP), which directly mirrors the school's Single Plan for Student Achievement (SPSA). The LCAP and SPSA are aligned to ensure a cohesive and targeted approach to improving student outcomes and school performance.

The School Site Council (SSC), comprising the principal, staff, teachers, parents, and students, played a significant role in the development of both the LCAP and SPSA. The diverse representation within the SSC ensured that different perspectives and needs were considered. The council met regularly at City Honors to discuss the school's goals, actions, and resource allocation, providing valuable recommendations for both plans.

Additionally, the school established a Student Advisory Committee to actively involve students in the LCAP and SPSA process. This committee provided a platform for students to voice their opinions, share their experiences, and contribute ideas to enhance their educational experience. By including student representatives, the school demonstrated its commitment to student engagement and empowerment.

To gather broader input, City Honors conducted surveys targeting teachers, students, and parents. These surveys aimed to collect data on various aspects of the school's performance, including academic programs, school climate, and student support services. The survey results offered valuable insights into the school community's needs, preferences, and areas for improvement, which were then incorporated into both the LCAP and SPSA.

By aligning the LCAP with the SPSA and engaging the SSC, Student Advisory Committee, and conducting surveys, City Honors International Prep School ensured that the development process was participatory, reflective of the diverse perspectives within the school community, and focused on a unified vision for student success. This approach fostered a sense of ownership and shared

responsibility among educational partners, ultimately leading to comprehensive and well-informed plans tailored to the unique needs of City Honors' students.

# Goals and Actions

## Goal 1

| Goal # | Description | Type of Goal |
|---|---|---|
| #1 | Ensure all students have access to high-quality education by providing appropriately assigned and fully credentialed teachers, sufficient instructional materials, well-maintained school facilities, effective implementation of state standards, and a broad course of study, including targeted support for English Learners. | Broad |

*State Priorities addressed by this goal.*

#1 (Basics), #2 (Standards)

*An explanation of why the LEA has developed this goal.*

City Honors International Preparatory has chosen this LCAP goal because it recognizes the fundamental importance of providing all students with a high-quality education that prepares them for success in college, career, and life. This goal addresses several critical components that work together to create an optimal learning environment and ensure equitable access to educational opportunities for all students.

Firstly, having appropriately assigned and fully credentialed teachers is essential for delivering effective instruction. Teachers who are experts in their subject areas and possess the necessary pedagogical skills can engage students, differentiate instruction, and support the diverse learning needs of all students. By prioritizing teacher quality, City Honors demonstrates its commitment to providing students with knowledgeable and skilled educators who can help them reach their full potential.

Secondly, sufficient instructional materials that are aligned with state standards ensure that students have access to the resources they need to master the content and skills required for academic success. By providing all students with high-quality, standards-aligned materials, City Honors creates a level playing field and reduces barriers to learning that may arise from socioeconomic disparities.

Thirdly, well-maintained school facilities contribute to a safe, healthy, and conducive learning environment. Students are more likely to engage in learning and feel a sense of pride in their school when the facilities are clean, well-maintained, and equipped with modern resources. By prioritizing facility maintenance and upgrades, City Honors demonstrates its commitment to creating a physical environment that supports student success.

Fourthly, effective implementation of state standards ensures that students are receiving instruction that is rigorous, relevant, and aligned with the knowledge and skills they need for success in college and career. By focusing on standards implementation, City Honors ensures that all students, regardless of background or ability, have access to a high-quality curriculum that prepares them for the challenges of the 21st century.

Fifthly, providing a broad course of study, including honors, Advanced Placement (AP), Cambridge Advanced Subsidiary (AS) courses, Southern California Regional Occupational Center (SoCal ROC) pathways, and dual enrollment courses, gives students the opportunity to explore their interests, discover their passions, and challenge themselves academically. This variety of course offerings allows students to develop a wide range of skills, knowledge, and experiences that will serve them well in their future educational and career pursuits.

Finally, targeted support for English Learners is critical for ensuring that these students have equitable access to the core curriculum and can develop the language skills necessary for academic success. By providing dedicated English Language Development (ELD) instruction and integrating ELD strategies across all content areas, City Honors demonstrates its commitment to helping English Learners overcome language barriers and thrive academically.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| Metric #1 | Percentage of teachers who are fully credentialed and appropriately assigned | CA Dashboard 2023<br>“Standard Met” | CA Dashboard 2024<br>“Standard Met” | CA Dashboard 2025<br>“Standard Met” | Maintain “Standard Met” | No change |
| Metric #2 | Percentage of students who have access to standards-aligned instructional materials in all subject areas. | CA Dashboard 2023<br>“Standard Met” | CA Dashboard 2024<br>“Standard Met” | CA Dashboard 2025<br>“Standard Met” | Maintain “Standard Met” | No change |
| Metric #3 | Percentage of school facilities that are in good repair based on the Facility Inspection Tool (FIT) | CA Dashboard 2023<br>“Standard Met” | CA Dashboard 2024<br>“Standard Met” | CA Dashboard 2025<br>“Standard Met” | Maintain “Standard Met” | No change |
| Metric #4 | Percentage of English Learners who will demonstrate progress toward English proficiency as measured by the ELPAC and academic achievement data. | CA Dashboard 2023<br>No Performance Color<br>66.7% making progress; increased 14.3% | CA Dashboard 2024<br>No Performance Color<br>80% making progress; increased 13.3 % | CA Dashboard 2025 | Increase by 20% | No change |
| Metric #5 | Percentage of students who will have access to a broad course of study as measured by master schedules and course enrollment data. | CA Dashboard 2023<br>“Standard Met” | CA Dashboard 2024<br>“Standard Met” | CA Dashboard 2025<br>“Standard Met” | Maintain “Standard Met” | No change |
| Metric #6 | The percentage of students | CA Dashboard 2023 | CA Dashboard 2024 | CA Dashboard 2025 | Maintain “Very High” Rating | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | completing A-G requirements, CTE pathways, and AP courses will increase annually. | College/Career: "Very High" | College/Career: Green (band) "High" | College/Career Blue (band) | | |

## 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.*

City Honors successfully implemented the planned actions for Goal 1 during the 2025-2026 school year, maintaining compliance with all Priority 1 requirements while continuing to make progress in key areas. Overall implementation proceeded largely as planned, with continued investment in teacher recruitment, professional development, facilities, and English Learner supports.

Under Action 1.1, the school continued to maintain appropriately assigned and fully credentialed teachers, with ongoing participation in AVID and CER professional development and continued mentoring supports for new staff. Action 1.2 proceeded as planned, with the annual review and distribution of standards-aligned instructional materials and the maintenance of technology resources, including the computer lab, Vibe Boards, and Apple Education tools. Action 1.3 continued the proactive facilities maintenance approach and flexible-learning-space modernization. Action 1.4 sustained dedicated ELD instructional support through the ELD teacher and counseling team, with continued integration of ELD strategies across content areas and continued operation of the Saturday School ELD program for English Learners. Actions 1.5 and 1.6 maintained the school's broad course of study and the strengthened leadership team configuration with the assistant principal.

Implementation challenges in 2025-2026 included continued recruitment pressure in selected subject areas and the ongoing work of refining the master schedule to support PLC common prep periods. The school also continued partnership work with El Camino College and the National Education Equity Lab to expand dual enrollment opportunities.

*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.*

The school's English Language Development support continued to be highly effective in 2025-2026, with the majority of English Learners making meaningful progress toward proficiency. The SSPSS has continued to support school operations and instructional leadership. While the instructional materials, facilities maintenance, and broad course of study actions have continued to maintain required standards, the school is continuing its focused work to sustain college and career readiness through expanded dual enrollment, deepened CTE pathway implementation, and additional counseling support.

*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.*

Based on 2025-2026 performance data and student/staff feedback, the school is making strategic refinements to Goal 1 for 2026-2027. Metrics have been refined to include specific tracking of English Learner reclassification rates (target: 25% annually) and interim benchmarks for A-G completion and AP pass rates to better track college and career readiness progression. The College and Career indicator is now a "Blue" distinction, the highest indicator of success on the CA Dashboard, and target outcomes will focus on sustaining this performance level through solidified CTE pathways and expanded dual enrollment. Teacher recruitment will continue to focus on educators with specialized Advanced Placement (AP) and college prep experience, paired with targeted retention strategies for high-performing staff.

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

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Recruit, hire, and retain highly qualified and fully credentialed teachers in all subject areas. | To address the critical need for high-quality educators and promote staff longevity, our District will develop and implement a comprehensive teacher recruitment and retention plan. This initiative will focus on attracting diverse, talented educators through targeted outreach and competitive hiring practices. Simultaneously, City Honors will prioritize staff retention by offering robust professional development opportunities tailored to support teacher growth and effectiveness. These opportunities will include workshops, mentoring programs, and collaborative learning experiences designed to enhance instructional skills, foster innovation, and address the evolving needs of our student population. By investing in our teachers' professional growth and creating a supportive work environment, we aim to build a stable, highly skilled staff committed to our school's mission and capable of driving continuous improvement in student outcomes. | $2,239,903.00 | No |
| 1.2 | Provide all students with sufficient, standards-aligned instructional materials in all core subjects. | To ensure all students have access to high-quality, standards-aligned instruction, City Honors will implement a comprehensive instructional materials management plan. This initiative begins with an annual review of all instructional resources to verify their alignment with current state standards. Following this assessment, we will procure and distribute essential materials to every student, including traditional textbooks, digital resources, and subject-specific tools. To further enhance learning and engagement, we will strategically integrate technology into the classroom environment. This includes providing access to devices like Chromebooks, maintaining a well-equipped computer lab, and utilizing interactive whiteboards (i.e. Vibe Board) and educational software (i.e. Apple Education). By combining up-to-date physical materials with cutting-edge digital resources, we aim to create a dynamic and effective learning environment that prepares students for academic success and future challenges in an increasingly digital world. | $ 10,000.00 | No |
| 1.3 | Maintain safe, clean, and well-functioning school facilities that support student learning. | Our school is committed to providing a safe, modern, and conducive learning environment for all students and staff. To achieve this, we will implement a proactive facilities management approach that includes regular inspections and prompt addressing of maintenance or repair needs. A comprehensive facilities maintenance plan will be developed and executed to ensure ongoing upkeep of our buildings and grounds. Additionally, we recognize the importance of adapting | $ 422,831.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | our physical spaces to support 21st-century learning. As such, we will undertake strategic modernization and upgrades to our facilities, incorporating elements such as flexible seating options, collaborative workstations, standing desks, movable whiteboards, and technology-integrated furniture. These improvements will foster a more dynamic and engaging learning environment that supports diverse teaching methods and student collaboration, preparing our students for the challenges of the future. | | |
| 1.4 | Ensure effective implementation of state standards in all classrooms, including providing targeted support for English Learners. (ELD Teacher & Counselors) | To enhance student achievement and language proficiency, our school will implement a multi-faceted approach focused on effective instruction and targeted support for English Learners. Teachers will receive ongoing professional development on standards-based instruction, ensuring they are equipped with the latest strategies to deliver high-quality, engaging lessons aligned with state standards. Concurrently, we will establish a comprehensive English Language Development (ELD) program, providing structured support for English Learners to access core content while developing their language skills. This program will be led by our dedicated ELD Teacher and supported by our counseling team. Regular progress monitoring of English Learners will be conducted, allowing for timely adjustments to support strategies and interventions. Through this integrated approach, we aim to create a learning environment where all students, particularly English Learners, can thrive academically and linguistically. | $25,000 | Yes |
| 1.5 | Provide all students with access to a broad course of study that prepares them for college, career, and life. | City Honors is committed to providing a comprehensive and diverse educational experience for all students. We offer a broad range of courses spanning core academics, electives, world languages, technology, and career technical education pathways. Through strategic master scheduling, we ensure that every student has the opportunity to engage in a well-rounded course of study. We prioritize equitable access to challenging courses, including Advanced Placement (AP), SCROC, and dual enrollment options, by providing targeted guidance and support. Beyond classroom learning, the school organizes college and career trips, including both day and overnight excursions, to expose students to postsecondary opportunities and real-world career environments such as the *HBCU tour and Northern California College & Career Excursion.* Our course offerings are regularly reviewed and updated to align with student interests, postsecondary expectations, and evolving workforce demands. This approach aims to prepare students for success in their future academic and professional endeavors while fostering their individual passions and talents. | $215,859.83 | Yes |
| 1.6 | Sustain a qualified assistant principal position to strengthen the school's leadership team. | This position enhances administrative capacity, supports instructional leadership, and improves day-to-day operations. The assistant principal collaborates with the principal to implement school initiatives, manage student discipline, support teacher development, and foster a positive school culture. This strategic role distributes leadership responsibilities more effectively, allowing for increased focus on student achievement and overall school improvement. | $180,000<br><br>Subtotal: $420,859.83 | Yes |

## Goal 2

| Goal # | Description | Type of Goal |
|---|---|---|
| #2 | Strengthen family engagement by actively seeking parent input in decision-making processes and promoting meaningful parental participation in programs designed to support unduplicated pupils and students with disabilities. | Broad |

*State Priorities addressed by this goal.*

#3 (Family Engagement)

*An explanation of why the LEA has developed this goal.*

City Honors has adopted this goal to strengthen family engagement because the school recognizes the critical role that parents and families play in supporting student success, particularly for unduplicated pupils (English Learners, low-income students, and foster youth) and students with disabilities.

Research has consistently shown that meaningful family engagement is associated with improved student outcomes, including higher academic achievement, better attendance, and increased social-emotional well-being. By actively seeking parent input in decision-making processes and promoting parental participation in targeted programs, City Honors aims to harness the power of family engagement to support student learning and growth.

For unduplicated pupils, who may face additional barriers to academic success, family engagement is especially important. By providing targeted workshops, trainings, and outreach efforts, City Honors can help families of these students navigate the school system, access essential resources, and support their children's learning at home. This, in turn, can help close achievement gaps and ensure that all students, regardless of background, have the support they need to succeed.

Similarly, for students with disabilities, family engagement is a key component of effective special education services. By offering workshops and trainings on topics related to supporting students with disabilities, City Honors can help families become informed advocates for their children and active participants in the educational process. This can lead to improved student outcomes, as well as increased family satisfaction and trust in the school.

Moreover, by actively seeking parent input in decision-making processes, City Honors is demonstrating its commitment to valuing family perspectives and creating a school culture that is responsive to the needs and concerns of its diverse community. This can foster a sense of shared ownership and accountability for student success, as well as increased family buy-in and support for school initiatives.

Ultimately, by adopting this goal, City Honors recognizes that family engagement is not a one-size-fits-all endeavor, but rather a targeted, ongoing effort to build strong partnerships with families that support student learning and well-being. By tailoring its engagement efforts to the unique needs of its unduplicated pupils and students with disabilities, the school is taking a proactive approach to ensuring that all students and families have the support they need to thrive.

### Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | Percentage of parents/parent groups will report feeling that their input | 2023-2024 | 2023-2024 LCAP Survey Results - Parents | 2024-2025 LCAP Survey Results - Parents | Will increase by 20% annually up to Year 3. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | is valued and considered in school decision-making processes. | | Click here | Click here | | |
| #2 | Parental participation in workshops, events, and programs for unduplicated pupils and students with disabilities. | 2023-2024 Baseline Year | Back to School Night: 85% parents attended<br>Honor Roll: 275/297 parents attended or 92.5% | Back to School Night: 85% parents attended<br>Honor Roll: 90% parents attended | Will increase by 20% annually up to Year 3. | TBD |
| #3 | Percentage of families, including families of SWD, will report feeling informed about school activities and opportunities for involvement, as measured by an annual family engagement survey. | 2023-2024 LCAP Survey Results - Parents<br>Click here | 2024-2025 LCAP Survey Results - Parents<br>Click here | 2025-2026<br>LCAP Survey Results - Parents<br>Click here | Will increase by 20% annually up to Year 3. | TBD |

## 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.*

City Honors made progress advancing Goal 2 during 2025-2026, with the Community Liaison and School Site Program Support Specialist leading family engagement efforts and maintaining the "Standard Met" rating for Parent and Family Engagement. Implementation moved forward across workshops, communications, and staff training. However, parent meeting attendance and engagement data were not systematically collected by the Community Liaison until Spring 2026; as a result, the parent and family engagement program remained in development through most of the year, with formalized tracking and structured engagement metrics only beginning to take hold in the final months of the school year.

School-wide events continued to be the strongest engagement driver, with Back to School Night and Honor Roll ceremonies attracting strong attendance. Continued challenges included scheduling conflicts with working parents and ensuring consistent engagement throughout the year — the hybrid format and recorded sessions began to address these challenges.

*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.*

For 2025-2026, Goal 2 spending finished close to budget, with resources reallocated toward direct family-facing programming. Workshops and family engagement events came in over their initial line at $149,507 against a $77,386 budget, reflecting expanded hybrid programming and translation and interpretation services, while the Family Engagement Committee line was underspent at $11,302 against $77,386. Communication/outreach and staff-training lines carried nominal budgets of $1,000 each. Overall, family-engagement resources were redirected from committee operations toward the higher-attendance workshops and events that proved most effective at reaching families.

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

The hybrid workshop model and ParentSquare communication began to address prior-year gaps in workshop participation and family outreach. Direct outreach by the Community Liaison continued to maintain the "Standard Met" rating for Parent and Family Engagement. Because consistent data tracking only began in Spring 2026, the full effectiveness of specific 2025-2026 strategies will become clearer once year-end attendance figures and survey results are finalized.

*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.*

Moving into 2026-2027, the school will establish consistent fall-semester data collection for parent meetings and engagement events through the Community Liaison, deepen parent leadership development opportunities, and continue tracking participation quality through pulse surveys. Based on reflections on 2025-2026 implementation, Action 2.3 (staff training on effective strategies for engaging and communicating with families) has been removed from Goal 2 for 2026-2027, focusing the goal on the two direct family-facing actions: workshops and events for families (Action 2.1) and communication and outreach to families (Action 2.2). The 20% annual increase target for participation remains, with 2025-2026 serving as the new baseline year for both survey-based engagement measures and structured event attendance figures. Workshop programming will continue in the hybrid, series-based model with recorded options available.

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

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Offer a variety of workshops, events, and programs specifically designed to support and engage families of unduplicated pupils and students with disabilities. | To enhance family engagement and support, City Honors will conduct a comprehensive needs assessment to identify the most relevant topics and effective formats for family workshops and events. Based on this assessment, we will develop and implement a diverse calendar of offerings tailored to address the specific needs and interests of our school community. These may include parent education workshops, family literacy nights, college and career readiness seminars, and health and wellness programs. To ensure accessibility for all families, we will provide language translation and interpretation services for events and communications. Throughout the year, we will carefully monitor and track parental participation in these offerings, using this data to continuously refine and improve our family engagement initiatives. | $10,000 | Yes |
| 2.2 | Improve communication | City Honors will implement a comprehensive, multi-faceted communication plan to enhance engagement with families and | $10,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | and outreach to families, including families of students with disabilities, to ensure they are informed about school activities and opportunities for involvement. | the broader school community. This plan will leverage diverse communication channels including email, text messaging, phone calls, social media platforms, and traditional newsletters to ensure information reaches all stakeholders effectively. We will prioritize language accessibility by providing all communications in the languages spoken by our families, ensuring equitable access to important information. Through platforms like ParentSquare, we will deliver regular updates on student progress, upcoming school events, and opportunities for family involvement. To continuously improve our communication strategies, we will conduct an annual family engagement survey, gathering valuable feedback on the effectiveness of our outreach efforts and identifying areas for refinement. This comprehensive approach aims to foster stronger home-school connections, increase family engagement, and ultimately support student success through improved communication and collaboration. | Subtotal: $20,000 | |

## Goal 3

| Goal # | Description | Type of Goal |
|---|---|---|
| #3 | Improve pupil achievement for all students, particularly unduplicated pupils and students with disabilities, by implementing innovative teaching methods relevant to high school students, such as Advancement Via Individual Determination (AVID) and Claim, Evidence, Reasoning (CER) strategies, as measured by performance on statewide standardized assessments, college and career readiness indicators, and English Learner progress and reclassification rates. | Broad |

*State Priorities addressed by this goal.*

#4 (Pupil Outcomes)

*An explanation of why the LEA has developed this goal.*

City Honors has developed this LCAP goal to improve pupil achievement for all students, with a specific focus on unduplicated pupils and students with disabilities, because we firmly believe that every student deserves access to a high-quality education that prepares them for success in college, career, and life. We recognize that traditional teaching methods may not always meet the diverse needs of our student population, and we are committed to implementing innovative strategies that have been proven effective in supporting student learning and achievement.

The decision to focus on Advancement Via Individual Determination (AVID) and Claim, Evidence, Reasoning (CER) strategies is based on extensive research and evidence of their effectiveness in improving student outcomes, particularly for underrepresented and disadvantaged student groups. AVID is a nationally recognized program that has been shown to increase student engagement, academic achievement, and college readiness, particularly for students from low-income and minority backgrounds. By implementing AVID strategies school-wide, we aim to create a college-going culture that encourages all students to set high expectations for themselves and provides them with the skills and support they need to succeed.

Claim, Evidence, Reasoning (CER) is another research-based instructional strategy that has been shown to improve students' critical thinking, writing, and argumentation skills. By incorporating CER methods into instruction across all subject areas, we aim to help students develop the ability to make clear, well-supported claims, cite relevant evidence, and provide logical reasoning to support their arguments. These skills are essential for success in college and career, and we believe that by emphasizing them in our instruction, we can better prepare our students for the challenges of the 21st century.

In addition to these specific strategies, we recognize that improving pupil achievement requires a comprehensive approach that addresses the unique needs of all students, particularly those who have been historically underserved or disadvantaged. By focusing on unduplicated pupils and students with disabilities, we aim to ensure that these students receive the targeted support and resources they need to succeed academically and close achievement gaps.

### Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Percentage of students, including unduplicated pupils and students with | CA Dashboard 2022-2023 | CA Dashboard 2023-2024 | CA Dashboard 2024-2025 | > by 20% annually in ELA & math | ELA: +44 pts above standard<br>Change in performance |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | disabilities, meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Math. | ELA: “Green” performance level<br>(20.6 pts above standard)<br>MATH: “Orange” performance level<br>(132.7 below standard) | ELA: “Green” performance level<br>(34.6 pts above standard)<br>MATH: “Yellow” performance level<br>(45.2 below standard) | ELA: “Blue” performance level<br>(78.6 pts above standard)<br>MATH: “Yellow” performance level<br>(61.1 below standard)<br>Increased 26.4 pts | | level from Green to Blue<br>Math: +26.4pts<br>No change in performance level |
| 2 | Percentage of students, including unduplicated pupils and students with disabilities, demonstrating college and career readiness as measured by the College/Career Indicator (CCI). | CA Dashboard 2022-2023<br>76.2% prepared for C&C<br>“Very High” | CA Dashboard 2023-2024<br>70% prepared for C&C<br>“High” | CA Dashboard 2024-2025<br>78.1% prepared for C & C<br>“Blue” | Maintain “Very High” rating, >## of students prepared for C&C | C & C: Increased 5.3 % |
| 3 | Percentage of English Learners making progress toward English proficiency as measured by the ELPAC. | CA Dashboard 2022-2023<br>66.7% of English Learners making progress toward English proficiency | CA Dashboard 2023-2024<br>80% of English Learners making progress toward English proficiency<br>Increased 13.3% | CA Dashboard 2024-2025<br>100% of ELs who maintained ELPI Levels 1-3H | >## of English Learners making progress to 20% annually | English Learners:<br>CA Dashboard 2025<br>Fewer than 11 students - No performance color |
| 4 | Percentage of teachers trained in AVID strategies and CER methods. | 2022-2023<br>AVID: 80% of teachers attended AVID Summer Institute (2023)<br>CER: 12 out of 14 teachers (-2 due to vacancies) | 2023-2024<br>AVID: 80% of teachers attended AVID Summer Institute (2024)<br>CER: All teachers participated in CER (Solution Tree) | 2024-2025<br>AVID: 100% of teachers attended AVID Summer Institute (2025)<br>CER: All teachers participated in CER (Solution Tree) | 100% of teachers trained in AVID and CER methods | AVID: 20& increase = 100%<br>CER: 15% increase = 100% |

## 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.*

During 2025-2026, City Honors continued to implement and refine its multi-tiered system of support framework, with the administrative team and Instructional Leadership Team using data to drive targeted interventions in academics, behavior, and social-emotional support. The math department continued the practice of one-to-two daily CAASPP-aligned questions during instruction as a department-wide expectation, supporting sustained focus on math achievement. Teachers continued to offer after-school tutoring and intervention programs, compensated for this extra duty work. The Summer Bridge program continued to support incoming freshmen with STEM and English skills.

The College & Career Counselor maintained robust services, including expanded support for AP enrollment, dual enrollment with El Camino College, and partnerships with the National Education Equity Lab. The ELD program continued strong delivery, with a dedicated ELD teacher and counselor providing targeted support to English Learners through personalized instruction and careful progress monitoring.

AVID strategies continued to be implemented school-wide, with continued participation in AVID Summer Institute training, site team coordination, and tutoring support. CER (Claim, Evidence, Reasoning) implementation continued school-wide using the developed CER rubric, with continued partnership with Solution Tree for professional development.

Implementation challenges included continued work to fully integrate AVID across all subject areas with consistency and to deepen intensive interventions for long-term English Learners and for students furthest from grade level in mathematics.

*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.*

For 2025-2026, Goal 3 actuals reflected continued investment in college and career readiness and CER professional development, alongside a significant unexpended Learning Recovery Emergency Block Grant (LREBG) balance. College and career readiness (Action 3.3) finished over budget at $338,272 against $219,199, reflecting expanded counseling, AP, and dual enrollment support. CER methods and Solution Tree professional development (Action 3.6) came in over budget at $305,200 against $276,245, driven by continued PD investment and substitute coverage for teacher release time. Additional academic support (Action 3.2) was underspent at $34,147 against $44,875, and the technology and digital-resources action came in under budget at $74,375 against $80,000 through bulk-purchasing efficiencies. The LREBG — carried into 2026-2027 as Action 3.7 — was substantially underspent in 2025-2026 ($27,425 of a $506,053 budget), which accounts for the $450,319.64 unexpended balance carried forward.

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

The ELD Program (Action 3.4) continued to demonstrate strong effectiveness, with continued progress toward English proficiency for the school's English Learners. Additional Academic Support (Action 3.2) continued to support ELA improvement, with the school advancing to the "Blue" distinction on the CA Dashboard 2025 — the highest performance level. The MTSS framework (Action 3.1) continued to mature, with improved identification and support of struggling students. AVID Implementation (Action 3.5) continued to build a college-going culture, and CER Methods (Action 3.6) continued to support student writing and critical thinking. Mathematics-focused interventions across multiple actions continued to show growth, though the school remains focused on accelerating math achievement. College and Career Readiness (Action 3.3) achieved the "Blue" distinction on the CA Dashboard 2025

— the highest indicator of success — reflecting the cumulative impact of strengthened CTE pathways, expanded AP enrollment, and dual enrollment partnerships.

*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.*

Based on reflections on 2025-2026 implementation and performance data, two actions are being removed from Goal 3 for 2026-2027. Action 3.7 (Targeted Professional Development) is being consolidated into Goal 5, where Actions 5.1, 5.2, and 5.3 already cover the school's comprehensive PD plan, mentoring and coaching, and collaborative learning initiatives — this consolidation eliminates duplication and concentrates PD planning and resources in one goal. Action 3.8 (Technology and Digital Resources) is being consolidated into Goal 1, Action 1.2 (instructional materials), which already explicitly references Vibe Boards, Apple Education, and other digital learning tools; the 2025-2026 implementation has demonstrated that technology integration now operates as part of the core instructional materials infrastructure rather than as a discrete initiative. With the removal of these two actions, the former Action 3.9 (Learning Recovery Emergency Block Grant) is renumbered as Action 3.7 and retained for 2026-2027, reflecting an unexpended LREBG balance of $450,319.64 that will be expended in alignment with the allowable uses identified in EC Section 32526(c)(2). These changes reduce Goal 3 from nine actions to seven (Actions 3.1 through 3.7), focusing resources and accountability on the highest-leverage instructional and student-support work. Likewise, Action 3.4 has been updated to address potential gaps in EL students' language development and academic performance, ensuring they have the necessary support to succeed in their education and prepare for future academic and career opportunities. Beyond targeted instruction, the action provides cultural exposure opportunities — including field trips and college and cultural excursions — that build background knowledge and academic vocabulary and give English Learners authentic, real-world contexts in which to apply their developing language skills.

For 2026-2027, the school will continue intensive intervention strategies in mathematics with a goal to achieve a 20% annual improvement toward meeting standard. The math department will continue the practice of one-to-two daily CAASPP-aligned questions during instruction as a department-wide expectation. For college and career readiness, the school will continue to sustain the "Blue" distinction achieved on the CA Dashboard 2025 — the highest indicator of success — through expanded CTE pathways, dual enrollment, AP enrollment, and counseling support. In English Language Development, the school aims to continue strong EL progress while increasing the reclassification rate to 25%.

**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.**

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Implement a multi-tiered system of support (MTSS) to provide targeted interventions and support for struggling students. (Admin, ILT) | To address the diverse needs of our students, City Honors will implement a comprehensive Multi-Tiered System of Supports (MTSS) plan that integrates academic, behavioral, and social-emotional interventions. This data-driven framework will provide targeted support at varying levels of intensity based on individual student needs. We will offer ongoing professional development to equip our staff with effective MTSS strategies and evidence-based interventions. Regular progress monitoring will allow us to track student growth and make timely adjustments to interventions, ensuring continuous improvement. | $10,000 | Yes |
| 3.2 | Provide additional academic support and resources for unduplicated pupils and students with | To address the diverse learning needs of our students and promote academic success, City Honors will implement a comprehensive support system that extends beyond regular school hours. This initiative includes targeted tutoring and intervention programs led by our dedicated teachers, who will | $75,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | disabilities to close achievement gaps. (Teachers) | receive extra duty pay for their extended commitment. Students will have access to supplemental instructional materials and cutting-edge technology resources to enhance their learning experience. Additionally, we will offer an annual Summer Bridge program each August, designed to ease the transition between grade levels and ensure students are well-prepared for the upcoming academic year. This multi-faceted approach aims to close achievement gaps, reinforce key concepts, and provide personalized support to help all students reach their full potential. | | |
| 3.3 | Strengthen the school's college and career readiness program to ensure all students, particularly unduplicated pupils and students with disabilities, are prepared for post-secondary success. (College & Career Counselor) | Our goal is to ensure that all City Honors graduates are well-equipped to pursue their aspirations and thrive in the rapidly evolving global landscape. City Honors is committed to preparing all students for success in college, career, and life. Our comprehensive college and career readiness program *(i.e. Disney Imagination Campus)* offers personalized counseling services, a diverse array of advanced coursework including AP and dual enrollment classes, and innovative work-based learning experiences such as internships and job shadowing. We provide targeted support to guide students through the college application process and financial aid procedures. The College and Career Counselor delivers direct services to students and manages official transcripts both internally and through Parchment, a secure electronic platform that allows students to send verified transcripts to colleges, universities, and scholarship programs quickly and reliably. | $219,533 | Yes |
| 3.4 *Updated Goal* | Enhance the school's English Language Development (ELD) program to support English Learners in making rapid progress toward English proficiency and reclassification. (ELD Teacher(s) & Counselor) | City Honors is committed to supporting our English Learner (EL) population through a comprehensive and targeted approach to English Language Development (ELD). Our goal is to equip our teachers with the latest ELD strategies and best practices through ongoing professional development, ensuring they can effectively support EL students across all content areas. We will implement a robust ELD curriculum that aligns with state standards and integrates both language acquisition and academic content, providing a solid foundation for our EL students' academic success. *To deepen language acquisition through authentic, real-world learning, we will provide EL students with cultural exposure opportunities, including field trips and college and cultural excursions that build background knowledge, expand academic vocabulary, and connect classroom instruction to the world beyond campus. These experiences broaden students' cultural capital and create meaningful, real-world contexts in which English Learners can practice and apply their developing language skills. Recognizing the unique needs of long-term English Learners, we will offer additional language support and resources tailored to their specific challenges. Through regular monitoring of EL student progress and data-driven adjustments to our support strategies, we aim to foster continuous improvement in English proficiency and academic achievement for all our EL students, ultimately preparing them for success in higher education and beyond. | $10,000 | Yes |
| 3.5 | Implement AVID strategies school-wide to promote a college-going culture and develop students' | Through a multi-faceted approach, City Honors aims to cultivate a culture of high expectations and academic excellence for all students, preparing them for success in higher education and beyond. City Honors is committed to enhancing student achievement and college readiness through the comprehensive implementation of AVID (Advancement Via Individual Determination) strategies. This initiative involves providing | $10,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | critical thinking, literacy, and math skills. (Teachers, AVID site team, AVID Tutors) | extensive professional development for all staff, including participation in the AVID Summer Institute and ongoing workshops. AVID strategies will be integrated across all subject areas to create a cohesive, college-preparatory learning environment. An AVID site team will be established to guide and monitor the implementation process, ensuring fidelity and effectiveness. Special attention will be given to supporting unduplicated pupils and students with disabilities, providing them with additional resources and tailored assistance to succeed within the AVID framework. Hire AVID Tutors to support this action. | | |
| 3.6 | Incorporate Claim, Evidence, Reasoning (CER) methods into instruction to enhance students' critical thinking, writing, and argumentation skills. (Teachers) | City Honors is committed to enhancing critical thinking, writing, and argumentation skills across all subject areas through the implementation of Claim, Evidence, Reasoning (CER) methods. To achieve this goal, we will provide comprehensive professional development for all staff, leveraging expertise from organizations like *Solution Tree (working with experts)* to ensure effective implementation. A school-wide CER rubric will be developed and implemented to maintain consistency in instruction and assessment across departments. Recognizing the diverse needs of our student population, we will offer targeted support and resources for unduplicated pupils and students with disabilities, ensuring they have the tools and guidance necessary to succeed with CER methods. This initiative aims to cultivate a culture of critical analysis and evidence-based reasoning throughout our academic program, preparing all students for success in higher education and beyond. | $150,000<br><br>Subtotal:<br>$474,533 | Yes |
| 3.7 | Learning Recovery Block Grant | The Learning Recovery Block Grant will be strategically allocated to support targeted academic interventions designed to address learning gaps and accelerate student achievement. Our comprehensive approach combines intensive summer programming with sustained academic support throughout the academic year, with a primary focus on strengthening mathematical proficiency and college readiness skills. | $450, 319.64 | No |

## Goal 4

| Goal # | Description | Type of Goal |
|---|---|---|
| #4 | Increase student engagement and create a positive school climate by improving attendance rates, reducing chronic absenteeism and dropout rates, maintaining high graduation rates, fostering a safe and connected school community, and promoting student wellness and social-emotional learning as measured by suspension and expulsion rates, local surveys, and participation in wellness programs. | Broad |

*State Priorities addressed by this goal.*

#5 (Pupil Engagement); #6 (Climate)

*An explanation of why the LEA has developed this goal.*

City Honors has developed this LCAP goal because we recognize that student engagement, a positive school climate, and student wellness are essential for creating an environment conducive to learning and academic success. We believe that by focusing on these critical areas, we can provide our students with the support they need to thrive both academically and personally.

Improving attendance rates and reducing chronic absenteeism is crucial because students who regularly attend school are more likely to succeed academically and develop the skills and knowledge necessary for college and career readiness. By implementing a comprehensive attendance improvement plan, we aim to ensure that all students have the opportunity to fully engage in their education and benefit from the high-quality instruction and support provided by our dedicated staff.

Maintaining high graduation rates and reducing dropout rates is another key priority for City Honors. We recognize that a high school diploma is a critical stepping stone to post-secondary success, and we are committed to providing our students with the support and resources they need to stay on track for graduation. By implementing targeted interventions and support for at-risk students, we aim to ensure that all students, regardless of their background or circumstances, have the opportunity to graduate and pursue their dreams.

Fostering a safe and connected school community is essential for promoting student well-being and creating an environment where students feel valued, respected, and supported. By promoting the Six Pillars of Character and implementing restorative practices, we aim to create a school culture that emphasizes positive relationships, personal responsibility, and mutual respect. We believe that when students feel safe and connected to their school community, they are more likely to engage in their learning and achieve academic success.

Finally, promoting student wellness and social-emotional learning is a critical component of the LCAP goal. We recognize that students' mental and emotional well-being is just as important as their academic success, and we are committed to providing our students with the support and resources they need to thrive in all areas of their lives. By implementing comprehensive wellness programs and integrating social-emotional learning into our curriculum and school culture, we aim to equip our students with the skills and strategies they need to navigate the challenges of adolescence and beyond. During the 2025-2026 school year, all students in PE participated in wellness programming for at least one semester. For 2026-2027, the school will continue to expand wellness programming integration across grade levels.

This LCAP goal reflects City Honors International Preparatory High's commitment to creating a school environment that supports the whole child and promotes student success in all areas of their lives. By focusing on student engagement, a positive school climate, and student wellness, we believe that we can provide our students with the foundation they need to achieve their full potential and lead fulfilling lives beyond high school.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Attendance rates / Chronic Absenteeism rates | 2022-2023<br>94.55% | 2023-2024<br>Schoolzilla:<br>94.1% Overall ADA | 2024-2025<br>Schoolzilla:<br>92.8% Overall ADA | >97.1% Overall ADA (with an > of 1% per year) | ADA: -1.8% |
| 2 | Graduation rates / dropout rates | CA DASHBOARD 2023<br>98.4% graduated<br>“Blue” | CA DASHBOARD 2024<br>97.1% graduated<br>“Blue” | CA DASHBOARD 2025 | >100% | Graduation rate:<br>Change in performance color |
| 3 | Suspension / Expulsion rates | CA DASHBOARD 2023<br>1.3% suspended at least one day | CA DASHBOARD 2024<br>.8% suspended at least one day | CA DASHBOARD 2025<br>0% suspended | < to 0 | Suspensions: Declined by 1.3 %of students suspended at least one day. |
| 4 | Student, staff, and parent survey results on school safety, connectedness, and climate | CA DASHBOARD 2023<br>Local Climate Survey<br>“Standard met” | CA DASHBOARD 2024<br>Local Climate Survey<br>“Standard met” | CA DASHBOARD 2025<br>Local Climate Survey<br>“Standard met” | Maintain “Standard met” | No change |
| 5 | Participation rates in student wellness and social-emotional learning programs | Baseline Year: 2023-2024 | 2023-2024<br>9th and 10th grade student participation in wellness programs via PE @ 50% | 2024-2025<br>9th and 10th grade student participation in wellness programs via PE @ 95% | >20% per year (to year 3) | Increased by 45% from 2023-2024 |

## 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.*

During 2025-2026, the Attendance Review Team (ART) continued to bring together counselors, administrators, the Community Liaison, and the attendance clerk to address attendance challenges as a unified team, with proactive identification of at-risk students and intervention before patterns escalated. The Perfect Attendance Ceremony continued as a celebratory practice to honor students demonstrating daily commitment to their education.

Character development remained central to the school culture through the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The school provided ongoing training to help staff integrate these values into both their curriculum and daily student interactions. School-wide events and assemblies continued to reinforce these values throughout the year, with continued use of restorative practices to resolve conflicts and build stronger relationships.

Building on the partnership with Our Own organization, the school continued working with wellness practitioners to deliver a comprehensive wellness program addressing students' physical, mental, and emotional health needs. All PE students participated in wellness programming for at least one semester during 2025-2026, expanding upon the prior year's voluntary participation. Saturday mindfulness sessions, yoga classes, and art therapy continued to be available, and participation rates were tracked to inform future programming.

*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.*

For 2025-2026, Goal 4 spending finished at or under budget across actions. The attendance improvement action (Action 4.1) was underspent at $1,499 against a $4,000 budget. Character education and wellness actions carried nominal direct budgets, with most associated costs reflected in staffing and recognition activities. The expanded learning opportunities action finished near budget at $16,149 against $17,000. Overall, Goal 4 investments concentrated on attendance recognition activities and wellness programming partnerships, consistent with the planned pattern.

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

Action 4.1 (Attendance Improvement) — The ART approach and Perfect Attendance Ceremonies continued to generate strong student engagement. Continued refinement of intensive intervention strategies remains a priority for 2026-2027. Actions 4.2 (Character Education and Safety) and 4.3 (Wellness) continued to demonstrate strong effectiveness, with maintained suspension and expulsion rates, positive Local Climate Survey results, and consistent student participation in mindfulness, yoga, and art therapy programs. The expansion of wellness programming to all PE students for at least one semester represented a significant scaling milestone for the wellness goal.

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

For 2026-2027, the school will continue to refine intensive attendance intervention strategies through the ART, with monthly attendance tracking to identify trends and create early intervention opportunities. The PE-embedded wellness program will continue to expand across grade levels, building on the 2025-2026 scale-up. Restorative practices using the Six Pillars of Character will continue to be refined to strengthen character education and conflict resolution approaches.

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

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4.1 | Implement a comprehensive attendance improvement plan to increase attendance rates and reduce chronic absenteeism. | Develop and execute a multifaceted strategy to boost student attendance and reduce chronic absenteeism. This plan will include proactive measures such as early intervention for at-risk students, family engagement initiatives, and positive reinforcement for good attendance — including incentive programs such as *Driver's Education* for students who maintain strong attendance, giving students a meaningful, real-world reward for showing up consistently. It will also involve | $40,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | (Counselors, Admin, Attendance Clerk) | data-driven monitoring, personalized support for chronically absent students, and collaboration with community partners to address underlying causes of absenteeism. | | |
| 4.2 | Foster a safe, inclusive, and connected school community by promoting the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) and implementing restorative practices. (All School Educational Partners) | At City Honors, we are committed to fostering a positive school culture grounded in the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our comprehensive approach includes ongoing professional development for staff to seamlessly integrate these principles into the curriculum and daily school life. We actively recognize and celebrate students who exemplify these values, while utilizing restorative practices to address conflicts and build strong relationships. By engaging our entire school community - students, staff, and families - in creating a shared vision based on these pillars, we ensure that character education is not just a program, but a way of life at City Honors. Through school-wide events, assemblies, and service learning projects, we continually reinforce the importance of these character traits, preparing our students to be ethical, empathetic, and engaged citizens in both their academic pursuits and beyond. | $10,000 | Yes |
| 4.3 | Promote student wellness and social-emotional learning through the implementation of the comprehensive wellness center, and its programs and services. | City Honors is committed to nurturing the holistic well-being of our students. To achieve this, we will hire a dedicated Health & Wellness Coach who will spearhead the development and implementation of a comprehensive school-wide wellness plan. This plan will address the physical, mental, and emotional health needs of our diverse student body. We will provide ongoing professional development for staff on social-emotional learning strategies and trauma-informed practices, ensuring that our educators are equipped to support students effectively. Social-emotional learning will be seamlessly integrated into our curriculum and school culture, fostering resilience and emotional intelligence. A variety of wellness programs and services, including mindfulness sessions, yoga classes, and counseling services, will be offered to support student well-being. Additionally, we will actively engage families and community partners in our wellness initiatives, creating a supportive network that extends beyond the school walls. Through these concerted efforts, we aim to create a nurturing environment that empowers our students to thrive academically, emotionally, and socially. | $50,000<br><br>Subtotal: $100,000 | Yes |

# Goal 5: New Goal for 2026 - 2027 - College & Career Pathways

| Goal # | Description | Type of Goal |
|---|---|---|
| #5 | Expand college and career pathways that prepare all students, particularly unduplicated pupils and students with disabilities, for post-secondary success through early college credit, career technical education, and real-world learning experiences. | Broad |

*State Priorities addressed by this goal.*

#7 (Course Access); #8 (Other Pupil Outcomes)

*An explanation of why the LEA has developed this goal.*

City Honors has developed this goal to expand and strengthen college and career pathways because the school is committed to ensuring that every student graduates with concrete, transferable preparation for post-secondary success. Building on the “Blue” College/Career distinction earned on the CA Dashboard 2025 — the highest indicator of success — the school is elevating its college and career programming into a dedicated goal so that pathway access, early college credit, and work-based and enrichment experiences are tracked, resourced, and continuously improved as a coherent system rather than as discrete initiatives spread across other goals.

Since its inception in 2001, City Honors International Preparatory School has focused on providing students with access to college level coursework and opportunities to prepare for postsecondary success. Over the years, student survey data has indicated increasing interest in career exploration opportunities that align with students' intended college majors and future career goals. In response to this feedback, City Honors has expanded its college and career pathway offerings to provide students with opportunities to earn college credit while exploring career fields connected to their academic and professional aspirations. Link to City Honors College & Career Pathways.

This goal is principally directed at unduplicated pupils — English Learners, low-income students, and foster youth — and students with disabilities, who too often face the greatest barriers to college access and to high-status career pathways. By replicating the college experience inside high school classrooms through the National Education Opportunity Network (NEON), expanding dual enrollment with El Camino College, building CTE pathways including Arts, Media & Entertainment and Southern California Regional Occupational Center (SCROC) options, anchoring a STEM and engineering pathway, and providing dedicated UCLA Destination College Advising Corps (DCAC) advising, City Honors removes cost and information barriers and positions historically underserved students to earn college credit, industry-recognized skills, and a-g completion before they graduate.

The school also recognizes that college and career readiness is built through engagement, student voice, and real-world application. Civic engagement through Youth & Government, media and broadcasting through Accelerated Radio, and design and problem-solving through Robotics give students authentic opportunities to apply academic skills, develop leadership, and connect their learning to post-secondary and workforce pathways. Together these actions create a comprehensive, equity-driven college and career system that prepares all City Honors students for a broad range of futures.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| #1 | Percentage of students, including unduplicated pupils and students with | 2026-2027 | | | Maintain “Blue” distinction; increase the number of | Baseline year — to be measured in 2026-2027. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | disabilities, demonstrating college and career readiness as measured by the College/Career Indicator (CCI). | | | | students prepared for college and career annually | |
| #2 | Number of students earning transferable college credit through dual enrollment. | 2026-2027 | | | Increase the number of students earning college credit by 20% annually | Baseline year — to be measured in 2026-2027. |
| #3 | CTE pathway enrollment and completion rates, including Arts, Media & Entertainment and SCROC pathways. | 2026-2027 | | | Increase CTE pathway enrollment and pathway completion annually | Baseline year — to be measured in 2026-2027. |
| #4 | Student participation in college and career enrichment programs (Youth & Government, Accelerated Radio, Robotics). | 2026-2027 | | | Increase student participation by 20% annually | Baseline year — to be measured in 2026-2027. |
| #5 | Number of students served by UCLA DCAC advising and the percentage of students completing a-g requirements. | 2026-2027 | | | Increase students served by UCLA DCAC advising and increase a-g completion rate annually | Baseline year — to be measured in 2026-2027 |

## 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.*

Goal 5 is a newly designated College & Career Pathways goal for 2026-2027. During 2025-2026, the programs now consolidated under this goal operated within Goal 1 (broad course of study) and Goal 3 (college and career readiness). The College & Career Counselor coordinated dual enrollment with El Camino College, AP enrollment and testing, and SCROC pathway placement, while the school's partnership with the National Education Equity Lab / National Education Opportunity Network (NEON) expanded student access to credit-bearing college courses taught by university faculty at no cost to students. STEM enrichment continued through Robotics, civic engagement through Youth & Government, and media production through Accelerated Radio. These combined efforts contributed directly to the school's "Blue" College/Career distinction on the CA Dashboard 2025.

Implementation challenges included the absence of a single, unified data system for tracking participation and completion across the full range of pathway programs, which were previously reported under separate goals. Establishing Goal 5 as a dedicated college and career pathways goal directly addresses this challenge for 2026-2027.

*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.*

New Goal

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

The cumulative impact of these pathway programs is reflected in the “Blue” College/Career Indicator distinction on the CA Dashboard 2025 — the highest indicator of success. Early college credit, CTE pathway completion, AP enrollment, and dual enrollment partnerships continued to strengthen post-secondary preparation, while enrichment programs deepened student engagement and applied learning. Consolidating these programs into a single, dedicated goal for 2026-2027 will allow the school to track participation and completion data systematically across all pathways and to evaluate effectiveness with greater precision.

*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.*

For 2026-2027, the prior Goal 5 — staff professional development and employee well-being — has been eliminated, and Goal 5 is redesignated as College & Career Pathways. This establishes a standalone, accountable goal dedicated to the school’s college and career pathway programming. New actions for 2026-2027 are the National Education Opportunity Network (NEON), Youth & Government, Accelerated Radio, Robotics, a dedicated Physics/Engineering teacher, expanded CTE pathways (Arts, Media & Entertainment; Cybersecurity, SCROC), and a UCLA DCAC advisor.

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

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5.1 | Dual Enrollment Partnerships | In partnership with the National Education Equity Lab (NEON) and El Camino College, City Honors continues to provide students with opportunities to earn college credit while exploring potential career fields.<br><br>Student survey data from the 2025–2026 school year indicated increasing interest in career focused college courses that connect academic learning with future professions. In response to this feedback, City Honors will expand its college and career pathway offerings during the 2026–2027 school year. | $100,000 | Yes |
| 5.2 | Youth & Government | City Honors will offer the Youth & Government program to develop students’ civic literacy, public speaking, leadership, and advocacy skills through participation in a | $50,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | model legislature and related civic activities. Students research issues, draft and debate legislation, and engage directly with democratic processes, applying academic skills in authentic, real-world contexts. The program provides students with leadership and civic-engagement experiences that strengthen college applications and build the communication and collaboration competencies essential for post-secondary and career success. Students and mentors travel to Sacramento to engage in a multi-day trip in February to take over the real legislative chambers and courtrooms of the California State Capitol to pass laws and try cases. | | |
| 5.3 | Accelerated Radio | City Honors will partner with Accelerated Radio to provide students with hands-on media, broadcasting, and digital production experience. Through this program, students build skills in audio production, podcasting, on-air presentation, scripting, and digital media — connecting classroom learning to the Arts, Media & Entertainment industry sector. The program offers authentic, project-based learning opportunities that develop technical and communication skills, expand student voice, and create a direct bridge to media and entertainment career pathways. | $30,000 | Yes |
| 5.4 | Robotics | City Honors will sustain and expand its Robotics program to strengthen students' STEM skills through engineering design, coding, problem-solving, and team-based competition. Students apply mathematics, physics, and computer science concepts to design, build, and program robots, developing the collaboration and critical-thinking skills central to college and career readiness. The program provides unduplicated pupils and students with disabilities with rigorous, engaging STEM experiences that support the school's broader STEM and engineering pathway. Transportation to Robotics events is included. | $25000 | Yes |
| 5.5 | Physics /Engineering Teacher | City Honors will staff a dedicated Physics/Engineering teacher to anchor and expand the school's STEM and engineering pathway. This position increases access to rigorous, standards-aligned physics and engineering coursework, supports the Robotics program, and provides the specialized instruction needed to prepare students — particularly unduplicated pupils — for STEM majors and careers. The teacher will develop and deliver an articulated sequence of physics and engineering courses that connect to dual enrollment, CTE, and post-secondary STEM opportunities. | $150,000 | Yes |
| 5.6 | CTE Pathways & Other Programs | City Honors will develop and strengthen Career Technical Education (CTE) pathways and related programs, including Arts, Media & Entertainment and Cybersecurity | $200,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and Information Systems Pathway. Through pathway development, articulated course sequences, work-based learning, and industry-aligned skill development, students gain access to certifications and real-world experiences that prepare them for both college and the workforce. | | |
| 5.7 | UCLA DCAC Advisor | In partnership with UCLA Destination College Advising Corps (DCAC), the DCAC Advisor works in tandem with the College and Career Counselor and Academic Counselor to provide individualized college advising, one-on-one application support, scholarship assistance, financial aid guidance, and mentorship throughout the college admissions process. Students also benefit from college and scholarship presentations, college tours, workshops, and exposure to a wide range of postsecondary opportunities. This collaborative approach ensures that students and families receive personalized support while developing the knowledge, skills, and confidence needed to successfully navigate the path to higher education. | $38, 000<br><br>Subtotal: $593,000 | Yes |

# 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 |
|---|---|
| $ 1,608,393 | $207,519 |

**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 |
|---|---|---|---|
| 41% | 0% | $0 | 41% |

**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 1.4 | To improve and equalize academic performance across all subgroups while maintaining high college and career readiness, with a particular focus on mathematics achievement and supporting English Learners. Continued focus on African American, students with disabilities, and Hispanic subgroups in math and on English Learner progress toward proficiency and reclassification. | Action 1.4 addresses the identified student need by providing a comprehensive and diverse educational experience to support all subgroups. By offering a broad range of courses spanning core academics, electives, world languages, technology, and career technical education pathways, City Honors ensures that students from all backgrounds have access to rigorous and engaging curricula. The strategic master scheduling and prioritization of equitable access to challenging courses, including AP, SCROC, and dual enrollment options, directly targets the achievement gaps observed in mathematics and college/career readiness among subgroups. Additionally, the regular review and updating of course offerings align with evolving workforce demands and student interests, which can help motivate and engage students across all | Subgroup Enrollment in Advanced Courses (AP, SCROC, dual enrollment); Subgroup Performance in Mathematics (formative & summative assessments) |

| 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 |
|---|---|---|---|
| | | subgroups, potentially improving their academic performance and preparation for post-secondary success. | |
| Goal 2 — Action 2.1 | Increased and more effective family engagement to support student success, particularly for diverse and underserved families. This need stems from the recognition that strong home-school connections and informed, involved families play a crucial role in student achievement. Current family engagement levels may not be optimal, especially for families facing language barriers or those less familiar with the educational system. | Action 2.1 addresses the identified need for increased and more effective family engagement by implementing a variety of engagement opportunities, including workshops, literacy nights, and seminars, which cater to different aspects of student support and success. By providing language translation and interpretation services, it removes barriers for non-English speaking families, promoting inclusivity. | (1) Parent/family Participation Rate; (2) Family Satisfaction and Impact Survey |
| Goal 3 — Actions 3.1, 3.2 | Comprehensive, data-driven system of support that addresses diverse academic, behavioral, and social-emotional needs of all students, with particular emphasis on unduplicated pupils and students with disabilities, and extended learning opportunities and additional academic support beyond regular school hours. | Action 3.1 supports the identified need by implementing a Multi-Tiered System of Supports (MTSS) that provides targeted interventions for academic, behavioral, and social-emotional needs. It also allows for the Instructional Leadership Team (ILT) to conduct needs assessments and develop tailored professional development. Action 3.2 supports the identified need by providing a comprehensive system of extended learning opportunities beyond regular school hours, including targeted tutoring, Saturday School, and a Summer Bridge program, ensuring all students, especially those requiring additional support, have the opportunity to reach their full academic potential. | Student Growth/Progress Monitoring (track academic progress of students across assessment periods to measure impact of MTSS interventions and students who attend extended learning programs) |
| Goal 3 — Action 3.3 | Ensure all City Honors students are comprehensively prepared for post-secondary success, whether in college or careers. This need stems from the recognition that students require diverse, personalized support to navigate the complex landscape of higher education and career options. | Action 3.3 aims to address gaps in students' college and career readiness, ensuring that all students, regardless of their background, have the resources, information, and experiences needed to make informed decisions about their future and successfully transition to post-secondary education or the workforce. | 4-year Plan Completion Rates |
| Goal 3 — Action 3.5 | Enhance college readiness and academic rigor for all students, with a particular focus on providing additional support for unduplicated pupils and students with disabilities. | Action 3.5 addresses the identified need by implementing a comprehensive AVID program school-wide. It integrates AVID strategies across all subject areas, establishes a dedicated AVID site team, appoints a lead AVID teacher, and hires AVID tutors. This approach ensures that all students, especially unduplicated | College Readiness Index (i.e. a-g, AP exam participation/scores, SAT/ACT) |

| 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 |
|---|---|---|---|
| | | pupils and those with disabilities, receive consistent exposure to college-preparatory skills and targeted support. | |
| Goal 3 — Action 3.6 | Enhance critical thinking, writing, and argumentation skills across all subject areas, with a focus on providing targeted support and resources for unduplicated pupils and students with disabilities to ensure they have the necessary tools and guidance to succeed with the implementation of Claim, Evidence, Reasoning (CER) methods. | By focusing on teacher training, consistent application of CER methods, and providing additional support for students with diverse needs, Action 3.6 directly addresses the identified need of enhancing critical thinking, writing, and argumentation skills for all students at City Honors. It ensures that teachers are well-equipped to implement CER methods effectively, and students receive the support they need to develop these essential skills. | Student Performance on CER-based Assignments |
| Goal 4 — Action 4.1 | Address chronic absenteeism and improve overall attendance rates at City Honors. | Action 4.1 aims to sustain and further grow a culture that values and encourages regular school attendance, ultimately leading to better student engagement and academic success, which involves proactive measures such as early intervention for at-risk students and awards/certificates for excellent attendance through the Attendance Review Team (ART). | Chronic Absenteeism Rates; Overall Attendance Rates |
| Goal 4 — Action 4.2 | Create an increased positive school culture at City Honors that is grounded in the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The schoolwide goal includes maintaining a safe and secure environment that supports the school culture. | The identified need of creating an increased positive school culture directly aligns with and supports Action 4.2 of promoting the Six Pillars of Character and implementing restorative practices. School safety assistants serve as critical agents in promoting the Six Pillars of Character, maintaining a safe environment, and supporting restorative practices, all of which contribute to the overall goal of fostering a positive school culture. | School Climate Survey; Suspension Rates |
| Goal 4 — Action 4.3 | Nurture the holistic well-being of both students and staff at City Honors through a comprehensive wellness initiative that addresses physical, mental, and emotional health needs. | Action 4.3 involves a Health & Wellness Coach who develops and implements a school-wide wellness plan that includes integrating social-emotional learning into the curriculum, providing counseling services and wellness programs, and offering professional development for staff on trauma-informed practices. Additionally, Action 4.3 aims to engage families and community partners to create a supportive network that extends beyond the school walls, recognizing the importance of a holistic approach. | Climate Survey |
| Goal 5 — Actions 5.1, 5.7 | Equitable access to early college credit and individualized college-access advising for | Actions 5.1 (NEON) and 5.7 (UCLA EAOP advisor) provide credit-bearing college courses at no cost and dedicated | College credit earned; a-g completion |

| 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 |
|---|---|---|---|
| | unduplicated pupils, first-generation students, and students with disabilities, who face the greatest cost and information barriers to college enrollment. | a-g monitoring, application, and financial-aid advising. Provided schoolwide to build a consistent college-going culture while ensuring targeted support reaches the students furthest from college access. | rate; College Readiness Index (a-g, AP, dual enrollment) |
| Goal 5 — Actions 5.2, 5.3, 5.4 | Authentic, engaging opportunities for unduplicated pupils to apply academic skills, develop leadership and technical competencies, and connect learning to post-secondary and workforce pathways. | Actions 5.2 (Youth & Government), 5.3 (Accelerated Radio), and 5.4 (Robotics) provide civic, media, and STEM enrichment that builds communication, collaboration, and technical skills. Provided schoolwide to maximize access and engagement across all student groups. | Program participation rates by student group; student engagement indicators |
| Goal 5 — Actions 5.5, 5.6 | Access to rigorous STEM/engineering instruction and high-quality CTE pathways (including Arts, Media & Entertainment and SCROC) for unduplicated pupils and students with disabilities. | Action 5.5 staffs a dedicated Physics/Engineering teacher to expand rigorous STEM course access, and Action 5.6 develops articulated CTE pathways with work-based learning and certifications. Provided schoolwide to ensure equitable access to high-status pathways historically underrepresented among these student groups. | CTE pathway enrollment and completion; STEM course enrollment by subgroup; industry certifications earned |

### 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 3 — Action 3.4 | Provide comprehensive and targeted support for English Learner (EL) students to improve their English language proficiency and overall academic achievement. This need arises from recognizing that EL students, particularly long-term English Learners, require specialized instruction and support to successfully acquire English language skills while also mastering academic content across all subject areas. | Action 3.4 aims to address potential gaps in EL students' language development and academic performance, ensuring they have the necessary support to succeed in their education and prepare for future academic and career opportunities. | EL Reclassification Rate |

### 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.*

City Honors plans to use the concentration add-on to retain staff providing direct services to students at schools with an Unduplicated pupil count that is greater than 55%.