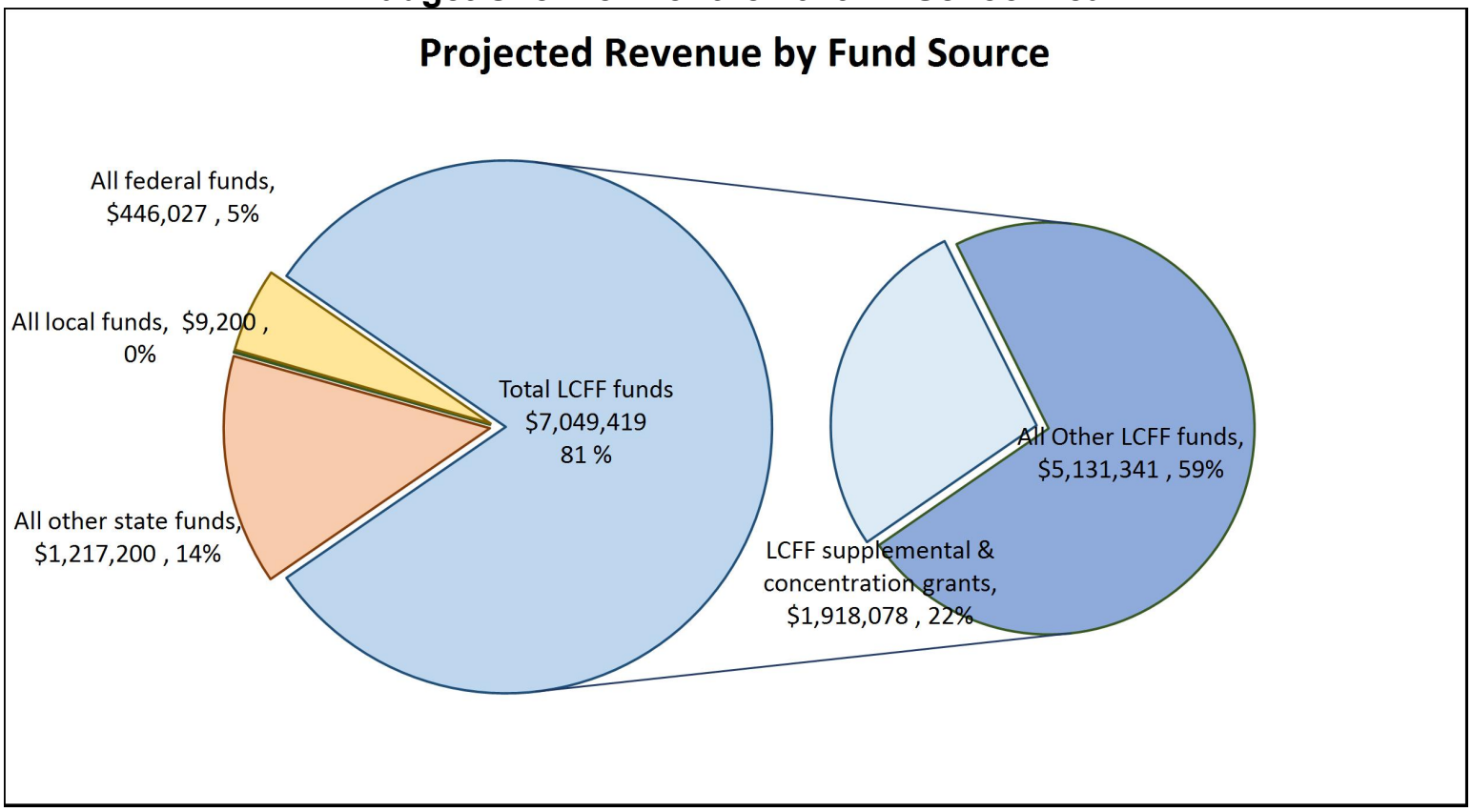
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ednovate - South LA College Prep
CDS Code: 19 64733 0140129
School Year: 2026-27
LEA contact information:
Jaron Roberson
Principal
jroberson@southlaprep.org
(213) 377-9377

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

## Budget Overview for the 2026-27 School Year

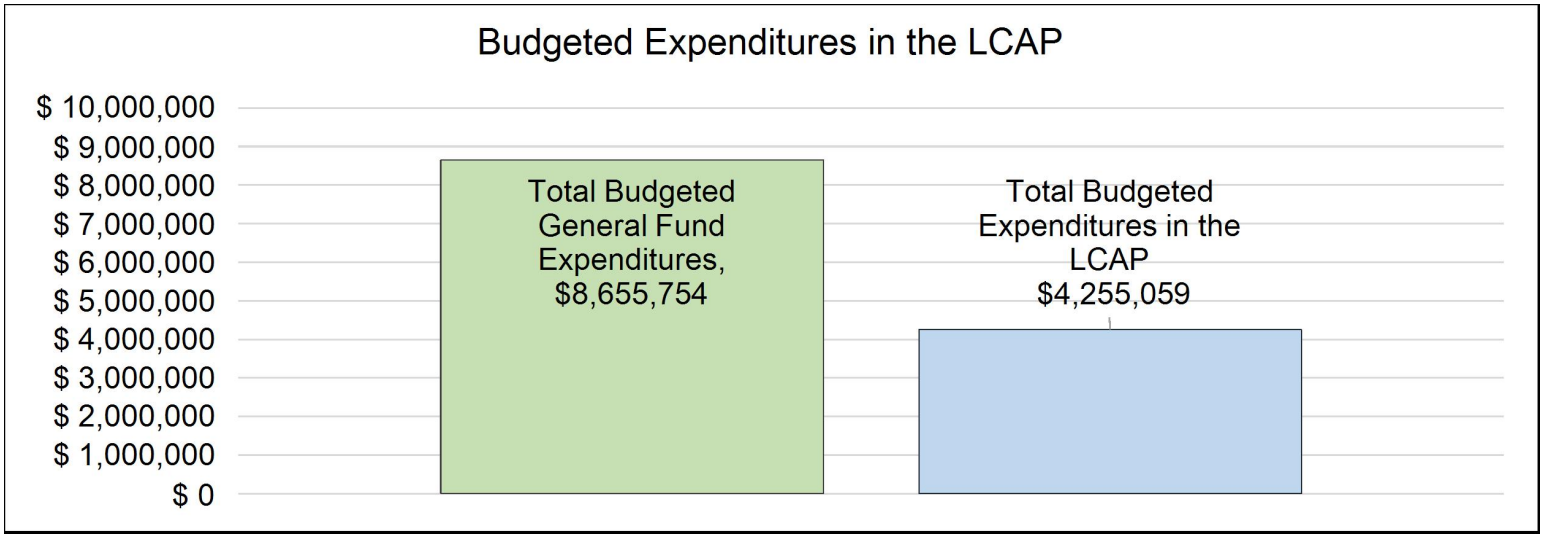



This chart shows the total general purpose revenue Ednovate - South LA College Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ednovate - South LA College Prep is $8,721,846, of which $$7,049,419 is Local Control Funding Formula (LCFF), $$1,217,200 is other state funds, $$9,200 is local funds, and $$446,027 is federal funds. Of the $$7,049,419 in LCFF Funds, $$1,918,078 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.




This chart provides a quick summary of how much Ednovate - South LA College Prep 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: Ednovate - South LA College Prep plans to spend $$8,655,754 for the 2026-27 school year. Of that amount, $$4,255,059 is tied to actions/services in the LCAP and $4,400,695 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

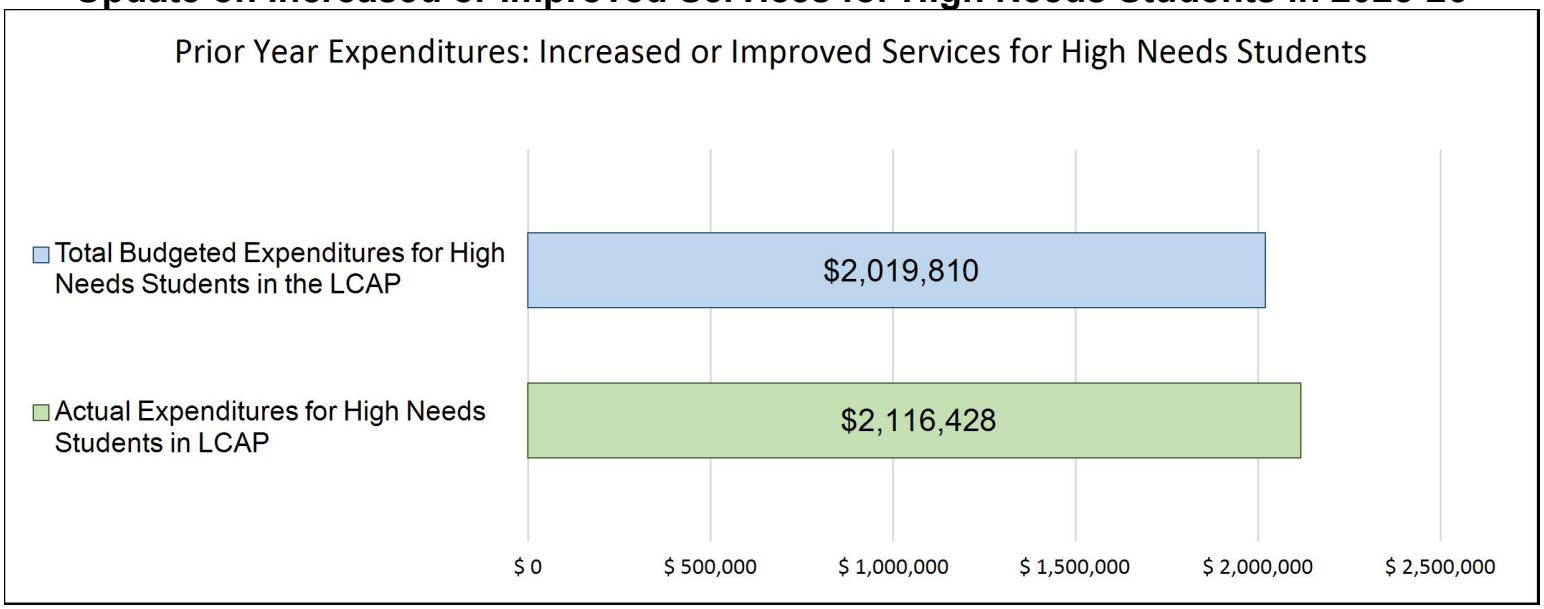
General Fund Budget Expenditures not included in the LCAP primarily support core educational programming and operational needs, including salaries and benefits for core teachers and essential staff, as well as operational expenses necessary to maintain safe, effective, and fully functioning school environments.

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

In 2026-27, Ednovate - South LA College Prep is projecting it will receive $$1,918,078 based on the enrollment of foster youth, English learner, and low-income students. Ednovate - South LA College Prep must describe how it intends to increase or improve services for high needs students in the LCAP.  Ednovate - South LA College Prep plans to spend $$2,033,684 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 Ednovate - South LA College Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ednovate - South LA College Prep 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, Ednovate - South LA College Prep's LCAP budgeted $2,019,810 for planned actions to increase or improve services for high needs students. Ednovate - South LA College Prep actually spent $2,116,428 for actions to increase or improve services for high needs students in 2025-26.

# 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 |
|---|---|---|
| Ednovate - South LA College Prep | Jaron Roberson<br>Principal | jroberson@southlaprep.org<br>(213) 377-9377 |

# Plan Summary [2026-27]

## General Information

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

Ednovate is humbled and honored to be recognized as the California Charter Schools Association 2021 Hart Vision School of the Year through its mission to educate students who will use their college degrees and careers to enact Positive Multigenerational Change (PMC) in their communities, nation, and world. Our high school students serviced in the Ednovate Network include students from low-income families, underrepresented minorities, and English Learners. Ednovate's education philosophy drives results for students through their sense of purpose as agents of PMC, a mastery-based personalized college prep curriculum taught through a blended learning model, and the development of key mindsets students need to thrive and persist through college graduation. Ednovate instruction is Common Core Standards (CCSS) aligned, fulfills California's required A-G courses, and meticulously prepares students for classes they will take at the university level. South LA College Prep students are prepared to graduate from college and pursue meaningful careers by developing college-ready habits and study skills, rigorous promotion and graduation requirements, data-driven advisory, social learning, art appreciation, and physical fitness. Ednovate students commit to making a difference that powers change throughout their communities for future generations.

Starting with the school year 2026-2027, South LA College Prep will now become USC South LA College Prep.  This milestone reflects the deep and longstanding relationship between Ednovate and USC. Our first school—USC Hybrid High—was founded in 2012 in partnership with the USC Rossier School of Education. Since then, our collaboration has remained rooted in a shared commitment to equity, innovation, and college access for students in historically underserved communities.

At Ednovate, we believe Positive Multigenerational Change begins with opportunity. This partnership ensures that students in East and South Los Angeles continue to see themselves as scholars, leaders, and future college graduates. It also makes our schools stand out more in the community and opens up additional ways to connect with USC through programs, internships, arts opportunities, and more.

Pedro Noguera, the Emery Stoops and Joyce King Stoops Dean of the Rossier School of Education and Distinguished Professor of Education at USC, shared: “We are proud to deepen our partnership with Ednovate. USC has long been invested in the success of students from East and South LA, and we believe this naming reflects our continued commitment to those communities and partnership with Ednovate.”

Nothing else is changing—our teachers, classes, and goals stay the same, but now, our shared commitment to student success is reflected in our school names. We’re excited for this next chapter with USC as we continue expanding opportunities for students across Los Angeles.

USC South LA College Prep (SLA) is the newest Ednovate Charter that opened for the first time virtually during the 2020-2021 school year due to the pandemic. The school recently opened its doors for in-person learning in the 2021-2022 school year, welcoming 9th and 10th graders for the first time on campus. IN 2022-2023, USC South LA welcomed the founding class of 11th graders. USC South LA will continue to grow grade by grade until the 2024-2025 school year, when it will serve 9th-12th grade students. USC SLA College Prep serves students who have traditionally been educationally underserved and are primarily first-generation college goers. USC South LA College Prep is staffed with unique, accomplished, and dedicated educators who represent the communities we serve. USC South LA College Prep combines teachers’ expertise with Ednovate’s student-centered programs, for example, the Academic College Readiness Indicators (ACRIs) that support their preparation, and small classes to create a rigorous and supportive environment.

USC South LA College Prep is currently located in the Downtown Los Angeles neighborhood of Los Angeles, primarily serving South LA. USC South LA is a majority-minority community with 93.0% identifying as Latino/Hispanic, 6.5% as Black/African American, 35.6% as white, 0.4% as Asian/Pacific Islander, and 9.9% as two or more races. The median household income is $53,478. 48.4% of adults 25 and older hold a high school diploma or its equivalent, and 6.8% hold a Bachelor’s degree or higher.  USC South LA College Prep has immersed itself in its community in downtown Los Angeles. Connecting and engaging with our community has always been a priority for USC South LA College Prep. We have cultivated a strong relationship with a local business, South LA Cafe, and their associated foundation, the South LA Cafe Foundation; through this relationship, we have built connections with other locally run businesses and provided opportunities for our students and families. The YMCA of Metropolitan LA is another local community partner which our families benefit from. Families can go to their meal distributions once a week, participate in their monthly community activities, obtain Flu vaccines, and access other resources. Most recently, the YMCA has offered our students the opportunity to participate in their Youth and Government program. The partnerships have helped students to explore potential career paths while connecting with their community.

In 2022-2023, SLA received a 6 year Western Association of Schools and College (WASC) Accreditation, as a school community whose purpose is appropriate and accomplished through a viable education program. The accreditation also identifies South LA as a trustworthy institution for student learning. Additionally, this year the graduating class of 2026 has received 350 college acceptances. SLA is committed to demonstrating the continued effectiveness of its academic and social environment to ensure that our students are eligible for higher education.

USC South LA College Prep continues to deepen its commitment to community engagement and whole-child wellness through meaningful partnerships and community-centered events. In response to identified community needs, the school collaborated with more than 20 community organizations and local leaders to host the Annual Ednovate 5K at its campus. This free event was open to students, families, staff, and community members and promoted health, wellness, connection, and school-community pride. The event brought together hundreds of participants and strengthened relationships between the school and the broader South Los Angeles community while increasing awareness of available community resources and supports.

## Reflections: Annual Performance

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

As we reflect on our annual performance, Ednovate - South LA College Prep remains committed to evaluating our progress using data from the California School Dashboard. This year's data reveals strong college readiness and dramatic English Learner progress alongside meaningful opportunities to strengthen academic proficiency and school discipline. Based on the 2025 CA School Dashboard, our strengths and growth areas are as follows:

- Strong College/Career Readiness Outcomes: 77.8% of our graduates were designated as Prepared on the College/Career Indicator, receiving a Blue performance level — an increase of 5.2 percentage points and significantly above the state average of 51.7%. Hispanic students achieved 80.9% Prepared (Blue), increasing 8.2 percentage points, and Socioeconomically Disadvantaged students reached 76.7% Prepared (Blue), increasing 3.6 percentage points. This reflects a substantial increase from the prior year, where only 34.3% of students were designated Prepared, demonstrating a strong upward trajectory in postsecondary readiness.
- Accelerated English Learner Progress: 52.3% of our English Learners made progress toward English language proficiency, earning a Green performance level — an increase of 27.8 percentage points and exceeding the state average of 46.4%. Long-Term English Learners demonstrated particularly strong outcomes, with 60.6% making progress and earning a Blue performance level, increasing 33.9 percentage points. These results reflect a significant improvement in language acquisition systems and a reversal of prior declines.
- Stable Graduation Rate with Continued Growth: Our graduation rate reached 90.0%, receiving a Green performance level and increasing 2.5 percentage points. Socioeconomically Disadvantaged students also achieved a Green performance level at 89.5%, increasing 2.1 percentage points, demonstrating consistent support for students through to graduation. While we saw an increase overall and for our Socioeconomically Disadvantaged students, we saw a disparity with our Hispanic students who declined 1.9% and received an Orange performance level.

We are encouraged by the strong outcomes in college readiness, English Learner progress, and graduation. At the same time, the 2025 Dashboard highlights several areas that present important opportunities for growth.

- Opportunity to Strengthen English Language Arts Achievement: Our ELA performance declined significantly by 39.2 points to 24.6 points below standard, receiving an Orange performance level. Two student groups also received Orange performance levels, including Hispanic students at 24.2 points below standard (declined 46.6 points) and Socioeconomically Disadvantaged students at 19.3 points below standard (declined 27.6 points). This represents a notable shift from prior years when performance was above standard, indicating a need to reestablish strong Tier 1 instruction and literacy supports.

- Significant Decline in Mathematics Achievement: Our Mathematics performance declined by 25.1 points to 139.2 points below standard, resulting in a Red performance level. All reportable student groups are also in the Red performance level, including Hispanic students at 140.7 points below standard (declined 32.8 points) and Socioeconomically Disadvantaged students at 134.2 points below standard (declined 18.1 points). This consistent Red performance across all groups highlights a systemic need for accelerated math intervention and instructional alignment.

- Opportunity to Improve School Climate and Reduce Suspensions: Our Suspension Rate increased by 3.5 percentage points to 4.6%, resulting in an Orange performance level. Several student groups experienced elevated suspension rates, including African American students at 12.3% (Red, increased 11.0 points), Long-Term English Learners at 11.4% (Red, increased 8.6 points), English Learners at 7.4% (Orange, increased 6.1 points), Hispanic students at 3.3% (Orange, increased 2.4 points), Socioeconomically Disadvantaged students at 5.4% (Orange, increased 4.1 points), and Students with Disabilities at 3.6% (Orange, increased 3.6 points). The presence of multiple Red student groups and significant increases across nearly all groups indicates a need to strengthen restorative practices and proactive behavioral supports.

As a result of Ednovate South LA College Prep's performance in Mathematics on the California School Dashboard, the school will implement several targeted strategies during the 2026–27 school year focused on accelerating math achievement and improving outcomes for students performing below standard. A key priority will be strengthening data-driven instructional practices and progress monitoring systems. Teachers and instructional leaders will regularly analyze interim benchmark data, classroom assessments, and formative assessment results to identify learning gaps, monitor student progress, and adjust instruction throughout the year. Grade-level data meetings will support teams in identifying trends, reteaching priority standards, refining pacing, and targeting support for students furthest from grade-level expectations, particularly in Mathematics.

The school will also continue and expand tiered intervention systems designed to provide students with additional instructional time and targeted academic support in Mathematics. This will include small group instruction, tutoring opportunities, after-school academic support, and structured intervention blocks aligned to grade-level standards and individual student needs. These systems are intended to provide more consistent and focused support for students requiring additional acceleration and intervention in core math skills and conceptual understanding.

Additionally, professional learning for teachers will emphasize high-quality, standards-aligned instruction with a specific focus on strengthening mathematics instruction through conceptual understanding, procedural fluency, and effective student engagement strategies. Professional Learning Communities (PLCs) will continue to support teacher collaboration around instructional planning, analysis of student work, and sharing of best practices to improve student mastery of core mathematical concepts and overall academic achievement.

In response to the 2025 California School Dashboard results showing increased suspension rates, including several student groups performing in the Red and Orange performance levels, Ednovate South LA College Prep is strengthening its multi-tiered systems of support to rebuild and sustain a positive, inclusive school culture. The school is expanding implementation of restorative justice practices and Positive Behavioral Interventions and Supports (PBIS) to prioritize prevention, relationship-building, mediation, and restorative responses over exclusionary discipline practices. Professional development for staff will continue to focus on culturally responsive and trauma-informed classroom management strategies to ensure equitable treatment and support for African American, Latino, English Learner, and

Socioeconomically Disadvantaged students. Additionally, social-emotional learning and advisory programs will provide students with explicit instruction in self-management, communication, and conflict-resolution skills, while counselors and support staff will provide targeted behavioral and mental health supports for students requiring additional intervention. The school will also continue monthly review of discipline data disaggregated by student group to monitor trends, guide interventions, and inform coaching and support efforts. Family partnerships and educational partner input, including ELAC feedback, will continue to support consistent expectations and collaboration between home and school.

Learning Recovery and Emergency Block Grant: South LA has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 8. See action descriptions for an explanation of the rationale for choosing the selected actions.

South LA did not have any student groups or school-level indicators identified at the lowest performance level on the 2023 California School Dashboard.

# Reflections: Technical Assistance

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

NA: Not on DA

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

NA: Not on CSI

### *Support for Identified Schools*

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

NA: Not on CSI

### *Monitoring and Evaluating Effectiveness*

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

NA: Not on CSI

# 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 |
| --- | --- |
| All educational partners (administrators, teachers, non-instructional staff members, students, PAC members, ELAC members, SELPA, and other parents of our students) | During the 2025–26 school year, Ednovate continued to implement a comprehensive and inclusive engagement process to ensure that educational partners had meaningful opportunities to inform the development and refinement of the Local Control and Accountability Plan (LCAP). Building on the foundation established last year, our first year of the three-year LCAP cycle, we prioritized sustained engagement, transparency, and authentic two-way communication with students, families, and staff.<br><br>Engagement efforts were intentionally structured to gather input across multiple points in the year and through a variety of formats. Educational partners were engaged through student, family, and staff surveys administered at multiple intervals (beginning, middle, and end of year), standing advisory groups such as PAC and ELAC, Coffee With the Principal (CWP) meetings, student town halls, and needs assessments. Additional feedback was gathered through LCAP-specific surveys, community feedback tools, and analysis of meeting artifacts such as minutes and posters from engagement sessions. Translation and accessibility supports were consistently provided to ensure all families could participate meaningfully.<br><br>This work resulted in approximately 100 hours of dedicated time for stakeholder engagement. This included approximately 40 hours of engagement with families and 30 hours each with students and staff. These expanded efforts reflect a deepened commitment to |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | broadening participation and ensuring diverse perspectives are represented in decision-making processes.<br><br>Input gathered through these engagement structures directly informed the refinement of LCAP actions and priorities, while also affirming key areas of focus related to academic achievement, school culture, and student support systems. The 2025–26 engagement process reflects Ednovate's continued commitment to building trust, elevating community voice, and fostering shared ownership of outcomes. As the network moves into the final year of the LCAP cycle, Ednovate remains focused on strengthening these partnerships and ensuring that stakeholder feedback continues to shape decisions in service of student success. |
| Families | Family Engagement Meetings and Dates:<br>• Coffee with the Principal (parent groups) meetings, occurring bi-monthly.<br>• English Learner Advisory Committee meetings, 6 meetings/yr<br>• Parent Advisory Council meetings, 6 meetings/yr<br>• Community Schools Councils, 6 meetings/yr<br>• English Learner Survey (December 2025)<br>• BOY, MOY, EOY Family Survey |
| Students | Students (which included student sub-groups of English Learners, Foster Youth, Students with IEPs, Low-Income).<br>• Student Town Halls, and Advisory<br>• BOY, MOY, EOY Student Survey<br>• LCAP Specific Questions added<br>• Student Stakeholders Represented in Parent Advisory Council, English Language Advisory Committee, & Community Schools Council<br>• Homeless Questionnaire/Survey |
| School Staff | School Staff (district administrators, including special education teachers (SELPA), principals, etc.)<br>• BOY, MOY, EOY Staff Survey.<br>• LCAP Survey Questions added |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | • Teacher Weekly Professional Development, occurring every Friday.<br>• Teacher Quarterly Network PD |
| Public At Large | Public At Large (Community members)<br>Public Hearing Board Meeting in April and final approval in June 2026 |

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

The development of the 2026–27 LCAP was strongly informed by meaningful engagement with educational partners, including students, families, and staff. Throughout the LCAP development process, the school prioritized gathering feedback through surveys, meetings, committees, and community engagement opportunities to ensure that the LCAP reflects the experiences, priorities, and needs of the school community. Families participated in approximately 40 hours of engagement opportunities, while students and staff each participated in approximately 30 hours of engagement activities, demonstrating a strong commitment to collaborative decision-making and continuous improvement.

Several consistent themes emerged across educational partner groups. Students and families overwhelmingly shared that the school effectively prepares students for postsecondary success and values the college-going culture and rigorous academic expectations established across the campus. At the same time, students, families, and staff identified a continued need for expanded one-on-one academic support, particularly in rigorous courses such as Mathematics and Advanced Placement (AP) classes. Educational partners also emphasized the importance of strengthening language access and communication supports for non-English speaking families to ensure all families are able to fully participate in the school community and decision-making processes. Additionally, families expressed a desire to move beyond being recipients of school information toward becoming more active partners in school governance, planning, and continuous improvement efforts.

As a result of this feedback, several updates were incorporated into the 2026–27 LCAP actions and implementation priorities. Under Goal 1, Action 6 (Multi-Language Learner Support and Development), the school will heighten awareness for hiring and assignment of Spanish-speaking staff and coordinators to strengthen communication and family-school partnerships for multilingual families. Under Goal 1, Action 5 (Instructional Support), the school expanded its Multi-Tiered System of Supports (MTSS) to more intentionally address academic, behavioral, and social-emotional needs identified through family and student feedback, including increased intervention and individualized support opportunities.

Educational partner feedback also influenced updates to family engagement and shared decision-making structures. Under Goal 3, Action 1 (Parent Inclusion), the school will implement additional incentives, such as free dress opportunities, to encourage parent participation in leadership and decision-making meetings. Under Goal 3, Action 2 (Parent Inclusion), the school will strengthen transparency and communication by more consistently sharing disaggregated student outcome data by student group, including English Learners and low-income students, to help families better understand school progress and the effectiveness of interventions.

Finally, feedback from students and families regarding Advanced Placement coursework influenced updates under Goal 4, Action 2 (Broad Course of Study). The school reaffirmed its commitment to ensuring students enrolled in AP courses have access to the instructional materials, academic resources, and supports necessary to succeed in rigorous college preparatory coursework.

Overall, educational partner feedback played a critical role in shaping the priorities, strategies, and actions included within the 2026–27 LCAP and reinforced the school's commitment to collaborative improvement, equity, and student success.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Foster college and career preparedness for all students through high-quality instruction, equitable academic interventions, and reflective data driven planning and implementation strategies in service of improved student achievement across all subject areas. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

South LA College Prep established the goal to foster college and career preparedness for all students through high-quality instruction, equitable academic interventions, and reflective data-driven planning and implementation strategies in service of improved student achievement across all subject areas, as a broad goal. This broad goal encompasses a wide range of actions and metrics directly aligned with state priorities 1 (Basic Services and School Facilities), 4 (Student Achievement), 5 (Student Engagement), and 8 (Other Pupil Outcomes). The designation of this goal as broad is indicative of its comprehensive scope, aiming to address multiple facets of the educational experience to ensure that all students are well-prepared for their future academic and career endeavors.
This goal was designed to improve the school's outcomes on the California School Dashboard, focusing on areas critical to student success. By emphasizing high-quality instruction and equitable academic interventions, the school commits to providing all students with the support necessary to excel academically. This approach is in direct response to state priority 4, which emphasizes the importance of improving student achievement across various metrics, including test scores, college readiness, and English learner progress.
Our educational partners continue to emphasize the importance of college and career preparedness for all students. Throughout this new LCAP cycle, we will put resources, time, and development toward key initiatives, inclusive of post-secondary access and success, additional instructional support, robust tutoring program, and further development and support for our student groups, among other Actions highlighted throughout this goal.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 1.a: Teacher appropriately assigned and credentialed | 2023-2024: 67% | SY 2024-25: Fully Credentialed: 70% | Full Clear-Credentialed 81% | 85% of teachers appropriately | +14percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Internal Calculations | | Appropriately Credentialed: 100% | Appropriately Credentialed or Permit to Teach: 100% | assigned and credentialed | |
| 1.2 | 4.c: % of EL students making progress toward ELPAC proficiency<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard<br>46.8% | 2024 CA School Dashboard: 24.5% Making Progress (Red) | 2025 CA School Dashboard: 52.3% Making Progress (Green) | 50% of EL students making progress toward proficiency | +5.5 percentage points |
| 1.3 | 4.e: % of students who passed AP exam with score of 3 or higher<br><br>Data Source: AP Exams | 2023-2024:15% | SY 2024-25: 46% | SY 2025-26: 51% | More than 50% passing AP exams | +36 percentage points |
| 1.4 | 5.e: High School Graduation Rate<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard<br>NA | 2024 CA School Dashboard: 87.5%<br>EL: 100%<br>Hispanic: 90.1%<br>SED: 87.4% | 2025 CA School Dashboard:<br>All Students: 90% (Green)<br>Hispanic: 88.2% (Orange)<br>SED: 89.5% (Green) | 95% graduation rate | NA |
| 1.5 | 8: Other Pupil Outcomes: Passing All Classes (PAC) percentage<br><br>Data Source: Internal Calculations | 2023-2024: 83% | SY 2024-25: 73.3% | SY 2025-26: 87.71% | 85% PAC Rate | +4.71 percentage points |
| 1.6 | College and Career Indicator<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard<br>NA | 2024 CA School Dashboard: 34.3% Prepared | 2025 CA School Dashboard: 77.8% Prepared (Blue) | Green (at/above state average on the CA School Dashboard) | NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.7 | 4.a: CAASPP, SBAC Math<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard<br>All: 116.8 pts below standard | 2024 CA School Dashboard:<br><br>Math<br>All: 114.2 pts below (Orange)<br>Hispanic: 107.9 pts below (Red)<br>SED: 116.1 pts below (Red) | 2025 CA School Dashboard:<br>Math<br>All: 139.2 pts below (Red)<br>Hispanic: 140.7 pts below (Red)<br>SED: 134.2 pts below (Red) | All: 107.8 pts below standard (Yellow) | -22.4 points |
| 1.8 | 4.a: CAASPP, SBAC ELA<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard<br>All: 20.3 pts above standard | 2024 CA School Dashboard:<br><br>2024 CA School Dashboard:<br>ELA<br>All: 14.5pts above (Yellow)<br>Hispanic: 22.5 pts above (Green)<br>SED: 8.3 pts above (Yellow) | 2025 CA School Dashboard:<br>ELA<br>All: 24.6 pts below (Orange)<br>Hispanic: 24.2 pts below (Orange)<br>SED: 19.3 pts below (Orange) | All: 29.3 pts above standard (Green) | -44.9 points |
| 1.9 | 4.d: EL Reclassification Rate<br><br>Data Source: Internal Calculations | 2023-2024: 24% | SY 2024-25: 10.1% | SY 2025-26: 13% | 20% Reclassification Rate | -11 percentage points |
| 1.10 | 4.f: Students demonstrate college preparedness<br><br>Data Source: SBAC | 2023-2024:<br>22-23 SBAC ELA: 60%<br><br>22-23 SBAC Math: 12.21% | 23-24 SBAC ELA: 56.47%<br>23-24 SBAC Math: 17.65% | 24-25 SBAC Math: 12.63%<br><br>24-25 SBAC ELA: 51.06% | 30% meet or exceed (Math)<br>65% meet or exceed (ELA) | ELA: --8.94 percentage points<br>SBAC Math: +.42 percentage points |

# Goal Analysis [2025-26]

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

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

During the 2025-26 school year, all actions associated with Goal 1 were implemented as planned, with no substantive differences between planned actions and actual implementation. Ednovate schools executed a comprehensive and cohesive strategy focused on fostering college and career preparedness through high-quality instruction, targeted interventions, and data-driven planning systems.

Key components of implementation included the consistent administration of summative assessments to monitor student progress and growth, which informed instructional adjustments and intervention planning. The school maintained a strong emphasis on post-secondary readiness by providing structured college readiness coursework for students in grades 11–12, led by college counselors and supported by alumni coordinators. These courses guided students through the college application process, including college list development and preparation for postsecondary success, with a particular focus on supporting English learners, foster youth, and low-income students.

Class size targets and staffing structures were maintained to support effective instruction, including efforts to sustain a 20:1 student-to-teacher ratio and ensure continuity of learning through substitute coverage when needed. Professional development was implemented consistently across sites, focusing on high-quality instruction, differentiation, and targeted strategies to support English learners, students with disabilities, and students requiring Tier 3 interventions. Teachers also received training on instructional technology and accessibility tools to enhance real-time intervention and inclusive practices.

Instructional support systems were a central component of implementation. Instructional coaches worked closely with ELA and Math teachers, and all teachers participated in ongoing coaching cycles and data analysis routines. We conducted regular data reviews, including quarterly deep dives into student performance by subgroup, which informed responsive instructional planning and targeted supports for at-risk students. Credit recovery programs, summer school opportunities, and aligned curriculum initiatives—including vertically aligned math pathways and new performance tasks—were implemented to support student achievement and progression toward A–G completion.

Targeted supports for student groups were implemented with fidelity. Multi-Language Learner (MLL) programs ensured that English learners received designated and integrated English Language Development (ELD), including new curriculum adoption, specialized courses, and dedicated staffing such as MLL Coordinators. Similarly, Special Education programming prioritized push-in support and collaboration between general education teachers, specialists, and instructional aides.

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 Action 1.8, we delivered similar interventions using funds other than LREBG and so reported this as 0. We plan to expend LREBG funds in the future years.

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

The implementation of actions under Goal 1 at Ednovate South LA College Prep has resulted in mixed effectiveness, with notable strengths in English Learner Progress and college and career readiness, alongside declines in English Language Arts (ELA) and Mathematics outcomes that indicate a need for strengthened instructional coherence and acceleration strategies.

In English Language Arts, the school is currently at an Orange performance level, with students performing 24.6 points below standard and experiencing a significant decline of 39.2 points. This decline is further reflected in SBAC proficiency data, which shows a decrease in the percentage of students meeting or exceeding standards from 60% in 2022–23 to 56.47% in 2023–24 and 51.06% in 2024–25. These outcomes suggest that while key actions—such as data-driven instruction, professional development, and targeted supports (Actions 1.4 and 1.5)—were implemented, they have not yet resulted in improved student achievement in ELA.

Similarly, Mathematics outcomes indicate an area of significant concern. The California School Dashboard reports a Red performance level, with students performing 139.2 points below standard and declining by 25.1 points. SBAC proficiency data also reflects a decline, with the percentage of students meeting or exceeding standards decreasing from 12.21% in 2022–23 to 17.65% in 2023–24 and 12.63% in 2024–25. These trends indicate that while foundational systems and supports were in place, including curriculum implementation and intervention efforts, the impact of these actions has not yet been sufficient to reverse declines in student performance or improve overall outcomes.

In response to the declines in ELA and Mathematics, the school has identified and begun implementing targeted strategies to address instructional gaps and accelerate student learning. Schoolwide, there is an increased emphasis on strengthening Tier 1 instruction through the consistent implementation of high-leverage instructional practices, including backward planning, purposeful monitoring, objective-aligned assessments, and the development of strong classroom culture. These practices are designed to ensure that instruction is standards-aligned, data-informed, and responsive to student needs.

In English Language Arts, the school is prioritizing literacy development through initiatives such as an independent reading program and the integration of structured reading supports, including summer reading through Khan Academy. Professional development is focused on close reading strategies, increasing student engagement with complex texts, and strengthening writing and discourse practices. Teachers are supported through real-time coaching and ongoing professional learning communities to refine instructional practices and improve student outcomes.

In Mathematics, the school is implementing more targeted supports to address foundational skill gaps and improve conceptual understanding. This includes the involvement of a Math Specialist to support curriculum alignment, common assessments, and instructional coaching, as well as the expansion of structured intervention blocks and tutoring opportunities. These supports are aligned with a focus on both conceptual understanding and procedural fluency to improve student mastery of grade-level standards.

Across both content areas, the school is strengthening its data-driven instructional systems by increasing the frequency and depth of data analysis. Teachers and instructional leaders are using multiple data sources (Action 1.1)—including interim assessments, classroom assessments, and formative checks—to identify trends, adjust pacing, and provide targeted supports through Tier 2 and Tier 3 interventions. Structured intervention blocks and expanded academic supports are designed to provide students with additional time and targeted instruction aligned to identified needs.

Despite these challenges, there are areas where actions have been effective. English Learner Progress improved, with the school achieving a Green performance level and 52.3% of English learners making progress, representing an increase of 27.8%. This growth reflects the effectiveness of targeted multilingual learner supports (Action 1.6), including aligned professional development led by the MLL Coordinator, integration of language development strategies within core instruction, and the use of personalized learning approaches. The school's emphasis on continuous data analysis across multiple measures has also supported more responsive instruction for multilingual learners and helped mitigate volatility in subgroup performance.

Additionally, the College/Career Indicator reflects strong outcomes, with 77.8% of students classified as "Prepared," representing an increase of 5.2%. The graduation rate also improved to 90.0%, indicating that systems focused on credit attainment, progress monitoring, and postsecondary readiness (Actions 1.2 and 1.5) are supporting students in successfully completing high school and preparing for future opportunities.

Overall, while the actions under Goal 1 have been effective in supporting English Learner Progress and college and career readiness, they have been less effective in improving ELA and Mathematics outcomes to date. The school has identified clear next steps and is implementing targeted strategies to address these challenges, with a focus on strengthening Tier 1 instruction, expanding intervention systems, and deepening data-driven practices to support improved student achievement moving forward.

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 the 2026–2027 LCAP Annual Update, Ednovate will maintain the overall structure of Goal 1, including the existing goals, metrics, and actions focused on fostering college and career preparedness through high-quality instruction, equitable academic interventions, and reflective data-driven planning practices. Based on ongoing review of student outcome data and educational partner feedback, only minor revisions will be made to two actions in order to strengthen implementation and enhance support systems aligned to improved student achievement across all subject areas.

Academic Supports and Multilingual Learner Needs: Families and staff emphasized the importance of strengthening supports for English Learners and improving communication between school and home. In response, updates to Goal 1 include enhancements to Action 6, which prioritizes the hiring or assignment of Spanish-speaking staff and coordinators to strengthen family-school partnerships and ensure more effective communication. Additionally, feedback from families regarding the need for more comprehensive student support systems informed updates to Action 5, expanding Multi-Tiered System of Supports (MTSS) services to more effectively address academic, behavioral, and social-emotional needs.

**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** | Summative Assessment | -Network will administer summative assessments<br>-Summative Assessment will measure student progress<br>-Summative Assessments will monitor and measure growth targets. | $19,354.17 | Yes |
| **1.2** | Post-Secondary Access and Success | • Students Q4-11th to 12th grade enrolled in a college readiness course led by the college counselor and alumni coordinator.<br>• Course supports students through the college application process. -Course supports students in building their college lists.<br>• The course prepares students for success in college, especially English learners, foster youth, and low income students.<br>• School is staffed with a College Counselor who provides additional support to students.<br>• Continue to build out PMCJ's exploration and opportunities for career pathways. Continue to support instructional for student sub-groups. | $239,718.86 | Yes |
| **1.3** | Class Size | -Target Teacher ratio 20;1<br>-Substitutes as needed, to alleviate disruption of learning for students | $370,062.50 | Yes |
| **1.4** | Professional Development | • Provide PDs for teachers around high quality instruction and intervention support for English Language Learners, tier 3 students, and students with IEPs.<br>• Provide PDs that include English Language Development standards and goal writing for dually classified students.<br>• Provide PDs on differentiation, lesson planning with accommodations, and progress monitoring.<br>• Training on use of accessibility tools (e.g. text-to-speech and speech-to-text) and on intervention programs.<br>• Targeted training for teachers on using instructional technology for real-time intervention supports during instruction | $90,878.30 | Yes |
| **1.5** | Instructional Support | -Support ELA and Math instructors with an instructional coach. | $187,455.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | -Scoreboards and gradebook analysis to be driven by subgroups.<br>-All teachers will have support and coaching/observation cycles<br>-Conduct four quarterly deep dive analyses of student academic performance by subgroup.<br>-Utilize analysis to reflect and action planning for at-risk students to meet academic targets.<br>-Monitor progress through PDs (e.g. weekly school PD, quarterly network-wide PD).<br>-Leverage credit recovery and summer school teacher and coordinator roles to support students who are credit deficient<br>-Set students back on track on completing A-G courses needed to graduate and be Cal State and UC eligible<br>-Student Assessments to measure student progress -Monitor and measure growth targets<br>-School will use results to measure literacy<br>-Supplemental intervention support for our EL students, students with IEPs, and Foster Youth (as applicable).<br>-Focusing on programmatic shifts and improvements; 3 year process with vertical alignment from Algebra to Geometry to Algebra II.<br>-New Math Performance Task thru line in multiple classes, outside of Math such as Science, and History<br>-New Curriculum:Kendall Hunt curriculum and development; o see higher growth as students build upon knowledge within three year curriculum sequence- Expanding MTSS (Multi-Tiered System of Support) services to address academic, behavioral, and social-emotional needs identified by parents. | | |
| **1.6** | Multi-Language Learner Support and Development | -School will ensure all English Learners (ELs) are provided with an effective English language acquisition program.<br>-Access to the school's academic core curriculum. -Appropriately credentialed teachers (BCLAD/CLAD Certified) with heighten awareness for hiring and assignment of Spanish-speaking staff and coordinators to strengthen communication and family-school partnerships for multilingual families.<br>-School will ensure students are assessed and monitored closely.<br>-Teachers will use the specifically designed academic instruction in English (SDAIE) approach to teach academic content with additional scaffolding. | $113,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | -Work with EL consultants and others to provide high-quality EL and SWLD PDs to boost student outcomes.<br>• Long-Term English Learners: We will utilize the following strategies and supports for students who are LTEL and at risk of becoming LTEL: Strength-Based Approach & Social Emotional Supports, Structured Language Support Classes & Scaffolded Instruction, Content-Based Academic Language Instruction, Peer Tutoring and Collaboration, and use formative assessment data and progress monitoring measures to track academic and language progress.<br>-New MLL Coordinator position,<br>-New D-ELD courses,<br>-New D-ELD curriculum (english 3D for levels 2-4 instruction) | | |
| **1.7** | Special Ed Programming | -Prioritize push-in support from resource teachers and instructional aides in Math and ELA courses across all grade levels. | $692,107.81 | Yes |
| **1.8** | Targeted Learning Recovery Supports | LREBG Action<br>• We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand capacity by staffing additional Academic Interventionists, paraprofessionals, and other instructional support roles to deliver small group instruction and targeted interventions.<br><br>-We will also allocate stipends using Learning Recovery Emergency Block Grant (LREBG) funds to support staff in the development of rigorous, differentiated Ednovate curriculum. This curriculum will be aligned to Common Core State Standards (CCSS) and designed to accelerate student academic recovery, especially for historically underserved student groups.<br>• This action is aligned with EC Section 32526(c)(2)(B), which allows for the implementation and expansion of evidence-based learning supports, such as one-on-one or tutoring services and interventions designed to accelerate pupil academic proficiency and the development and implementation of evidence-based | $69,046.50 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional materials and strategies that support learning acceleration.<br><br>• Based on our needs assessment, which identifies ongoing academic gaps between all students and our significant student groups (including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students), this expanded support is essential to providing differentiated, data-informed instruction that targets unfinished learning and accelerates progress.<br><br>• Internal assessment data shows that students receiving increased Academic Interventionist or paraprofessional support demonstrate higher rates of growth on measures such as NWEA MAP, ELPAC, and CAASPP SBAC ELA and Math summative assessment. Therefore, this action is expected to directly address achievement gaps and support our most underserved learners.<br><br>• Progress on our Learning Recovery action will be monitored through metric 1.2, 1.5,1.6, 1.7, 1.8, and 1.9 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Cultivate a positive and inclusive school culture that prioritizes student well-being, safety, and belonging. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Given the ongoing impact of the pandemic, it has become increasingly vital to nurture a supportive and vibrant educational atmosphere. The pandemic has highlighted the need for robust support systems that cater to the holistic needs of our students, encompassing their academic, social, and emotional well-being. Our strategy must be comprehensive, integrating proven methods and proactive measures to minimize truancy and disciplinary actions, ensuring that every student experiences belonging and security as part of an inclusive school culture.

This focus is crucial as it aligns with our core values and sets the foundation for student success in a world still recovering from the lasting effects of the pandemic. This goal reflects our commitment to building a resilient, nurturing, and inclusive educational setting that enables each student to reach their maximum potential.

Throughout our engagement process, we heard very clearly from our educational collaborators, the need to dedicate a specific goal to sustaining a school environment that prioritizes student well-being, safety, and belonging. In the upcoming LCAP cycle, we will allocate resources, time, and development towards a positive school climate and culture initiative, attendance strategies, mental health and SEL supports, and a thriving student life experience.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | 5.a: School Attendance Rate<br><br>Data Source: Internal Calculations | 2023-2024: 91.30% | SY 2024-25: 91.07% | SY 2025-26: 92.76% | 92% or above | +1.46 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.2 | 5.b: Chronic Absenteeism Rate<br><br>Data Source: Internal Calculations | 2023-2024: 36.90% | SY 2024-25: 34.73% | SY 2025-26: 29.58% | Maintain a chronic absenteeism rate of <20% | -7.32 percentage points |
| 2.3 | 5.d High School Drop Out Rate as a Percentage<br><br>Data Source: Internal Calculations | 2023-2024: 0% | SY 2024-25: 0% | 2024-25 DataQuest: 4.4% (4 students) | Below 4% | +4.4 percentage points |
| 2.4 | 6.a: Pupil Suspension Rates<br><br>Data Source: CA School Dashboard | 2023 CA School Dashboard:<br>All Students: 0.6% Blue<br>African Americans: 2.1% Green<br>English Learner: 0% Blue<br>Socioeconomically Disadvantaged: .6% Blue<br>Hispanic: .4% Blue<br>Students with Disabilities: 2.1% Orange | 2024 CA School Dashboard:<br>All Students: 1.1% (Yellow)<br>English Learner: 1.4% (Yellow)<br>LTEL: 2.8% (Orange)<br>SED: 1.3% (Yellow)<br>Hispanic: .9% (Yellow)<br>SWD: 0% (Blue)<br>African American: 1.3% (Green) | 2025 CA School Dashboard:<br>All Students: 4.6% (Orange)<br>English Learner: 7.4% (Orange)<br>LTEL: 11.4% (Red)<br>SED: 5.4% (Orange)<br>Hispanic: 3.3% (Orange)<br>SWD: 3.6% (Orange)<br>African American: 12.3% (Red) | Below 5% (Green on CA Dashboard) | +4 percentage points |
| 2.5 | 6.b: Pupil Expulsion Rates<br><br>Data Source: Internal Calculations | 2023-2024: 0% | SY 2024-25: 0% | SY 2025-26: 0% | Below 1% | No difference |
| 2.6 | 6.c: Surveys of pupils to measure safety and school connectedness | 2023-2024:<br>Safety: 83%<br>Connectedness: 81% | SY 2024-25:<br>Safety: 86.92%<br>Connectedness: 85.83% | SY 2025-26:<br>Safety: 94%<br>Connectedness: 86% | 85% of student will respond Strongly Agree or Agree they feel a sense | Safety: +11 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Internal Surveys | | | | of belonging at school on quarterly surveys | Connectedness: +5 percentage points |

# Goal Analysis [2025-26]

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

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

During the 2025-26 school year, all actions associated with Goal 2 were implemented as planned, with no substantive differences between planned actions and actual implementation. Ednovate schools executed a comprehensive approach to cultivating a positive and inclusive school culture grounded in student well-being, safety, and belonging.

Implementation of a consistent, schoolwide Behavior Management system was a central component of this work. Designated culture team members were responsible for monitoring behavior data, including suspensions, and ensuring fidelity of implementation across the school. Behavior data systems were consistently utilized and shared with school leadership to inform responsive actions and continuous improvement. Staff were trained to implement clear and consistent behavior expectations, with an emphasis on proactive strategies such as positive reinforcement, including regular use of shoutouts and reminders, as well as restorative practices through structures such as Growth Labs. Ongoing professional development also focused on building staff awareness of bias and strengthening culturally responsive practices, reinforcing an inclusive school environment.

Advisory systems were implemented across the school as a key structure to support both academic and social-emotional development. All teachers were trained to facilitate advisory, providing students with opportunities to build relationships, develop study skills, and engage in one-on-one academic coaching. Advisory curricula emphasized identity development and community connection through focus areas such as knowing oneself, one’s community, nation, and world, further strengthening school culture and student belonging.

Attendance systems were implemented with dedicated staff responsible for monitoring daily attendance, chronic absenteeism, and truancy. Schools maintained consistent processes for tracking attendance data and responding to trends, ensuring that attendance remained a priority component of student engagement and well-being.

Student services and community-building efforts were implemented through expanded opportunities for student leadership and family engagement. Student club leaders participated in leadership development workshops, and schools increased the number of community events designed to foster connection and partnership with families and community organizations. These efforts were supported by advisory structures and broader schoolwide programming that emphasized relationship-building and inclusivity.

Mental health and social-emotional learning (SEL) supports were implemented through a multi-tiered system of care. The school provided Tier 2 and Tier 3 interventions for students experiencing trauma, grief, or other mental health needs, alongside a structured referral system and partnerships with external mental health providers. In addition, we offered workshops, awareness events, and programming to promote student well-being. SEL curricula and tools, including programs such as Wayfinder and WCRC structures, were utilized to support consistent SEL instruction and integration into the student experience.

Student life programming further reinforced a positive school culture through access to athletics, clubs, college field trips, arts programs, and other enrichment opportunities. The school also strengthened communication systems—including newsletters, student leadership groups, and family committees—to ensure students and families were aware of available supports and opportunities for engagement.

Overall, the implementation of Goal 2 actions was comprehensive and aligned to the intended plan, resulting in cohesive systems that supported student engagement, strengthened school culture, and promoted a safe and inclusive environment across our school community.

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 between Budgeted Expenditures and Estimated Actual Expenditures

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

The actions implemented under Goal 2 have been effective in cultivating a positive and inclusive school culture that prioritizes student well-being, safety, belonging, and engagement. Through restorative culture systems, advisory programming, student leadership opportunities, mental health supports, and expanded student engagement experiences, South LA continues to strengthen systems that support students academically, socially, and emotionally.
Implementation of Action 2.1 (Positive School Climate and Culture) contributed to strong outcomes related to student safety and school connectedness. Staff continued implementation of the schoolwide Behavior Management system focused on restorative practices, consistent expectations, positive reinforcement, and student reflection through Growth Labs. Teachers also continued facilitating advisory classes in which students developed the school's core mindsets, received academic coaching, and strengthened community-building skills aligned to "Know Yourself, Know Your Community, Know Your Nation, and Know Your World."
As a result of these efforts, student perception data reflects strong progress in school culture outcomes:

- Students Reporting a Sense of Safety: 94%
- Students Reporting a Sense of Connectedness: 86%

These outcomes demonstrate that students continue to feel increasingly safe, connected, and supported within the school community.
The school's restorative and relationship-centered systems also contributed to maintaining relatively low rates of exclusionary discipline through consistent implementation of behavior systems, restorative reflection opportunities, and staff training around reminders, shout-outs, and bias awareness. Through continued monitoring of behavior data and implementation of schoolwide supports, the school maintained:

- Suspension Rate: 4.6% (Orange on the California School Dashboard), remaining below the school's 3-year target of 5%
- Expulsion Rate: 0%

While suspension outcomes remain an area for continued growth, the school's suspension rate remains below the established target and reflects continued efforts to respond to student behavior through restorative and supportive approaches rather than exclusionary practices. Through Action 2.2 (Attendance), the school continued implementing systems to monitor attendance, chronic absenteeism, and truancy while strengthening communication and intervention structures for students requiring additional support. Attendance monitoring systems and operational supports helped ensure students and families received timely outreach and interventions when attendance concerns emerged. Current attendance outcomes include:

- Average Daily Attendance: 92.76%
- Chronic Absenteeism: 29.58%

The school will continue refining attendance systems and interventions to further improve consistent student engagement and access to instruction.

Implementation of Action 2.4 (Mental Health and SEL Supports) also contributed to the school's positive culture outcomes. The school continued providing Tier 2 and Tier 3 supports for students experiencing trauma, grief, or social-emotional challenges while strengthening referral systems and partnerships with mental health providers. SEL instruction through Wayfinder and WCRC programming remained a continued area of focus to support student wellness, emotional regulation, and belonging.

Additionally, Action 2.5 (Student Life) supported increased student engagement and school connection through athletics, clubs, arts programming, college field trips, leadership opportunities, and schoolwide events. Student club leaders participated in leadership development opportunities, and the school continued strengthening communication systems through newsletters, student organizations, PAC/ELAC structures, and family engagement opportunities to ensure students and families remained informed and connected to available supports and opportunities.

Overall, the actions under Goal 2 have been effective in creating a school environment where students feel increasingly safe, connected, and supported. Continued implementation of restorative systems, advisory structures, mental health supports, and student engagement opportunities will help the school build on these positive outcomes while continuing to strengthen equitable experiences and outcomes for all student groups.

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 educator feedback, reflection, and analysis of implementation data, no significant changes will be made to the overall Goal 2 focus, metrics, target outcomes, or actions for the coming year. Current systems and practices have been effective in cultivating a positive and inclusive school culture that prioritizes student well-being, safety, and belonging. As a result, the school will continue to implement these actions with fidelity in the final year of the three-year LCAP cycle.

This continued approach reflects a commitment to sustaining effective practices that support strong school culture and student engagement, while maintaining alignment with the overall goal.

**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** | Positive School Climate and Culture | • A team member from the culture team will be responsible for monitoring and tracking suspensions, and implementation of the new Behavior Management system.<br>• All behavior data will be provided to the Principal for further action.<br>• All teachers will be trained to lead an advisory, where students develop the school's four mindsets, learn study skills, and receive one on one academic coaching.<br>• All staff will be trained on implementing a clear and consistent Behavior Management system school wide.<br>• All students will participate in the new Behavior Management system. -All students will hear positive language through shoutouts, reminders in areas of growth needed, and space for reflection when needed through the restorative Growth Labs.<br>• Culture System: Continue to train our staff in biases, and the "reminder/shout outs" protocols. | $401,927.74 | Yes |
| **2.2** | Attendance | -An operational school team member responsible for monitoring and tracking attendance, chronic absenteeism, and truancy of students. | $70,464.31 | Yes |
| **2.3** | Student Services | -Student club leaders will participate in a leadership development workshop once per semester.<br>-With the support of families, the school will increase school wide events per year that support connection, community, providing resources and leverage community partners.<br>-Advisory will deepen the sense of community in the school.<br>-All teachers will be trained to lead an advisory, where students build community, learn skills aligned to our focus areas of Know Yourself, Know Your Community, Know Your Nation, and Know Your World. | $140,887.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Mental Health and SEL Supports | • Tier 2 and 3 supports for students experiencing trauma, grief, or other mental health issues from the pandemic.<br>• Mental health support referral system and partnerships with mental health providers<br>• School will provide student opportunities services<br>• School will provide student awareness workshops/events/fairs<br>• Mental Health & Student Well-being: Continue to work on SEL in WCRC, and wayfinder usage. | $110,691.67 | Yes |
| **2.5** | Student Life | • Athletics, transportation<br>• The School will run sports, clubs, college field trips, activities and art programs to drive towards high student engagement.<br>• Continue to work on communication structures/channels for clear communication of supports or opportunities in place for students. (Student clubs, tutoring, student government, CWP, PAC/ELAC) | $300,408.47 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Empower parents and our community as active partners in student success through targeted initiatives in education, communication, and collaboration to strengthen the partnership between home and school, promoting a supportive community committed to student success. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of goal 3 to empower parents and the community as active partners in student success through targeted initiatives in education, communication, and collaboration is deeply aligned with California's state priorities 3 and 6. These priorities focus on parent involvement and school climate, respectively. This goal signifies a strategic effort by South College Prep to foster a robust partnership between home and school environments, recognizing that such collaboration is crucial for creating a supportive community dedicated to student success.
State priority 3 emphasizes the need for parent and pupil engagement in the educational process, including efforts to seek parent input in decision-making and to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs. By developing Actions aimed at educating, communicating with, and collaborating with parents and community members, the school is directly responding to this priority.
In collaboration with our educational partners, we made minor adjustments to this goal from the previous LCAP cycle to be more reflective of their feedback and needs. Our focus for the next LCAP cycle is to ensure we are empowering our families and community members as more active partners. South LA College Prep was intentional of updating the goal language as well as narrowing the focus of our metrics and actions to reflect solely on family and parent engagement.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | 3.a: Efforts we make to seek parent input on making decisions'<br><br>Data Source: Internal Family Survey | 2023-2024:95% | SY 2024-25: 79% | SY 2025-26: 92% | 85% of families will respond to quarterly surveys Strongly Agree or Agree of being encouraged to | -3 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | share their opinion and feedback in the school decision making process. | |
| 3.2 | 3.b: How we will promote parental participation in programs for EL, Low-Income, and Foster Youth<br><br>Data Source: Meeting Attendance | 2023-2024: 4 ELAC meetings a year | SY 2024-25: 4 | 2025-2026: 6 Meetings | 4 ELAC meetings a year | +2 |
| 3.3 | 3.c: How we will promote parental participation in programs for students with special needs?<br><br>Data Source: Meeting Attendance | 2023-2024: 4 PAC (SSC) Meetings a year | SY 2024-25: 4 | 2025-2026: 6 Meetings | 4 PAC (SSC) Meetings a year | +2 |
| 3.4 | 6.d: Surveys of parents to measure safety and school connectedness<br><br>Data Source: Internal Family Survey | 2023-2024: 99% | SY 2024-25:<br>Connectedness: 98%<br>Safety: 95.61% | SY 2025-26:<br>Connectedness: 93%<br>Safety: 89.83% | 85% of families will respond Strongly Agree or Agree their student has a sense of belonging at school on quarterly surveys | Connectedness: -6 percentage points<br>Safety: -9.17 percentage points |
| 3.5 | 6.e: Surveys of teachers to measure safety and school connectedness<br><br>Data Source: Internal Staff Survey | SY 2023-24: 4.7 Overall NPS | SY 2024-25: 4.22 Overall NPS | SY 2025-26:<br>Safety: 24<br>Connectedness: 4.79 | Overall NPS goal of 5 | NA |

# Goal Analysis [2025-26]

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

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

During the 2025-26 school year, all actions associated with Goal 3 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school executed a comprehensive set of strategies to empower parents and the broader community as active partners in student success through consistent engagement, communication, and capacity-building efforts.

Parent inclusion was supported through the establishment of regular, structured opportunities for engagement. The school hosted monthly meetings that created space for parents to connect with school leadership, including the principal, and to engage in discussion on key schoolwide topics such as LCAP development, student performance, and program updates. We also implemented formal structures to ensure inclusive parent voice and participation. English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) meetings were held consistently, providing families with opportunities to engage in decision-making processes and to learn more about program supporting English Learners, including ELD services. Translation services were also provided across all family interactions to ensure equitable access and meaningful participation for all families.

Efforts to increase family and community involvement were further supported through volunteer coordination and family-centered events. The school organized opportunities for parents to engage through volunteering, fundraising, and participation in school activities such as teacher appreciation events and student celebrations. Recognition of family contributions was incorporated into school events and communications to reinforce a culture of partnership and appreciation.

Communication systems were implemented and strengthened to ensure families had clear, consistent access to information and opportunities. The school utilized ParentSquare as a primary communication platform and continued to refine additional communication channels, including newsletters, parent ambassador outreach, student leadership groups, and committee structures such as PAC and ELAC. These efforts supported transparency and ensured families were informed of available supports and opportunities.

Parent development was a key component of implementation. The school provided quarterly workshops and information sessions focused on building families' capacity to support student success. Topics included college and career readiness, academic support strategies, financial literacy, and social-emotional development. In addition, Parent Ambassadors were trained and supported to help facilitate workshops, lead discussions, and strengthen connections between families and the school.

Overall, the implementation of Goal 3 actions was comprehensive and aligned to the intended plan, resulting in strengthened family engagement systems, increased opportunities for parent leadership, and deeper partnerships between home and school to support student success.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

The actions under Goal 3 have been highly effective in strengthening family engagement, communication, and partnership at Ednovate Brio, as evidenced by strong improvements across family survey data and increased participation in engagement structures.

The most notable evidence of effectiveness is seen in family perception data related to voice and inclusion. The percentage of families who agree that the school listens to family voice in input and decision-making increased from 78% in Year 1 to 92% in Year 2, exceeding the 3-year target of 85%

This growth reflects the strong implementation of Action 3.1 (Parent Inclusion), including consistent monthly engagement opportunities, ELAC and PAC meetings, and the use of communication platforms such as ParentSquare. These structures have created meaningful opportunities for families to provide input and engage in school decision-making processes, resulting in increased trust and partnership.

Family participation structures also demonstrate effectiveness. The number of ELAC and PAC meetings increased from 4 to 6 meetings, exceeding the annual target of 4 meetings for each group. This reflects strong execution of Action 3.1 in creating consistent spaces for families, particularly English Learners and families of students with special needs, to engage in dialogue, access information, and contribute to school programs. The provision of translation services and targeted outreach further supported equitable access to these opportunities.

Additionally, family perception of connectedness and safety remains a strength. The percentage of families who feel a sense of connectedness remained high at 93%, and families reporting a sense of safety at 89.83%, both exceeding the 85% targets.

These outcomes demonstrate the effectiveness of both Action 3.1 (Parent Inclusion) and Action 3.2 (Parent Development) in fostering a welcoming and supportive school environment. Regular communication, community-building events, and parent workshops have contributed to strong relationships between families and the school.

Parent development efforts under Action 3.2 have also supported these outcomes by providing families with tools and knowledge to support their students academically and socially. Workshops and information sessions on topics such as college and career readiness, academics, and social-emotional learning have helped strengthen families' ability to engage meaningfully in their child's education. Additionally, the development of Parent Ambassadors has supported peer-to-peer engagement and expanded the school's reach within the community.

In summary, Actions 3.1 and 3.2 have been highly effective in achieving the goal of empowering parents and community members as active partners in student success. The data reflects strong implementation of engagement structures, increased family participation, and high levels of family satisfaction, connectedness, and trust. These results indicate that the school has successfully built a strong foundation for family-school partnership that supports student success.

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

Based on reflections from prior practice and feedback from educational partners, no significant changes will be made to the overall Goal 3 focus, metrics, or target outcomes. High levels of family satisfaction, engagement, and connectedness indicate that the current actions are effective and will be maintained for the coming year.
However, the school will implement targeted refinements to strengthen existing actions based on family input. Under Action 3.1 (Parent Inclusion), the school will introduce additional incentives to encourage increased parent attendance at decision-making meetings, including ELAC and PAC. This adjustment is intended to further expand participation and ensure broader representation of family voice in school decision-making processes.
Additionally, under Action 3.2 (Parent Development), the school will enhance transparency and engagement by incorporating the reporting of disaggregated metric data by student group (e.g., low-income, English Learners). This will support families in better understanding student outcomes and the effectiveness of targeted interventions, while also increasing opportunities for meaningful engagement and informed participation.
These refinements reflect a commitment to continuous improvement by building on successful practices while responding to family feedback to further strengthen school-family partnerships.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Parent Inclusion | • Parents will be invited to engage with their community and principal on a monthly basis<br>• Meetings to address schoolwide topics such as LCAP, and school performance, etc.<br>• Spaces will be used to create and build community.<br>• Increase family and community involvement through strong working relationships among parents, teachers and schools.<br>-Implementation of incentives (e.g., free dress) to encourage parent attendance at decision-making meetings.<br>• Recruiting and coordinating volunteers<br>• Providing special recognition in awards ceremonies or through other activities<br>• Organizing parent education events, planning teacher appreciation activities, fundraising and much more | $25,563.27 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Host English Language Advisory Committee (ELAC) meetings & Parent Advisory Committee (PAC)<br>• Meetings will address the school's ELL Program, ELD Program - Development of methods to support ELL students<br>• Translation services aloctaed for all family interactions<br>• Parent Square for Parent Engagment and Communication<br>• Continue to work on communication structures/channels for clear communication of supports or opportunities in place for families. (Parent ambassadors, Student clubs, tutoring, student government, PAC/ELAC, CWP) | | |
| **3.2** | Parent Development | -School will provide quarterly information sessions and workshops for parents to learn how to support their students.<br>-Topic areas to include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs. - Reporting out disaggregated metric data by student group (e.g., low-income, EL) to better monitor the effectiveness of specific interventions for parents' awareness , engagement, and development.<br>• Parent Ambassadors will be trained and supported by our Family Engagement Team to help lead and facilitate discussions and events with other families | $5,175.21 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Continuously uphold progress towards offering a diverse curriculum and course offering aligned with state standards, while ensuring a clean and accessible learning environment conducive to academic success and growth. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The formulation of the goal to continuously uphold progress towards offering a diverse curriculum and course offerings aligned with state standards, alongside ensuring a clean and accessible learning environment conducive to academic success and growth, is strategically positioned as a Maintenance of Progress goal within the South LA College Prep Local Control and Accountability Plan (LCAP). This designation reflects a commitment to sustain the achievements already made in critical areas of South LA College Prep operation that directly contribute to student learning and well-being. The goal is structured to address multiple state priorities, specifically priorities 1, 2, 4, 5, and 7, which cover areas from basic services and state standards to student engagement, student achievement, and school climate.
This goal is categorized as a Maintenance of Progress goal because it encapsulates actions and metrics that are already fully implemented with success, signaling that these areas have become integral parts of the South LA College Prep core program. Unlike South LA College Prep's previous goals that seek to introduce new initiatives or address areas of significant need, a Maintenance of Progress goal acknowledges that South LA College Prep has established effective practices in these areas and is committed to their ongoing implementation and monitoring. This approach ensures that the school remains aligned with state standards and continues to provide a learning environment that supports academic success and growth.
This goal reflects a balanced approach to maintaining ongoing successes while ensuring readiness to adapt and enhance these areas as needed to meet evolving educational standards and student needs. The commitment to upholding progress in offering a diverse and standards-aligned curriculum, coupled with the maintenance of a supportive learning environment, exemplifies South LA College Prep dedication to excellence and continuous improvement.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | 1.b: Sufficient Access to Standard-Aligned Materials<br><br>Data Source: School Accountability Report Card (SARC) | 2023-2024: 100% of students have access to standards aligned materials across all grades. | SY 2024-25: 100% of students have access to standards aligned materials across all grades. | SY 2025-26: 100% of students have access to standards aligned materials across all grades. | 100% | No difference |
| 4.2 | 2.a: Implementation of academic content and performance standards<br><br>Data Source: Local Indicators | 2023-2024: 100% of teachers will implement standards aligned curriculum. | SY 2024-25: 100% of teachers will implement standards aligned curriculum. | SY 2025-26: 100% of teachers will implement standards aligned curriculum. | 100% | No difference |
| 4.3 | 2.b: Program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency<br><br>Data Source: Local Indicators | 2023-2024: 100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum. | SY 2024-25: 100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum. | SY 2025-26: 100% of English Learners participate in a CCSS aligned ELD program and have access to all elements of the regular curriculum | 100% | No difference |
| 4.4 | 4.b: % of pupils who successfully completed A-G<br><br>Data Source: Internal Calculations | 2023-2024: 100% | SY 2024-25: 62.5% | 2025 CA School Dashboard: 88.9% | 100% | -11.1 percentage points |
| 4.5 | 7.a: Broad course of study<br><br>Data Source: Local Indicators | 2023-2024: 100% of students, including EL, Low-income, Foster Youth, and students with special needs were | SY 2024-25: 100% of students, including EL, Low-income, Foster Youth, and | SY 2025-26: 100% of students, including EL, Low-income, Foster Youth, and | 100% | No difference |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | students with special needs were offered a broad course of study including ELA, Math, Science, Social Science PE, and Art/Music | | |
| 4.6 | 1.c.Facilities in “Good Repair”<br><br>Data Source: School Accountability Report Card (SARC) | 2023-2024: Overall Facility Rating: Exemplary | SY 2024-25: Overall Facility Rating: Exemplary | SY 2025-26: Overall Facility Rating: Exemplary | Good Repair as reported on the SARC | No difference |
| 4.7 | 5.d High School Drop Out Rate as a Percentage<br><br>Data Source: Internal Calculations | 2023-2024: 0% | SY 2024-25: 0% | Removing for 2026-2027: Metric included in Goal 2 | Below 4% | No difference |

# Goal Analysis [2025-26]

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

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

During the 2025–26 school year, all actions associated with Goal 4 were implemented as planned, with no substantive differences between planned actions and actual implementation. As a maintenance of progress goal, the school sustained and strengthened systems that ensure access to a broad course of study, high-quality instructional resources, and a safe, clean, and well-maintained learning environment conducive to student success.

The school maintained full student access to technology through the continued implementation of a 1:1 student-to-device model. Chromebooks were available to all students, supported by a designated technology liaison who managed device distribution, maintenance, and troubleshooting. Additional investments in instructional technology—including projectors, technology carts, and web-based curricular

platforms—ensured that students and teachers had consistent access to digital tools, online curriculum, and assessment systems. These systems supported both daily instruction and the development of students' digital literacy skills.

Access to a broad and rigorous course of study was sustained across all grade levels. The school ensured that all students had access to advanced coursework, including Pre-AP, AP, and/or Honors courses. These offerings supported college readiness and academic rigor while maintaining alignment with state standards. In addition, partnerships with external organizations and community-based organizations (CBOs) were implemented to provide students with expanded learning opportunities, including community service, internships, and civic engagement experiences that enriched the academic program.

Facility maintenance systems were implemented consistently to ensure a safe, clean, and accessible learning environment. The school conducted regular facility inspections, including quarterly reviews using the Facility Inspection Tool, as well as beginning-of-year and end-of-year walkthroughs to assess readiness and identify needed improvements. Custodial staff played a critical role in maintaining campus cleanliness and safety, ensuring that all students had access to well-maintained facilities that support learning. These efforts contributed to maintaining high standards aligned with "Good" or "Exemplary" facility ratings.

Operational and instructional support structures were also maintained to ensure alignment and coherence across school systems. The operations team conducted regular walkthroughs to monitor facility conditions and ensure compliance. The external impact team supported community engagement efforts and helped connect students and families with wraparound services. Additionally, the academics team provided ongoing guidance and oversight to ensure effective curriculum implementation and to support differentiated instructional practices that meet the needs of all students, including high-need student groups.

Overall, the implementation of Goal 4 actions was consistent and aligned to the intended plan, resulting in sustained access to high-quality instructional resources, a broad and rigorous course of study, and a safe and well-maintained learning environment that supports academic success and student growth.

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 between Budgeted Expenditures and Estimated Actual Expenditures

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

The actions implemented under Goal 4 have continued to be effective in maintaining Ednovate's progress toward ensuring all students have access to a diverse, rigorous, and supportive learning environment. As a maintenance of progress goal, the focus this year has been on sustaining strong systems and refining implementation to ensure consistent access, quality, and alignment across all core areas.

Investments in technology (Action 4.1) infrastructure have remained a critical component of this work. The organization successfully sustained a 1:1 student-to-device ratio, ensuring that 100% of students—including English Learners, low-income students, foster youth, and students with disabilities—had access to digital tools, online curriculum, and standards-aligned assessments. Technology systems were

further supported by site-based tech liaisons, who ensured ongoing maintenance, troubleshooting, and effective integration into classroom instruction. These efforts have supported continuity of learning and reinforced consistent access to instructional materials and assessments aligned to state standards.

Access to a broad and rigorous course of study (Action 4.2) has also been maintained. Data indicate that 100% of students continued to have access to standards-aligned instructional materials and a comprehensive course of study, including ELA, Math, Science, Social Science, and Arts. Additionally, all student groups—including English Learners, low-income students, foster youth, and students with disabilities—were provided access to this full range of coursework. The continued offering of advanced coursework, including AP, Honors, and Pre-AP courses, reflects sustained implementation of rigorous academic programming aligned to college and career readiness expectations. This is further supported by strong A–G completion outcomes, with performance increasing from 62.5% to 88.9%on the California School Dashboard, demonstrating continued progress in ensuring students graduate prepared for postsecondary opportunities.

Facility maintenance (Action 4.3) systems have also remained strong and effective. Ongoing implementation of quarterly facility inspections, routine walkthroughs, and proactive maintenance planning has ensured that school sites remain safe, clean, and conducive to learning. These efforts are reflected in the most recent School Accountability Report Card (SARC), which continues to rate facilities as “Exemplary.” Maintaining high-quality physical environments has supported student engagement and reinforced conditions necessary for academic success.

The coordinated work of support teams (Action 4.4) including operations, academics, and external impact has further contributed to the sustained effectiveness of Goal 4 actions. Operations teams have ensured compliance and functionality of facilities and systems, while academic teams have continued to support curriculum implementation and instructional alignment. External impact teams have strengthened connections between schools and the broader community, ensuring that students and families have access to wraparound supports that complement the academic program.

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 educator feedback, reflection, and analysis of implementation data, no significant changes will be made to the overall Goal 4 focus, metrics, target outcomes, or actions for the coming year. As a maintenance of progress goal, current systems and structures have been effective in supporting a diverse curriculum aligned to state standards and maintaining a clean and accessible learning environment. Therefore, the school will continue to implement these actions with fidelity in the final year of the three-year LCAP cycle.

The only refinement for the upcoming year is a targeted update to Action 4.2, which will include additional language to ensure the provision of appropriate materials and resources for Advanced Placement (AP) coursework. This adjustment is based on stakeholder feedback highlighting the importance of adequately supporting AP classes to ensure all students have equitable access to rigorous coursework and the resources needed for success.

This refinement reflects a commitment to continuous improvement by responding to stakeholder input while maintaining alignment with the overall goal.

**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** | Technology | -100% Student access to technology (digital tools, online curriculum, technology/digital literacy skills and online assessments)<br>-Tech liaison at each campus supports and manages the 1:1 chromebook program.<br>-Purchase Chromebooks to ensure a 1:1 Student to Device ratio. -Purchase 5 technology carts and 5 projectors.<br>-Subscribe to web-based curricular and curriculum management programs. | $82,965.29 | Yes |
| **4.2** | Broad Course of Study | • 100% of students will have access to AP and Honors coursework.<br>• School will offer Pre-AP, AP and/or Honors courses at every grade level. -Including providing proper materials and resources for advanced placement coursework.<br>• Partnerships with external organizations/CBOs will provide different pathways for students to engage in community service, internships and civic service | | No |
| **4.3** | Facility Maintenance | -Quarterly Completion of the Facility Inspection Tool<br>-Beginning of the year walk-thrus to ensure facility compliance before first day of instruction (D1PMC)<br>-End of the year walk-thrus to ensure summer projects needed (D1PMC)<br>-Custodial staff to support safe and welcoming learning environments to increase student capacity for success<br>-Custodial Staff will continue to ensure that all students have access to safe and clean school facilities,<br>in order to support all schools receiving a Good or Exemplary overall site rating. | $95,545.31 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **4.4** | Support Team | -Operations team to complete monthly walkthrus of facilities to ensure compliance<br>-External impact team to supports community engagement needs, and provide wraparound services for students<br>-Academics Team to implement and provide direction to ensure our students are receiving academic and social<br>emotional support and approaches that are differentiated to meet the needs of all<br>students, including our high need students.<br>-Academics Team to support implementation of curriculum to meet the needs of students | $1,239,406.90 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,918,078 | $210,589.96 |

**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 |
|---|---|---|---|
| 37.380% | 0.000% | $0.00 | 37.380% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Summative Assessment<br><br>**Need:**<br>Our assessment data identified our English Learners and Low income, as our lowest performing subgroups with a gap in Math and ELA. This has helped us measure student achievement through our assessments to measure and monitor growth targets to measure literacy growth. | The action of administering summative assessments is designed to address the identified need by providing comprehensive data on student progress and achievement. This data is crucial for identifying gaps in learning and ensuring targeted interventions for unduplicated student groups such as English Learners and Low-Income students, who have historically underperformed in ELA and Math. | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | Providing this action on a schoolwide basis ensures that all students, including unduplicated populations, benefit from the same rigorous assessment standards. It allows for the consistent monitoring and measuring of growth targets across the entire student body, fostering an environment of accountability and support that is necessary for improving outcomes for all students, particularly those who need it the most. By using the results from these assessments, educators can tailor instruction and resources to better meet the needs of unduplicated students, thereby enhancing their academic performance. | |
| **1.2** | **Action:**<br>Post-Secondary Access and Success<br><br>**Need:**<br>Our English Learners, low income students and foster<br>youth are approached in the narrative of deficit thinking when it comes to higher learning opportunities. This action considers these students and provides multiple opportunities all four years through the concepts of Know Yourself, Know Your Community, Know Your Nation, and Know Your World to explore career pathways that are not exposed to them, followed by a project based learning to apply their learnings in a<br>possible career pathway they are passionate for, and culminating in their Capstone ultimately leading our English Learners, low income students and foster youth to their future higher education career of choosing.<br><br>**Scope:** | The action of providing post-secondary access and success, including enrolling 11th and 12th grade students in a college readiness course led by the college counselor and alumni coordinator, is designed to address the identified need by equipping students with the necessary skills and guidance to navigate the college application process. This is particularly important for English Learners, foster youth, and low-income students who may lack access to these resources and support at home.<br><br>Providing this course on a schoolwide basis ensures that all students, including unduplicated populations, have equal access to college readiness resources. This comprehensive approach helps level the playing field by offering targeted support and preparation, which are crucial for improving college enrollment and success rates among historically underrepresented groups. The presence of a dedicated College Counselor who provides additional support further enhances the | Metric 1.4: Graduation Rates<br>Metric 1.6: College and Career Indicator<br>Metric 1.10: Students demonstrate college preparedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | effectiveness of this action, ensuring that every student receives personalized guidance tailored to their unique needs and circumstances. | |
| **1.3** | **Action:**<br>Class Size<br><br>**Need:**<br>The unique identified needs of our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority. As part of this feedback, we also heard the need to continue our smaller class sizes to support the learning of our unduplicated populations.<br><br>**Scope:**<br>LEA-wide | The action of maintaining a small class size of 20:1 and providing substitutes as needed is designed to address the identified need of our unduplicated students for personalized and uninterrupted instruction.. This is crucial for the academic success of unduplicated student populations such as English Learners, foster youth, and low-income students. Smaller class sizes allow teachers to provide more individualized attention, tailor instruction to meet diverse learning needs, and create a supportive learning environment.<br><br>Providing this action on a schoolwide basis ensures that all students benefit from the enhanced instructional quality and reduced classroom disruptions. This equitable approach helps to ensure that every student receives consistent, high-quality education, which is particularly important for those who may require additional academic support. By implementing smaller class sizes and ensuring the availability of substitutes, the school can maintain a stable and conducive learning environment, thereby improving overall educational outcomes for unduplicated populations. | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |
| **1.4** | **Action:**<br>Professional Development<br><br>**Need:**<br>The unique identified needs of our unduplicated student groups, specifically English Learners (EL) and Low-Income | The proposed professional development (PD) for teachers, focusing on high-quality instruction and intervention support for English Language Learners (ELLs), tier 3 students, and students with IEPs, will be effective in improving outcomes for unduplicated students while supporting all students. By equipping teachers with the skills to | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority.<br><br>**Scope:**<br>LEA-wide | address the unique challenges of ELLs and students with special needs, the PD ensures targeted and effective teaching strategies that close achievement gaps. Training on ELD standards, goal writing, differentiation, lesson planning with accommodations, and the use of accessibility tools will enhance overall instructional quality and inclusivity. This not only benefits unduplicated students by providing tailored support but also improves the learning experience for all students through more inclusive and effective teaching practices. | |
| **1.5** | **Action:**<br>Instructional Support<br><br>**Need:**<br>The unique identified needs of our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority.<br><br>**Scope:**<br>LEA-wide | The action of providing instructional supporting ELA and Math instructors with an instructional coach, along with the implementation of data-driven scoreboards and gradebook analysis, is designed to address the identified need for targeted instructional support and continuous performance monitoring, principally directed for our unduplicated student populations . This approach ensures that teachers receive ongoing coaching and observation cycles to enhance their instructional practices and effectively meet the diverse needs of their students.<br><br>Providing this action on a schoolwide basis ensures that all teachers and students benefit from high-quality instructional support and rigorous academic monitoring. Conducting quarterly deep dive analyses of student performance by subgroup allows for the identification of at-risk students and the development of strategic action plans to help them meet academic targets. This proactive and reflective approach helps to ensure that unduplicated students receive the necessary | Action 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | interventions and support to succeed academically.<br><br>Leveraging credit recovery and summer school programs further addresses the needs of students who are credit deficient, helping them get back on track to complete the A-G courses required for graduation and eligibility for Cal State and UC schools. This comprehensive support system, including supplemental intervention for EL students, students who are socioeconomically disadvantaged, and foster youth, ensures that all students have the opportunity to achieve academic success. | |
| **1.7** | **Action:**<br>Special Ed Programming<br><br>**Need:**<br>The unique identified needs of our students with disabilities is aligned to our unduplicated student groups, specifically English Learners (EL) and Low-Income students, stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Majority of our students with disabilities also fall under unduplicated students. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority.<br><br>**Scope:**<br>LEA-wide | Prioritizing push-in support from resource teachers and instructional aides in Math and ELA courses across all grade levels will significantly improve outcomes for unduplicated students, many of whom are also students with disabilities. By dedicating resources to enhance special education programming, the school ensures that students receive targeted support within their regular classrooms, fostering a more inclusive learning environment. This approach not only addresses the specific needs of students with disabilities but also provides additional instructional support that benefits all students. The push-in model facilitates differentiated instruction, allowing for tailored interventions and assistance, which is crucial for improving academic performance among unduplicated students. By integrating resource teachers and instructional aides into general education settings, the school leverages specialized expertise to enhance the overall instructional quality, thereby supporting both the academic and social-emotional development of all | Metric 1.7: CAASPP, SBAC Math<br>Action 1.8: CAASPP, SBAC ELA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | students. This comprehensive strategy ensures that unduplicated students, who often face multiple challenges, receive the necessary support to succeed academically, ultimately leading to better educational outcomes for the entire student population. | |
| **2.1** | **Action:**<br>Positive School Climate and Culture<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. There is an identified need to increase the sense of community to enhance our attendance, behavior, and academic outcomes.<br><br>**Scope:**<br>LEA-wide | The proposed action to enhance positive school climate and culture, focusing on increasing attendance and decreasing suspension rates, will be effective in supporting unduplicated students while benefiting all students. A dedicated culture team member will monitor and track suspensions and implement the new Behavior Management system, ensuring consistent application and accountability. Providing behavior data to the Principal allows for timely interventions and targeted support. Training all teachers to lead advisory sessions where students develop essential mindsets, learn study skills, and receive personalized academic coaching fosters a supportive and engaging environment. Implementing a clear, consistent Behavior Management system school-wide ensures that all students understand expectations and consequences, promoting fairness and reducing behavioral issues. Additionally, using positive language through shoutouts, growth reminders, and restorative Growth Labs encourages reflection and improvement, creating a nurturing atmosphere that motivates students to attend regularly and behave positively. This comprehensive approach directly addresses the needs of unduplicated students by creating a more inclusive, supportive, and disciplined school environment, which, in turn, enhances overall student attendance and reduces suspension rates. | Metric 2.1: School Attendance Rate<br>Metric 2.2:Chronic absenteeism Rate<br>Metric 2.4: Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.2** | **Action:**<br>Attendance<br><br>**Need:**<br>Because our English Learners, low income students and foster youth have a history of chronic absenteeism, and show the greatest needs for academic progress which presence in class is vital to, we have prioritizes tracking attendance as a monitoring tool to ensure our English Learners, low income students and foster youth are not falling further behind by their absences and are rectified in a timely manner.<br><br>**Scope:**<br>LEA-wide | Within this action, we will assign an operational school team member to monitor and track attendance, chronic absenteeism, and truancy. This action is designed to address the identified need for improved student attendance, which is critical for academic success for our unduplicated students. Regular attendance is essential for these students to fully benefit from educational opportunities and achieve their academic goals.<br><br>Providing this action on a schoolwide basis ensures that all students are consistently monitored and supported in their attendance. This approach helps to identify and address attendance issues early, preventing them from escalating into chronic absenteeism or truancy. The dedicated team member can work closely with students, families, and staff to implement targeted interventions and support strategies, such as personalized communication, attendance plans, and connecting families with resources to overcome barriers to regular attendance.<br><br>By implementing this action schoolwide, we ensure that that our unduplicated students and all students receive the attention and support needed to maintain consistent attendance. This leads to improved academic outcomes and reduces disparities in educational attainment for English Learners, foster youth, and low-income students. | Metric 2.1: School Attendance Rate<br>Metric 2.2:Chronic absenteeism Rate |
| **2.3** | **Action:**<br>Student Services<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic | The action of enhancing student services through leadership development workshops, increased schoolwide events, and advisory programs is designed to address the identified need for stronger student engagement, community connection, and personal development, which are | Metric 2.1: School Attendance Rate<br>Metric 2.2:Chronic absenteeism Rate<br>Metric 2.4: Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. There is an identified need to increase the sense of community to enhance our attendance, behavior, and academic outcomes.<br><br>**Scope:**<br>LEA-wide | particularly beneficial for our unduplicated student populations.<br>Implementing our Leadership Development Workshops will empower our unduplicated students with leadership skills and opportunities for personal growth. Providing leadership development workshops for student club leaders on a schoolwide basis ensures that all students, on top of our EL, low income, and foster youth, have access to these vital growth opportunities. This promotes inclusivity and equal chances for developing leadership skills, fostering a sense of responsibility and confidence across the student body.<br>Additionally, Increasing the number of schoolwide events with family support and community partnerships helps to build a stronger, more connected school community. This is particularly important for unduplicated populations, as it provides additional resources, support networks, and a sense of belonging. These events promote engagement and collaboration among students, families, and staff, enhancing overall school culture.<br>Our advisory programs led by trained teachers on a schoolwide basis ensures that all students participate in activities that build community and teach essential skills aligned with personal and community awareness. | |
| **2.4** | **Action:**<br>Mental Health and SEL Supports<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and | The action of providing mental health and social-emotional learning (SEL) supports is designed to address the critical need for targeted mental health interventions, especially for students experiencing trauma, grief, or other mental health issues exacerbated by the pandemic. This is particularly important for unduplicated student populations | Metric 2.3: High School Drop Out Rate as a Percentage<br>Metric 2.4: Pupil Suspension Rates<br>Metric 2.5: Pupil Expulsion Rates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | show the greatest needs for academic progress which presence in class is vital to improving outcomes for our students. We heard from our educational partners, in addition to our internal data, for the continued tiered and mental health supports as we continue to feel the lasting effects of the pandemic.<br><br>**Scope:**<br>LEA-wide | who face additional stressors and barriers to accessing mental health resources.<br>Offering Tier 2 and 3 supports on a schoolwide basis ensures that all students who need intensive mental health interventions receive them, regardless of background. This universal approach helps to identify and support unduplicated students who might otherwise go unnoticed, ensuring they receive the care necessary for their well-being and academic success.<br>Implementing a referral system and establishing partnerships with mental health providers schoolwide ensures that all students have access to professional mental health services. This system is crucial for unduplicated students, who may face greater challenges in accessing such services outside of school. It helps to remove barriers and provides a streamlined process for getting the help they need.<br>Conducting awareness workshops, events, and fairs on a schoolwide basis ensures that all students receive important information and education about mental health and SEL. This broad approach helps to foster a school culture that values and prioritizes mental health, providing unduplicated students with the knowledge and resources to seek help and support when needed. | Metric 2.6: Surveys of pupils to measure safety and school connectedness<br>Metric 2.7: Surveys of pupils to measure safety and school connectedness |
| **2.5** | **Action:**<br>Student Life<br><br>**Need:**<br>Our English Learners, low income students and foster youth have a history of chronic absenteeism, higher rates of suspension, and show the greatest needs for academic progress which presence in class is vital to | This action is principally directed toward addressing the unique needs of our unduplicated student groups—English Learners, low-income students, and foster youth—who, based on school data and educational partner feedback, have historically experienced higher levels of chronic absenteeism, elevated suspension rates, and academic underperformance. The correlation between student engagement, school | Metric 2.3: High School Drop Out Rate as a Percentage<br>Metric 2.4: Pupil Suspension Rates<br>Metric 2.5: Pupil Expulsion Rates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | improving outcomes for our students. We heard from our educational partners, in particularly from our students, for the need of increased school events, clubs, and sporting opportunities.<br><br>**Scope:**<br>LEA-wide | connectedness, and academic success is well-documented, and the need to improve school belonging and motivation has been emphasized in surveys and focus groups, especially among these student populations.<br><br>To address these challenges, we are implementing a schoolwide student life initiative that includes athletics, extracurricular clubs, college field trips, arts programming, and a structured transportation plan to enable participation in these activities. These offerings are not merely enrichment but serve as critical levers to increase engagement and reduce barriers to access, which disproportionately affect our unduplicated students. For example, transportation ensures equitable participation for students whose families may lack reliable means to support after-school involvement. Similarly, increased access to clubs and events responds directly to feedback from students who expressed feeling disengaged or disconnected from their school environment.<br><br>This action is implemented on a schoolwide basis because the conditions it addresses—absenteeism, suspension, and low academic performance—are prevalent across all student groups but are most acute among unduplicated students. By embedding student engagement opportunities into the fabric of school life, we can normalize participation and peer connection for all students while strategically targeting improvements in attendance and school connectedness for our highest-need populations. | Metric 2.6: Surveys of pupils to measure safety and school connectedness<br>Metric 2.7: Surveys of pupils to measure safety and school connectedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **3.1** | **Action:**<br>Parent Inclusion<br><br>**Need:**<br>Because our English Learners, Low income, and foster youth need a holistic approach to succeed academically, we engage our parents as partners in their needs. We leverage our PAC/ELAC, and Coffee with the Principal meetings to discuss and share the school's ELD Program, methods to support ELL students, and include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs.<br><br>**Scope:**<br>LEA-wide | We provide quarterly information sessions and workshops for parents to learn how to support their students' learning such as ELPAC testing awareness. Also, quarterly, parents receive report cards during a one-on-one conference with each student's advisor. Parents are also given weekly progress reports by their students' advisors with behavior reports that track their child's progress and past assignments.<br>This has successfully kept open lines of communication for our parents and the needs of our English Learners, Low income, and foster youth students, while also supporting communication for all students. | Metric 3.1: Efforts we make to seek parent input on making decisions<br>Metric 3.5: Surveys of parents to measure school connectedness |
| **3.2** | **Action:**<br>Parent Development<br><br>**Need:**<br>Because our English Learners, Low income, and foster youth need a holistic approach to succeed academically, we engage our parents as partners in their needs. We leverage our PAC/ELAC, and Coffee with the Principal meetings to discuss and share the school's ELD Program, methods to support ELL students, and include College & Career, Academics, Financial, Social Emotional, and any other need-based topics to provide parents with the tools to support their students' needs. | We provide quarterly information sessions and workshops for parents to learn how to support their students' learning such as ELPAC testing awareness. Also, quarterly, parents receive report cards during a one-on-one conference with each student's advisor. Parents are also given weekly progress reports by their students' advisors with behavior reports that track their child's progress and past assignments.<br>This has successfully kept open lines of communication for our parents and the needs of our English Learners, Low income, and foster youth students, while also supporting communication for all students. | Metric 3.1: Efforts we make to seek parent input on making decisions<br>Metric 3.5: Surveys of parents to measure school connectedness |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **4.1** | **Action:**<br>Technology<br><br>**Need:**<br>English Learners, Low income, and foster youth are the dominant demographics in our school, and come from<br>a home that has little to no technology exposure. Our model considers them first and improves learning outcomes for all students as well as technology/digital literacy skills, and prepares students for online assessments and state tests.<br><br>**Scope:**<br>LEA-wide | Our technology action is strategically designed to meet the needs of our unduplicated population by ensuring equitable access to digital resources and enhancing learning opportunities for our students. By providing a variety of online programs accessible to all students, the school enables scaffolding of classroom instruction and offers additional learning and practice outside of class. This accessibility is crucial for unduplicated pupils who may not have similar educational support at home.<br>Implementing a 1:1 environment where each student receives a Chromebook regardless of their socioeconomic status, have the necessary tools to access digital learning platforms. This is particularly important for unduplicated students who might otherwise lack the technology to participate fully in digital learning activities. Providing these tools helps bridge the digital divide and ensures that all students can benefit from technology-enhanced learning both in and out of the classroom | Metric 4.1: Sufficient Access to Standard-Aligned Materials<br>Metric 4.5: Broad course of study |

## *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 |
|---|---|---|---|
| **1.6** | **Action:**<br>Multi-Language Learner Support and Development<br><br>**Need:**<br>The unique identified needs of our English Learners (EL) stem from their historical underperformance in English Language Arts (ELA) and Math compared to the overall student population. Additionally, we heard from our educational partners that there is a continued need to focus on our subgroups, and increasing their outcomes remains a top priority. This cycle there was also an identified need for additional support for our long-term English Learners and ensuring the are reclassified as soon as possible.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | The action is designed to address the identified needs of our English Learners (ELs) by providing a comprehensive and effective English language acquisition program, ensuring their access to the academic core curriculum, and employing appropriately credentialed teachers (BCLAD/CLAD Certified). The school will closely assess and monitor students, and teachers will use the Specifically Designed Academic Instruction in English (SDAIE) approach to teach academic content with additional scaffolding. By working with EL consultants, the school will provide high-quality professional development to boost student outcomes.<br><br>For Long-Term English Learners (LTELs) and those at risk of becoming LTELs, the school will utilize strategies and supports such as strength-based approaches, social-emotional supports, structured language support classes, scaffolded instruction, content-based academic language instruction, peer tutoring, and collaboration. Additionally, formative assessment data and progress monitoring measures will be used to track academic and language progress. These comprehensive measures ensure that ELs receive the necessary support to develop language proficiency, engage with the curriculum, and achieve academic success. | Metric 1.2: % of EL students making progress toward ELPAC proficiency<br>Metric 1.9: EL Reclassification Rate |

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

All limited Actions had expenditures.

## 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable. The additional concentration funds will be used to increase the number of staff that provide direct services to our students, such as our teachers, that allow us to have smaller classes to provide further individualized support to our English Learners, low-income, and foster youth students. Furthermore, our academic model curriculum is designed for students to excel academically in preparation for college, which is further supported by our 1:1 Chromebook program for students to learn tech skills they may not be able to learn at home. The additional funds will support further contributions such as individual support from teachers, EL tutors to push the classroom supports and provide 1:1 tutoring opportunities, as well as the addition of instructional aides, credit recovery, and summer school. The school has developed its culture team to provide overall support, including mental health, for our low-income English Learners, students and/or foster youth, specifically through Tier 1 and 3, focused on supporting students with trauma, grief, or other mental health issues. Additionally, to also increase the amount of student services and build awareness through workshops/events/fairs. Lastly, for our teachers to strengthen their social-emotional support strategies and ensure our students have the utmost safe environment. Lastly, an ELL/MLL Coordinator will also be hired to lead the ELD (English Language Development) strategy at South LA College Prep with expertise in the instruction of ELD, and ensuring all ELL/MLL (Multilingual learner) students are supported academically, socially, emotionally, at a school level through collaboration with counselors, teachers, and families.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA Single School LEA | NA Single School LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA Single School LEA | NA Single School LEA |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $5,131,340.53 | $1,918,078 | 37.380% | 0.000% | 37.380% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,368,636.20 | $664,313.06 | $0.00 | $222,109.55 | $4,255,058.81 | $1,990,221.81 | $2,264,837.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Summative Assessment | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $19,354.17 | $19,354.17 | | | | $19,354.17 | |
| 1 | 1.2 | Post-Secondary Access and Success | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $215,981.25 | $23,737.61 | $239,718.86 | | | | $239,718.86 | |
| 1 | 1.3 | Class Size | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $210,062.50 | $160,000.00 | $370,062.50 | | | | $370,062.50 | |
| 1 | 1.4 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $6,250.00 | $84,628.30 | $71,500.00 | | | $19,378.30 | $90,878.30 | |
| 1 | 1.5 | Instructional Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $147,455.00 | $40,000.00 | $187,455.00 | | | | $187,455.00 | |
| 1 | 1.6 | Multi-Language Learner Support and Development | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $113,400.00 | $0.00 | $113,400.00 | | | | $113,400.00 | |
| 1 | 1.7 | Special Ed Programming | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $483,397.81 | $208,710.00 | $96,841.25 | $595,266.56 | | | $692,107.81 | |
| 1 | 1.8 | Targeted Learning Recovery Supports | All | No | | | All Schools | Ongoing | $69,046.50 | $0.00 | | $69,046.50 | | | $69,046.50 | |
| 2 | 2.1 | Positive School Climate and Culture | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | Ongoing | $394,342.50 | $7,585.24 | $199,196.49 | | | $202,731.25 | $401,927.74 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 2 | 2.2 | Attendance | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $64,921.25 | $5,543.06 | $70,464.31 | | | | $70,464.31 | |
| 2 | 2.3 | Student Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $140,887.50 | $0.00 | $140,887.50 | | | | $140,887.50 | |
| 2 | 2.4 | Mental Health and SEL Supports | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $104,040.00 | $6,651.67 | $110,691.67 | | | | $110,691.67 | |
| 2 | 2.5 | Student Life | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $40,437.50 | $259,970.97 | $300,408.47 | | | | $300,408.47 | |
| 3 | 3.1 | Parent Inclusion | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $25,563.27 | $25,563.27 | | | | $25,563.27 | |
| 3 | 3.2 | Parent Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $5,175.21 | $5,175.21 | | | | $5,175.21 | |
| 4 | 4.1 | Technology | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $82,965.29 | $82,965.29 | | | | $82,965.29 | |
| 4 | 4.2 | Broad Course of Study | All | No | | | All Schools | Ongoing | | | | | | | | |
| 4 | 4.3 | Facility Maintenance | All | No | | | All Schools | Ongoing | $0.00 | $95,545.31 | $95,545.31 | | | | $95,545.31 | |
| 4 | 4.4 | Support Team | All | No | | | All Schools | Ongoing | $0.00 | $1,239,406.90 | $1,239,406.90 | | | | $1,239,406.90 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $5,131,340.53 | $1,918,078 | 37.380% | 0.000% | 37.380% | $2,033,683.99 | 0.000% | 39.633 % | **Total:** | $2,033,683.99 |
| | | | | | | | | **LEA-wide Total:** | $1,920,283.99 |
| | | | | | | | | **Limited Total:** | $113,400.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Summative Assessment | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $19,354.17 | |
| 1 | 1.2 | Post-Secondary Access and Success | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $239,718.86 | |
| 1 | 1.3 | Class Size | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $370,062.50 | |
| 1 | 1.4 | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $71,500.00 | |
| 1 | 1.5 | Instructional Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $187,455.00 | |
| 1 | 1.6 | Multi-Language Learner Support and Development | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $113,400.00 | |
| 1 | 1.7 | Special Ed Programming | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $96,841.25 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| **2** | **2.1** | Positive School Climate and Culture | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $199,196.49 | |
| **2** | **2.2** | Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $70,464.31 | |
| **2** | **2.3** | Student Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $140,887.50 | |
| **2** | **2.4** | Mental Health and SEL Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $110,691.67 | |
| **2** | **2.5** | Student Life | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $300,408.47 | |
| **3** | **3.1** | Parent Inclusion | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $25,563.27 | |
| **3** | **3.2** | Parent Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,175.21 | |
| **4** | **4.1** | Technology | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $82,965.29 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $4,077,622.59 | $4,035,984.12 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Summative Assessment | Yes | $12,300.00 | $14,872.50 |
| **1** | **1.2** | Post-Secondary Access and Success | Yes | $178,752.00 | $168,829.71 |
| **1** | **1.3** | Class Size | Yes | $465,883.00 | $599,351.99 |
| **1** | **1.4** | Professional Development | Yes | $143,000.00 | $59,260.24 |
| **1** | **1.5** | Instructional Support | Yes | $152,240.00 | $181,757.12 |
| **1** | **1.6** | Multi-Language Learner Support and Development | Yes | $109,395.00 | $101,999.98 |
| **1** | **1.7** | Special Ed Programming | Yes | $622,436.00 | $584,212.54 |
| **1** | **1.8** | Targeted Learning Recovery Supports | No | $133,861.59 | 0 |
| **2** | **2.1** | Positive School Climate and Culture | Yes | $376,290.00 | $391,054.90 |
| **2** | **2.2** | Attendance | Yes | $62,250.00 | $68,024.00 |
| **2** | **2.3** | Student Services | Yes | $135,304.00 | $138,125.10 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Mental Health and SEL Supports | Yes | $108,840.00 | $108,885.58 |
| 2 | 2.5 | Student Life | Yes | $207,802.00 | $276,443.81 |
| 3 | 3.1 | Parent Inclusion | Yes | $10,650.00 | $6,137.65 |
| 3 | 3.2 | Parent Development | Yes | $3,000.00 | $11,788.80 |
| 4 | 4.1 | Technology | Yes | $90,000.00 | $78,667.66 |
| 4 | 4.2 | Broad Course of Study | No | | |
| 4 | 4.3 | Facility Maintenance | No | $114,347.00 | $80,857.00 |
| 4 | 4.4 | Support Team | No | $1,151,272.00 | $1,165,715.54 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,843,363 | $2,019,810.00 | $2,116,428.28 | ($96,618.28) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Summative Assessment | Yes | $12,300.00 | $14,872.50 | | |
| 1 | 1.2 | Post-Secondary Access and Success | Yes | $178,752.00 | $168,829.71 | | |
| 1 | 1.3 | Class Size | Yes | $465,883.00 | $599,351.99 | | |
| 1 | 1.4 | Professional Development | Yes | $109,500.00 | $40,644.28 | | |
| 1 | 1.5 | Instructional Support | Yes | $152,240.00 | $181,757.12 | | |
| 1 | 1.6 | Multi-Language Learner Support and Development | Yes | $109,395.00 | $101,999.98 | | |
| 1 | 1.7 | Special Ed Programming | Yes | $191,025.00 | $137,572.10 | | |
| 2 | 2.1 | Positive School Climate and Culture | Yes | $182,869.00 | $183,328.00 | | |
| 2 | 2.2 | Attendance | Yes | $62,250.00 | $68,024.00 | | |
| 2 | 2.3 | Student Services | Yes | $135,304.00 | $138,125.10 | | |
| 2 | 2.4 | Mental Health and SEL Supports | Yes | $108,840.00 | $108,885.58 | | |
| 2 | 2.5 | Student Life | Yes | $207,802.00 | $276,443.81 | | |
| 3 | 3.1 | Parent Inclusion | Yes | $10,650.00 | $6,137.65 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **3** | **3.2** | Parent Development | Yes | $3,000.00 | $11,788.80 | | |
| **4** | **4.1** | Technology | Yes | $90,000.00 | $78,667.66 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,458,581 | $1,843,363 | 0 | 41.344% | $2,116,428.28 | 0.000% | 47.469% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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