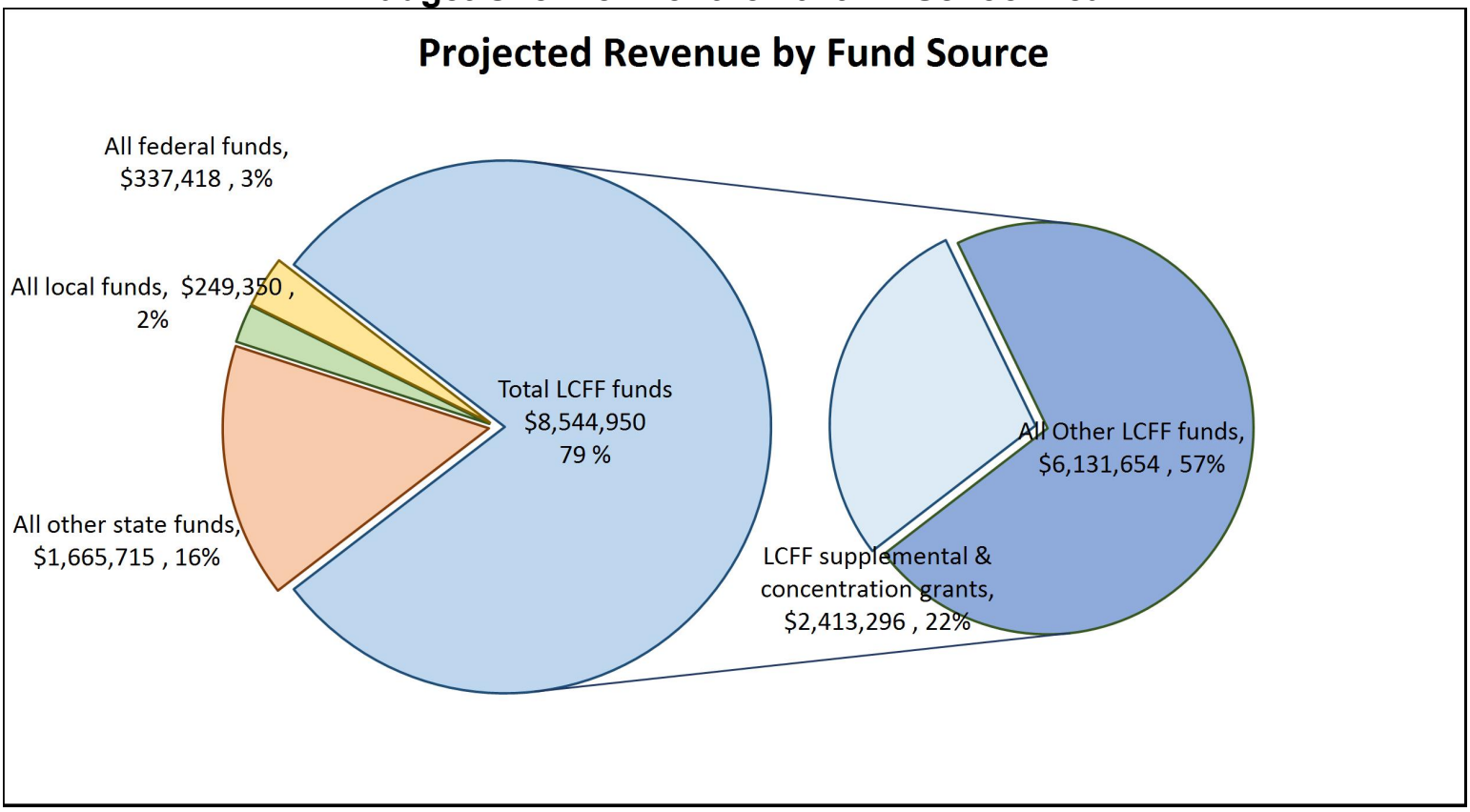
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valor Academy HighValor Academy High School
CDS Code: 19 64733 0127894
School Year: 2026-27
LEA contact information:
Angelina Calderon
VP Public Affairs
acalderon@brightstarschools.org
(323) 954-9957

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

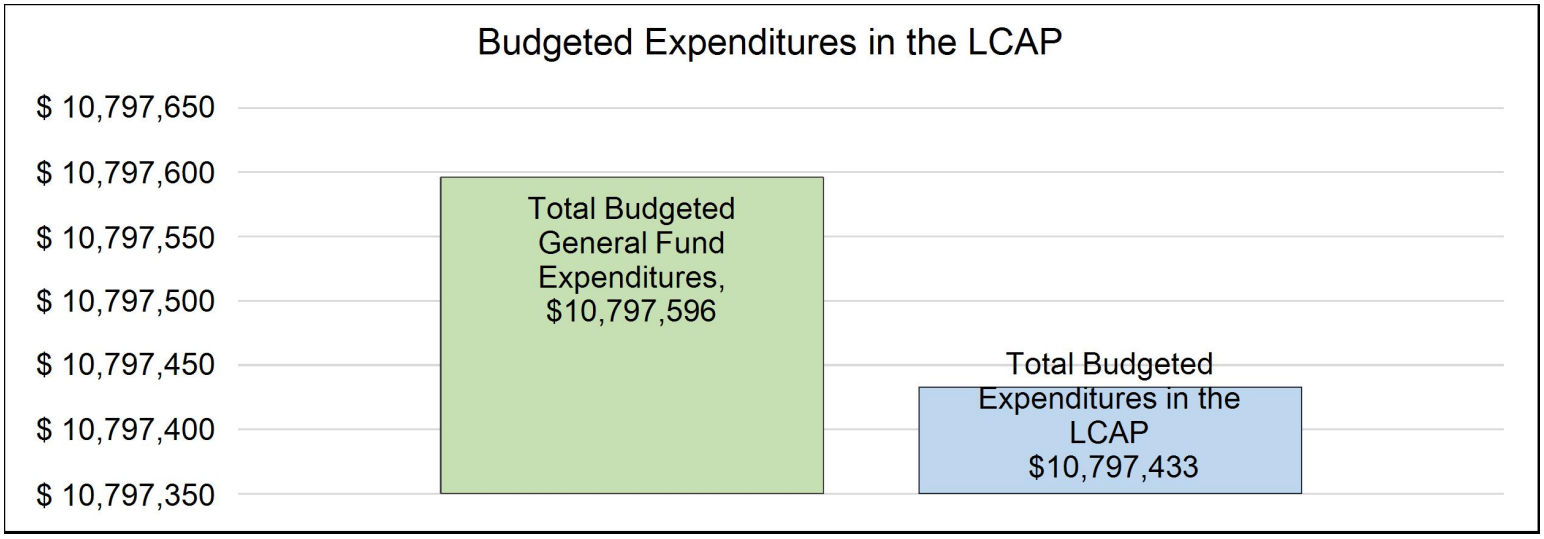


This chart shows the total general purpose revenue Valor Academy HighValor Academy High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valor Academy HighValor Academy High School is $10,797,433, of which $8,544,950.00 is Local Control Funding Formula (LCFF), $1,665,715.00 is other state funds, $249,350.00 is local funds, and $337,418.00 is federal funds. Of the $8,544,950.00 in LCFF Funds, $2,413,296.00 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 Valor Academy HighValor Academy High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Valor Academy HighValor Academy High School plans to spend $10,797,596.00 for the 2026-27 school year. Of that amount, $10,797,433.00 is tied to actions/services in the LCAP and $163 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

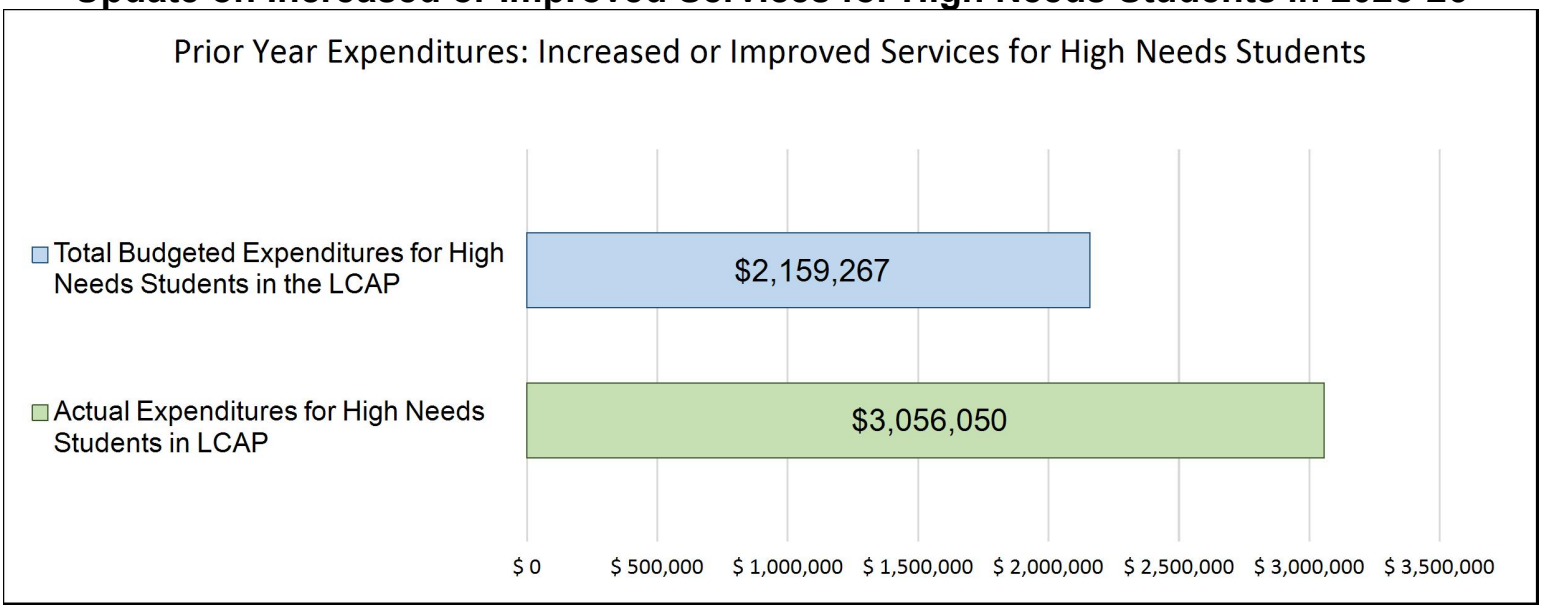
Per our Charter Authorizer, it is recommended we meet an internal net income reserve each year. We have set that target at 1% of annual expenses

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

In 2026-27, Valor Academy HighValor Academy High School is projecting it will receive $2,413,296.00 based on the enrollment of Foster Youth, English learner, and low-income students. Valor Academy HighValor Academy High School must describe how it intends to increase or improve services for high needs students in the LCAP. Valor Academy HighValor Academy High School plans to spend $2,917,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Valor Academy HighValor Academy High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valor Academy HighValor Academy High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Valor Academy HighValor Academy High School's LCAP budgeted $2,159,267.00 for planned actions to increase or improve services for high needs students. Valor Academy HighValor Academy High School actually spent $3,056,050.00 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
Valor Academy HighValor Academy High School	Angelina Calderon VP Public Affairs	acalderon@brightstarschools.org (323) 954-9957

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.

Since opening our first school in 2003, Bright Star Schools has been building a high-quality transitional-kindergarten (TK) through 12th grade model for our families in each of our three communities. In nine, tuition-free public schools in three communities -- West Adams, Koreatown, and in the San Fernando Valley -- our 3,000+ students experience rigorous academics, inclusive education, social-emotional support, and rich life opportunities beyond the classroom.

The students at Valor Academy High School are predominantly from the San Fernando Valley community. While the community is culturally rich the neighborhood does not have access to the breadth of resources many more affluent communities do. Additionally, many of our school's families have recently come to the United States, and in many cases English is not the primary language spoken at home. Approximately, 11.9% of our students are English learners, 94.51% of our students qualify for free and reduced priced meals, and 19% of our students are students with disabilities. These factors make the school's job of creating an educational program that is centered around the specific needs of the community and filled with experiences and rich educational programming built to ensure student success.

At Bright Star Schools, we are guided by our core values and our highest ideals for our students, staff, and schools.The following are Bright Star Schools' Mission, Vision and Core Values.

Vision: Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

Mission: At Bright Star Schools, our mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow

their unique talents so that they find joy and fulfillment in higher education, career, and life.

Core Values:

- Integridad - means we need to be the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard.
- Ubuntu - means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.
- Kohyang - means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities.
- Growth - means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development

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, Bright Star Schools remains committed to evaluating our progress using data from the California School Dashboard and local assessments. Over the past year, we have celebrated notable achievements and acknowledge ongoing challenges and remain dedicated to refining our strategies to ensure equitable opportunities for all students. Based on the 2025 CA School Dashboard, our strengths and growth areas are as follows:

- Perfect Graduation Rate: 100.0% of our students graduated, receiving a Blue performance level. Both reportable student groups earned Blue performance level with 100% as well. We are deeply proud of this landmark achievement.
- Exceptional College and Career Readiness Outcomes: The College/Career Indicator is Blue, with 87.0% of students prepared, increasing 16.7 percentage points. Student groups also demonstrated strong outcomes, including Hispanic students (86.7%, Blue, increased 15.0%) and Socioeconomically Disadvantaged students (86.9%, Blue, increased 15.9%), reflecting our team's support for post-graduation support and college planning.
- Low Suspension Rates: The Suspension Rate Indicator is Blue, with 0.4% of students suspended, declining 1.9 percentage points. Multiple student groups achieved strong outcomes, including Hispanic students (0.4%, Blue, declined 2.0%), Socioeconomically Disadvantaged students (0.4%, Blue, declined 1.9%), and Long-Term English Learners (0.0%, Blue, declined 4.8%). English Learners (1.4%, Green, declined 1.9%) and Students with Disabilities (1%, Green, declined 4.6%) also saw significant decreases in their suspension rates.
- Strong Growth in English Learner Progress: The English Learner Progress Indicator is Blue, with 57.1% of English Learners making progress, increasing 17.1 percentage points. Long-Term English Learners also performed strongly at 58.8% making progress (Blue, increased 14.8%), demonstrating effective language development support for our multi-language learners.

Valor Academy High School's impressive data on the CA Dashboard earned a 2026 California Distinguished School designation. We are very encouraged by the significant growth we've seen over the past year, as shown by our performance on the CA School Dashboard, at the same time, we acknowledge the challenges we still face and the current opportunities for growth.

- Declining ELA Performance Despite Remaining Above Standard: Valor Academy High School's ELA performance remains above the State performance. The ELA Indicator is Yellow, with All Students at 9.8 points above standard, declining 12.5 points. Student group performance mirrors this trend, including Hispanic students (6.1 points above standard, Yellow, declined 16.6 points) and Socioeconomically Disadvantaged students (8.3 points above standard, Yellow, declined 12.9 points).
- Mathematics Performance Remains Below Standard Across Student Groups: While we saw a slight growth of 4.1 points in our Math DFS scores, we remain 78.9 points below standard, earning a Yellow performance level. Student group outcomes also remain below standard despite seeing growth among all student groups. Our Hispanic students increased slightly by 2.3 points to 81.1 points below standard, receiving an Orange performance level, and Socioeconomically Disadvantaged students increased 3.9 points to 80.6 points below standard, receiving a Yellow performance level.

In response to the recent decline in ELA performance and continued below-standard outcomes in Mathematics, Valor Academy High School has implemented targeted strategies to strengthen instruction, intervention, and curriculum alignment. In ELA, the school has prioritized maintaining high-quality instruction through strategic staffing, including onboarding a new lead teacher to support both classroom instruction and CAASPP preparation. The school has also enhanced its Small Group Instruction (SGI) model to focus on "just-in-time" accelerated support, enabling students to access grade-level content more effectively. Instructional strategies such as Cognitive Content Dictionary and cross-disciplinary literacy routines further support student skill development. In Mathematics, the school continues to invest in foundational skill-building and differentiated supports through the use of Illustrative Mathematics, math labs for students needing additional support, and increased access to Algebra I to strengthen core competencies. Additional supports, including instructional aides in math classrooms and targeted SGI, provide students with more individualized attention. Across both content areas, the school is also piloting high-quality curriculum aligned to rigorous standards to ensure long-term instructional coherence and improved outcomes. These combined efforts are designed to accelerate student achievement and move performance toward and beyond state benchmarks.

Learning Recovery and Emergency Block Grant: Bright Star has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 2, Action 2. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

NA

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

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

Monitoring and Evaluating Effectiveness

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

NA

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
Teachers, School Personnel, and Administrators	• Received LCAP progress updates throughout the year via School Site Council/English Learner Advisory Committee Meetings • Given the opportunity to provide feedback on 26-27 LCAP goals during spring School Site Council/English Learner Advisory Committee meetings • Values Waypoint: Midyear meeting with network leadership and school site staff to hear feedback about school initiatives and direction of school operations. Identify glows and grows of the year • Fall & Spring staff Pulse survey with questions about communication, relationship with manager and School Leadership team as well as 2 open-ended responses.
Principal	• Drafted LCAP targets and conducted feedback sessions with the School Site Council, staff and families. • Drafted LCAP actions proposing what the school should start, stop and continue doing in order to meet articulated LCAP targets. Presented these suggestions to the School Site Council for feedback. • Finalized LCAP targets based on school constituent feedback. • Work in consultation with Bright Star Schools' Chief Business Officer to update the school budget in alignment with school LCAP goals and actions.

Educational Partner(s)	Process for Engagement
	• Coffee with the Principal meetings
Parents	• Received LCAP progress updates throughout the year via School Site Council/English Learner Advisory Committee Meetings • Given the opportunity to provide feedback on 26-27 LCAP goals during spring School Site Council/English Learner Advisory Committee meetings • School climate annual Family survey which asks about School Fit, School Safety, School Climate and Family Engagement. • Community engagement opportunities to provide input on hiring of new principal
Students	• Provided feedback via a student surveys on their feelings of school culture, belonging and safety • Received LCAP progress updates throughout the year via School Site Council Meetings • Student representatives on the School Site Council were given the opportunity to provide feedback on 26-27 LCAP goals during spring School Site Council meetings
District Authorizer	- Provides feedback annually on completed LCAP

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

Bright Star Schools values the ongoing engagement of educational partners as an essential component of the Local Control and Accountability Plan (LCAP) development process. Throughout the year, the school gathered input from students, families, staff, school leaders, and community partners through surveys, meetings, data reviews, family conferences, and educational partner engagement sessions. Feedback from educational partners, combined with analysis of student achievement, school climate, attendance, and college and career readiness data, directly informed our planning for 2026-2027. Overall feedback from educational partners was positive, as reflected in stakeholder survey results that highlighted strong satisfaction with school culture, academic supports, communication, and student learning experiences.

- 98% of parents rated the school positively
- 98% of staff who rate positively the question "I understand how my role and my department contributes to the larger mission and vision of Bright Star Schools"
- 53% of students who feel safe at school

- 41% of students who feel like they belong at school (5 percentage point growth from baseline)

While maintaining the overall structure of our goals, metrics, and actions, we are making a few intentional updates to select metrics and action steps to respond to partner feedback and enhance our ability to monitor progress and impact:

Goal 1
Metric 1.14, College and Career Preparedness Update: 3-year targets were met for most student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.
Valor Academy High School will implement refinements to strengthen college readiness, course access, and instructional programming, with a focus on equity and rigor. The school will expand access to Ethnic Studies, including ensuring all 9th grade students are enrolled, as part of a broader effort to align the course catalog and create a more equitable and coherent high school experience for all students.
In addition, the school is exploring expanded science programming, including potential increases in science staffing and the adoption of a revised science curriculum that will gradually increase access to physics coursework, with a phased rollout beginning in 2026-27 and a long-term goal of broader participation. The school will also continue to expand elective course offerings, providing students with greater opportunities to explore interests and engage in a well-rounded high school experience.

Goal 2
Metric 2.3, Suspension Rates Update: 3-year targets were met for most student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.
Metric 2.4, Dropout Rate Update: 3-year target was met for all student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.
Metric 2.5, Graduation Rate Update: 3-year target was met for all student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students demonstrate increased academic growth as measured by state test scores, improved English proficiency, AP exam scores, and meeting A-G requirements.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Increasing academic outcomes for our students will always be the core focus of the school. Therefore, establishing a goal measuring student's academic outcome is critical. Additionally, according to 22-23 CAASPP data, which serves as the baseline for the 24-27 LCAP, the school has a distance from standard of +21.5 in ELA and -93.7 in Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	iReady Math % of students meeting annual stretch growth on iReady Math diagnostic	Year: 2023-2024 Source: iReady Diagnostic (D3 Data) All Students: 23% Black/AA: * Hispanic/Latino: 23% Asian: 33% EL: 28% SWD(IE): 21% SED: Data unavailable	Year: 2024-2025 Source: iReady Diagnostic All Students: 28% Black/AA: * Hispanic/Latino: 28% Asian: * EL: 39% SWD(IE): 32% SED: Data unavailable	Year: 2025-026 Source: iReady Diagnostic All Students: 24% Black/AA: * Hispanic/Latino: 24% Asian: * EL: 21% SWD(IE): 25% SED: Data unavailable	Source: iReady Diagnostic All Students: 32% Black/AA: * Hispanic/Latino: 32% Asian: * EL: 43% SWD(IE): 36% SED: Data unavailable	All Students: +1% Hispanic/Latino: +1% EL: -7% SWD (IE): +4%
1.2	iReady Reading % of students meeting annual stretch growth on iReady Reading diagnostic	Year: 2023-2024 Source: iReady Diagnostic (D3 Data)	Year: 2024-2025 Source: iReady Diagnostic All Students: 20%	Year: 2025-2026 Source: iReady Diagnostic All Students: 24%	Source: iReady Diagnostic All Students: 30% Black/AA: *	All Students: -2% Hispanic/Latino: -2% EL: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 26% Black/AA: * Hispanic/Latino:26% Asian: 20% EL: 33% SWD: 20% SED:Data unavailable	Black/AA: * Hispanic/Latino: 21% Asian: * EL: 39% SWD: 23% SED:Data unavailable	Black/AA: * Hispanic/Latino: 24% Asian: * EL: 28% SWD: 22% SED:Data unavailable	Hispanic/Latino: 30% Asian: * EL: 43% SWD: 27% SED:Data unavailable	SWD: +2%
1.3	ELA CAASPP DFS of students on CAASPP ELA	Year: 2022-23 Source: CA Dashboard All Students: 21.5 Black/AA: No available Hispanic/Latino: 21 Asian: Not available SWD:-47.4 SED: 19.4 EL:-69.2	2024 CA School Dashboard Results: All: 22.3 pts above (Yellow) Hispanic: 22.7 pts above (Yellow) SED: 21.2 pts above (Yellow)	2025 CA School Dashboard Results: All: 9.8 pts above (Yellow) Hispanic: 6.1 pts above (Yellow) SED: 8.3 pts above (Yellow)	All Students: 30.5 Hispanic/Latino: 30 SWD: -36 SED: 28.4 EL: -57	All Students: -11.7 points Hispanic/Latino: -14.9 points SED: -11.1 points
1.4	Math CAASPP DFS of students on CAASPP MATH	Year: 2022-23 Source: CA Dashboard All Students: -93.7 Black/AA: Data unavailable Hispanic/Latino:-95.1 Asian:Data unavailable SWD: -143 SED:-97 EL:-190	2024 CA School Dashboard Results: All: 83 pts below (Yellow) Hispanic: 83.3 pts below (Yellow) SED: 84.5 pts below (Yellow) EL: 177.3 pts below	2025 CA School Dashboard Results: All: 78.9 pts below (Yellow) Hispanic: 81.1 pts below (Orange) SED: 80.6 pts below (Yellow)	All Students: -75 Hispanic/Latino: -77 SWD: -100 SED: -75 EL: -182	All Students: +14.8 points Hispanic/Latino: +14.0 points SED: +16.4 points
1.5	ELA EAP % of 11th grade students met or exceeded standard on CAASPP ELA	Year: 2022-23 Source: CAASP Website All Students: 57.99%	Year: 2023-24 Source: CAASP Website All Students: 58.33%	Year: 2024-25 Source: CAASP Website All Students: 59.4%	All Students: 70% Black/AA: N/A Hispanic/Latino: 69% Asian: N/A	All Students: +1.41% Hispanic/Latino: +0.48% SWD: +20.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/AA: Data unavailable Hispanic/Latino: 57.76% Asian: Data unavailable SWD: 15% SED: 57.52% EL: Data unavailable	Black/AA: Data unavailable Hispanic/Latino: 58.10% Asian: Data unavailable SWD: 16.67% SED: 58.66% EL: Data unavailable	Black/AA: Data unavailable Hispanic/Latino: 58.24% Asian: Data unavailable SWD: 35.71% SED: 58.51% EL: Data unavailable	SWD: 28% SED: 69% EL: N/A	SED: +0.99%
1.6	Math EAP % of 11th grade students met or exceeded standard on CAASPP Math	Year: 2022-23 Source: CAASP Website All Students: 21.55% Black/AA: Data unavailable Hispanic/Latino: 21.23% Asian: Data unavailable SWD: 10.52% SED: 20% EL: Data unavailable	Year: 2023-24 Source: CAASP Website All Students: 25.23% Black/AA: Data unavailable Hispanic/Latino: 25% Asian: Data unavailable SWD: 0% SED: 25.24% EL: Data unavailable	Year: 2024-25 Source: CAASP Website All Students: 26.73% Black/AA: Data unavailable Hispanic/Latino: 25.28% Asian: Data unavailable SWD: 0% SED: 25.53% EL: Data unavailable	All Students: 30% Black/AA: N/A Hispanic/Latino: 29% Asian: N/A SWD: 16% SED: 29% EL: N/A	All Students: +5.18% Hispanic/Latino: +4.05% SWD: -10.52% SED: +5.53%
1.7	CAST % of students who meet or exceed standards on CAST	Year: 2022-23 Source: CAASPP Website All Students: 28.10% Black/AA: Data unavailable Hispanic/Latino: 27.96% Asian: Data unavailable SWD: 5%	Year: 2023-24 Source: CAASPP Website All Students: 32.72% Black/AA: Data unavailable Hispanic/Latino: 34.29% Asian: Data unavailable SWD: 0%	Year: 2024-25 Source: CAASPP Website All Students: 25.24% Black/AA: Data unavailable Hispanic/Latino: 25.81% Asian: Data unavailable SWD: 0%	All Students: 40% Black/AA: N/A Hispanic/Latino: 39% Asian: N/A SWD: 15% SED: 39% EL: N/A	All Students: -2.86% Hispanic/Latino: -2.15% SWD: -5.00% SED: -3.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 26.96% EL: Data unavailable	SED: 34.61% EL: Data unavailable	SED: 23.96% EL: Data unavailable		
1.8	EL Progress % of English Learners who make progress towards English Language proficiency	Year: 2022-2023 Source: CA Dashboard 56.6% making progress towards English language proficiency	2024 CA School Dashboard Results: EL: 40% Making Progress (Red) LTEL: 44% Making Progress (Red)	2025 CA School Dashboard Results: EL: 57.1% Making Progress (Blue) LTEL: 58.8% Making Progress (Blue)	63%	+.5%
1.9	EL Reclassification % of students redesignated from EL to FEP status	Year: 2022-2023 Source: Internal Calculations 14.84%	Year: 2023-2024 Source: Internal Calculations 30.67%	Year: 2024-2025 Source: Internal Calculations 14.7%	35%	-.14%
1.10	AP Scores % of students in the four-year graduation rate cohort who scored 3 or higher on at least two Advanced Placement exams	Year: 2022-23 Source: Internal Calculations 5.56%	Year: 2023-24 Source: Internal Calculations 14.29%	Data not yet available	18%	NA Year 2 outcome data not available.
1.11	A-G Requirements % of graduating seniors who have 150 A-G credits excluding seniors with a legal exemption (ex. A-G exemption on basis of IEP)	Year: 2022-23 Source: CDE College/Career Measures Report All Students: 98.1% Black/AA: Not available Hispanic/Latino: 100% Asian:Not available SWD: 100% SED: 100% EL: 100%	Year: 2023-24 Source: CDE College/Career Measures Report All Students: 92.6% Black/AA: Not available Hispanic/Latino: 93.2% SWD: 82.6% SED: 92.4% EL: 88.2%	Year: 2024-25 Source: CDE College/Career Measures Report All Students: 99.1% Black/AA: Not available Hispanic/Latino: 99.1% SWD: 100% SED: 99.1% EL: 100%	All Students: 100% Black/AA: N/A Hispanic/Latino: 100% Asian: N/A SWD: 100% SED: 100% EL: 100%	All Students: +1.0% Hispanic/Latino: -0.9% SWD: no difference SED: -0.9% EL: no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	CTE Courses % of graduating seniors who have successfully completed CTE courses from approved pathways	Year: 2022-23 Source: CDE College/Career Measures Report 0%	NA currently do not offer CTE	NA Do not offer CTE	5%	NA
1.13	A-G and CTE Courses % of graduating seniors who have 150 A-G credits excluding seniors with a legal exemption and completed CTE courses from approved pathways (ex. A-G exemption on basis of IEP)	Year: 2022-23 Source: CDE College/Career Measures Report All Students: 0% Black/AA: 0% Hispanic/Latino: 0% Asian:-- SWD: 0% SED: 0% EL: 0%	NA currently do not offer CTE	NA Do not offer CTE	All Students: 5% Black/AA: 5% Hispanic/Latino: 5% Asian:-- SWD: 5% SED: 5% EL: 5%	NA
1.14	College and Career Indicator (CCI) % of graduating seniors identified as Prepared by the CA School Dashboard	2024 CA School Dashboard All Students: 52.5% Prepared (Green) Hispanic/Latino: 53.1% Prepared (Green) SED: 53.5% (Green)	2024 CA School Dashboard All Students: 52.5% Prepared (Green) Hispanic/Latino: 53.1% Prepared (Green) SED: 53.5% (Green)	2025 CA School Dashboard All Students: 87% Prepared (Blue) Hispanic/Latino: 86.7% Prepared (Blue) SED: 86.9% (Blue)	2026 CA School Dashboard Maintain above 80% for all student groups	+34.5

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 identified under Goal 1 were carried out as intended, with full implementation across each area and no substantive differences between planned and actual execution. The school maintained coherence between its strategic priorities and instructional practices, ensuring that key systems and supports were consistently delivered to students.

Staffing structures remained stable and aligned to program goals. General education classrooms were staffed with appropriately credentialed teachers, supporting consistent core instruction across grade levels. Services for students with disabilities were implemented as designed, including access to inclusive education teachers, school psychologists, and required direct services. English Learner supports were also delivered as planned, with designated personnel and aligned curriculum supporting language acquisition and access to grade-level content. In addition, the school maintained dedicated alumni and college success personnel, including an Alumni Coordinator who supported students in postsecondary planning and transition, with a particular focus on low-income students and English Learners who are often first-generation college students.

Instructional programs continued to be supported through the use of adopted curriculum and the provision of necessary materials and supplies. Classrooms were equipped with standards-aligned resources, including AP textbooks and college readiness materials, allowing teachers to effectively implement lessons and provide differentiated learning experiences. The school also ensured access to key assessments and related supports, including AP, SAT, PSAT, and ACT exam fees and preparation resources, reducing financial barriers and expanding access to college and career pathways. Academic software and digital tools were utilized to support instruction, assessment, and progress monitoring, including platforms specifically designed to support college and career readiness. These systems enabled counselors and alumni support staff to monitor student progress, tailor supports, and track postsecondary outcomes.

Intervention systems were implemented to provide additional support for students requiring targeted assistance. Site-based staff coordinated intervention services, with a focus on English Learners and students with disabilities, ensuring alignment between identified student needs and instructional supports. These efforts were reinforced through regular data review and the use of assessment tools to inform instructional adjustments.

Ongoing professional learning and instructional support structures were also maintained throughout the year. Teachers engaged in professional development opportunities, and instructional leadership roles, inclusive of grade level leads, content leads, and support staff, played an active role in strengthening classroom instruction and supporting student learning. These efforts contributed to a more cohesive instructional program and increased support for unduplicated student groups, while also reinforcing college and career readiness as a central component of the high school experience.

In addition, there were several areas of both progress and opportunities for growth in the implementation of Goal 1 actions. A significant staffing disruption occurred with the absence of the 11th grade Math teacher leader during the second half of the year, which impacted instructional continuity and SBAC preparation efforts, particularly as a long-term substitute was not retained. Despite this challenge, the school strengthened its approach to test preparation by expanding from an end-of-year model to a full-semester focus in both ELA and Math, allowing for more sustained skill development and alignment to state assessments. The school also made structural improvements by expanding course offerings, including the implementation of dual enrollment opportunities, although this shift required adjustments to the master schedule. Additional efforts to broaden student access included the use of stipend teachers to support elective offerings and intentional budgeting decisions to increase course availability. Instructionally, the school invested in building internal capacity by engaging teacher leaders to facilitate professional development and by training instructional aides to support small group instruction. These efforts reflect a continued commitment to strengthening instructional systems and expanding opportunities for students, while also highlighting areas where staffing stability and scheduling coherence will be critical for sustained 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 and estimated actuals.

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

The effectiveness of the actions under Goal 1 has been strong, with clear evidence of success in English Language Arts (ELA) performance above standard, growth in Mathematics, and highly effective outcomes in English Learner progress and College and Career Readiness (CCI).

In ELA, Valor Academy High continues to demonstrate overall strong performance, with All Students performing at the Yellow level and 9.8 points above standard, despite a decline of 12.5 points. Importantly, all significant student groups remain above standard, including Hispanic students (+6.1 above standard) and Socioeconomically Disadvantaged students (+8.3 above standard), reflecting sustained access to grade-level content. Additionally, Students with Disabilities demonstrated notable growth (+7.9 points), aligning with SBAC EAP data showing strong gains in 11th grade SWD ELA performance. These results indicate that core instruction, curriculum, and supplemental supports (Actions 1, 3, and 8) remain effective in maintaining high levels of achievement, even with some year-over-year decline.

Mathematics outcomes reflect positive growth and improving effectiveness. All Students performed at the Yellow level and 78.9 points below standard, increasing by 4.1 points, demonstrating forward movement toward grade-level expectations. Subgroup data reinforces this trend, including English Learners (+34.1 points) and Students with Disabilities (+11.0 points), indicating that targeted supports and interventions are contributing to accelerated growth. SBAC EAP data further supports this improvement, with 11th grade math proficiency increasing to 26.73%, reflecting gradual progress in college readiness. These outcomes suggest that instructional strategies, intervention systems, and data-driven supports (Actions 3, 6, 7, and 8) are beginning to have a meaningful impact in mathematics.

English Learner outcomes represent an area of strong effectiveness. The school achieved a Blue performance level on the English Learner Progress Indicator (ELPI), with 57.1% of students making progress, increasing by 17.1 percentage points. Long-Term English Learners also performed at the Blue level (58.8%), demonstrating sustained and accelerated language acquisition. Both student groups moved out of the Red performance level and into the Blue within one year. These results reflect the effectiveness of targeted English Learner supports (Action 4), including designated ELD instruction, progress monitoring, and aligned instructional practices.

College and Career Readiness (CCI) outcomes demonstrate exceptional effectiveness. The school achieved a Blue performance level, with 87.0% of students classified as “Prepared,” increasing by 16.7 percentage points. This growth is further supported by nearly 100% of students meeting A-G requirements, as well as strong performance among student groups, including Hispanic students (86.7% prepared) and Socioeconomically Disadvantaged students (86.9% prepared). These results highlight the impact of high school-specific actions (Actions 9-11), including access to rigorous coursework, college readiness supports, and systems to monitor and support postsecondary pathways.

The effectiveness of these outcomes is further supported by strengthened instructional systems for key student groups. For English Learners, targeted supports and aligned instructional practices have resulted in significant gains in ELPI and sustained progress for Long-Term English Learners. For students with disabilities, collaboration between general education teachers and special education staff has

contributed to strong growth in ELA and improving outcomes in mathematics. Additionally, supplemental instructional supports and intervention programming (Actions 6 and 8) continue to provide targeted assistance, contributing to improved college and career readiness outcomes.

In summary, Goal 1 actions have been highly effective in maintaining strong ELA performance above standard, improving mathematics outcomes, and driving exceptional results in English Learner progress and College and Career Readiness. While the decline in ELA indicates a need for continued focus, the overall data reflects strong implementation of instructional systems and a positive trajectory across key indicators, particularly in preparing students for postsecondary 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 reflection on current year implementation and engagement with our educational partners, we will largely continue with the current strategies outlined in Goal 1. We are encouraged by the progress we have seen and believe that maintaining consistency in our approach will support continued growth toward our three-year targets in academic achievement for all students.

While maintaining the overall structure of our goals, metrics, and actions, we are making a few intentional updates to select metrics and action steps to respond to partner feedback and enhance our ability to monitor progress and impact, we are making the following updates to Goal 1:

- Metric 1.14, College and Career Preparedness: 3-year targets were met for most student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.

Additionally, Valor Academy High will implement refinements to strengthen college readiness, course access, and instructional programming, with a focus on equity and rigor. The school will expand access to Ethnic Studies, including ensuring all 9th grade students are enrolled, as part of a broader effort to align the course catalog and create a more equitable and coherent high school experience for all students.

In addition, the school is exploring expanded science programming, including potential increases in science staffing and the adoption of a revised science curriculum that will gradually increase access to physics coursework, with a phased rollout beginning in 2026–27 and a long-term goal of broader participation. The school will also continue to expand elective course offerings, providing students with greater opportunities to explore interests and engage in a well-rounded high school experience.

These refinements reflect a commitment to increasing access to rigorous coursework, strengthening instructional pathways, and ensuring equitable opportunities for all students, while maintaining alignment to the existing LCAP framework.

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	General Education Teachers	Employment of general education teachers at the school	$2,725,000.00	No
1.2	Special Education Services and Personnel	Services to support Inclusive Education students, including but not limited to: School Psychologists, Inclusive Education Teachers and direct special education services	$1,665,715.00	No
1.3	Curriculum	Curriculum used to support academic achievement	$30,000.00	No
1.4	English Learner Curriculum and Personnel	English Learner personnel and curriculum used to support English Learners. Provide targeted intervention and instructional support for Long-Term English Learners (LTELs) through progress monitoring and differentiated instruction to accelerate language acquisition and academic success.	$415,000.00	Yes
1.5	Instructional Materials	Instructional materials, including but not limited to: books, novels, manipulatives, musical instruments, library supplies, and general student supplies	$80,000.00	No
1.6	Intervention for High Needs Students	School administrator who coordinates intervention programming, focusing specifically on Inclusive Education students and English Learners	$240,000.00	Yes
1.7	Software - Academic Achievement	Software used to support academic achievement	$72,000.00	No
1.8	Supplemental Instructional Support	Personnel and non-personnel items, including but not limited to: professional development, administrators, teaching assistants, grade level chairs, content leads and mentors. These personnel and services support	$1,350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers in providing targeted instruction for students with unique needs such as foster youth, low-income students, and English learners.		
1.9	Alumni and College Success Personnel	Alumni coordinator who supports students in post graduate planning, especially important for our Low Income and English Learners, many of whom are first generation college students.	$130,000.00	Yes
1.10	Instructional Materials and Test Fees	AP textbooks, ACT/SAT exam prep materials, AP, SAT, PSAT, and ACT exam fees, and Early College program fees.	$56,703.00	Yes
1.11	Software - College and Career Readiness	Software used to support counselors and Alumni Support Coordinators in managing and tracking students through their higher education journey, and understand the impact of our program, tailoring support to individual students.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School promotes a school culture which is positive, engaging, calm and supportive for both student social and emotional development, and actively engages and involves families in their students' learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was intended to capture the schools commitment to providing a nurturing, joyful, and safe learning environment for all students. Within this goal the school measures school climate, incidents of suspension and chronic absenteeism. We know that a student having fun, and feeling valued and safe will allow them to learn and excel. The school sees parents as partners and advocates for their students. As such this goal measures the degree to which the school is able to engage families in a variety of school related activities. The goal also assesses how families feel about the school their student attends.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Expulsion rate	Year: 2022-2023 Source: DataQuest 0% school wide and for all numerically significant student groups	Year: 2023-2024 Source: DataQuest 0.4% school wide, consisting of 2 students	Year: 2024-2025 Source: DataQuest 0% school wide and for all numerically significant student groups	0%	no difference
2.2	Suspension rate	Year: 2022-2023 Source: DataQuest All Students: 3.7% Black/AA: Not available	Year: 2023-2024 Source: DataQuest All Students: 2.3% Black/AA: Not available	2025 CA School Dashboard: All Students: .4% (Blue) EL: 1.4% (Green)	Maintain below 2% for all student groups	All Students: -3.3% Hispanic/Latino: -3.0% EL: -5.0% SED: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: 3.4% Asian: Not available EL:6.4% SED: 3.9% SWD: 5.2%	Hispanic/Latino: 2.4% Asian: Not available EL: 3.4% SED: 2.2% SWD: 5.6%	SWD: 1% (Green) Hispanic/Latino: .4% (Blue) LTEL: 0% (Blue) SED: .4% (Blue)		SWD: -4.2%
2.3	Chronic absenteeism rate	Year: 2022-2023 Source: DataQuest All Students: 23.5% Black/AA: Data unavailable Hispanic/Latino: 23.4% Asian: Data unavailable EL: 26.3% SWD: 27.4% SED:23.5%	Year: 2023-2024 Source: DataQuest All Students: 19.7% Black/AA: Data unavailable Hispanic/Latino: 20.1% Asian: Data unavailable EL: 27.1% SWD: 23.6% SED: 19.3%	Year: 2024-2025 Source: DataQuest All Students: 20.4% Black/AA: Data unavailable Hispanic/Latino: 20.9% Asian: Data unavailable EL: 30.8% SWD: 28.1% SED: 20.7%	All Students: 18% Black/AA: -- Hispanic/Latino: 18% Asian: -- SWD: 20% SED: 18% EL: 21%	All Students: -3.1% Hispanic/Latino: -2.5% EL: +4.5% SWD: +0.7% SED: -2.8%
2.4	Dropout Rate	Year: 2022-2023 Source: DataQuest Adjusted Cohort Outcome Report All Students: 1.7% Black/AA: Data unavailable Hispanic/Latino:1.8% Asian:Data unavailable EL:Data unavailable SWD:Data unavailable SED: 1.8%	Year: 2023-2024 Source: DataQuest Adjusted Cohort Outcome Report All Students: 2.5% Black/AA: Data unavailable Hispanic/Latino: 2.7% Asian:Data unavailable EL:Data unavailable SWD: 4.8% SED: 2.6%	Year: 2024-2025 Source: DataQuest Adjusted Cohort Outcome Report All Students: 0%	Maintain below 2% for all student groups	All Students: -1.7% Hispanic/Latino: -1.8% SWD: NA SED: -1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Graduation Rate	Year: 2022-2023 Source: DataQuest Four-Year Adjusted Cohort Graduation Rate Report All Students:91.5% Black/AA: Data unavailable Hispanic/Latino: 91.7% Asian: Data unavailable EL:81.8% SWD: 89.3% SED: 91.2%	Year: 2023-2024 Source: DataQuest Four-Year Adjusted Cohort Graduation Rate Report All Students: 94.9% Black/AA: Data unavailable Hispanic/Latino: 95.6% Asian: Data unavailable EL: 100% SWD: 90.5% SED: 94.7%	2025 CA School Dashboard All Students: 100% (Blue) Hispanic/Latino: 100% (Blue) SED: 100% (Blue) EL: 100% LTEL: 100% SWD: 100%	Maintain 96% and above for all student groups	All Students: +8.5% Hispanic/Latino: +8.3% EL: +18.2% SWD: +10.7% SED: +8.8%
2.6	Student Rating % of students who feel safe at school	Year: Spring 2023-2024 Source: Panorama Student Success Platform All Students: 58% Black/AA: 47% Hispanic/Latino: 56% EL: 55% SWD: 59% (unweighted average of Special Educational Program Name) SED: 58% (unweighted average %FMP and %RPMP)	Year: Spring 2024-2025 Source: Panorama Student Success Platform All Students: 57% Black/AA: 55% Hispanic/Latino: 57% EL: 56% SWD: 44% (unweighted average of Special Educational Program Name) SED: 56% (unweighted average %FMP and %RPMP)	Year: Spring 2025-2026 Panorama Survey Platform All Students: 53% Black/AA: 42% Hispanic/Latino: 53% EL: 54% SWD: 48% (unweighted average of Special Educational Program Name) SED: 51% (unweighted average %FMP and %RPMP)	All Students: 68% Black/AA: 60% Hispanic/Latino: 67% EL: 65% Asian: 60% SWD: 69% SED: 68%	All Students: -5% Black/African American: -5% Hispanic/Latino: -3% English Learners (EL): -1% Students with Disabilities (SWD): -11% Socioeconomically Disadvantaged (SED): -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Student Rating % of students who feel like they belong at school	Year: Spring 2023-2024 Source: Panorama Student Success Platform All Students: 36% Black/AA: 20% Hispanic/Latino: 36% EL: 31% SWD: 33% (unweighted average of Special Educational Program Name) SED: 33% (unweighted average of %FMP and %RPMP)	Year: Spring 2024-25 Source: Panorama Student Success Platform All Students: 41% Black/AA: 29% Hispanic/Latino: 41% EL: 35% SWD: 45% (unweighted average of Special Educational Program Name) SED: 42% (unweighted average of %FMP and %RPMP)	Year: Spring 2025-2026 Panorama Survey Platform All Students: 41% Black/AA: 25% Hispanic/Latino: 39% EL: 44% SWD: 39% (unweighted average of Special Educational Program Name) SED: 40% (unweighted average %FMP and %RPMP)	All Students: 52% Black/AA: 42% Hispanic/Latino: 52% EL: 47% Asian: 42% SWD: 49% SED: 49%	All Students: +5% Black/African American: +5% Hispanic/Latino: +3% English Learners (EL): +13% Students with Disabilities (SWD): +6% Socioeconomically Disadvantaged (SED): +7%
2.8	Average daily attendance rate	Year: 2021-22 Source: Internal Data Tracking 92.83%	24-25 as of 5/8/25 93.39% Source: Internal Data	24-25 ADA 92.79% Current 25-26 as of 5/5/26 93.2% Source: Internal Data	95%	+.37%
2.9	Parent Rating % of parents who rate the school positively	Year: 2023-24 Source: Internal Data Tracking 92%	93%	SY 25-26: 98%	99%	+6%
2.10	Parent Survey % of parents who return surveys addressing family efficacy, school fit, school climate, and school safety	Year: 2023-24 Source: Internal Data Tracking 67%	46%	SY 25-26: 46%	75%	-21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Back to School Night % parent attendance at Back to School Night	Year: 2023-24 Source: Internal Data Tracking 21%	25%	SY 25-26: 24.38%	30%	+3.38%
2.12	One Parent Education % parent attendance at One Parent Education Seminar	Year: 2023-24 Source: Internal Data Tracking 51%	NA	SY 25-26: 15.36%	60%	-35.64%
2.13	Conferences % parent attendance at parent teacher conferences	Year: 2023-24 Source: Internal Data Tracking 36%	31%	SY 25-26: 38.58%	45%	+2.58%
2.14	School Event Attendance % of parents who attend two school events	Year: 2023-24 Source: Internal Data Tracking 52%	16%	SY 25-26: 29.37%	60%	-22.63%
2.15	Counselor Meeting % of families who have one yearly counselor meeting	Year: 2023-24 Source: Internal Data Tracking 79%	Year: 2023-24 Source: Internal Data Tracking 80%	Year 2025-26 Source: Internal Data Tracking 84%	70%	+5%
2.16	UDP School Event Attendance % of parents of unduplicated pupils (UDPs) who attended two school events	Year: 2022-23 Source: Internal Data Tracking 35%	18%	SY 25-26: 55.1%	45%	+20.1%

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 identified under Goal 2 were implemented as planned, with no substantive differences between the intended design and actual execution. The school maintained a consistent focus on fostering a positive, engaging, and supportive school culture while strengthening family engagement systems to ensure all students, particularly those in unduplicated student groups, had access to the social-emotional and community-based supports necessary for success.

Enrichment programming was implemented as intended, providing students with access to expanded learning opportunities beyond the core academic program. These included afterschool programming, Life Experience Lessons such as overnight field trips, and wellness-focused opportunities for both students and families. These experiences were designed to broaden student exposure to cultural and real-world learning opportunities and were particularly impactful for our significant student groups.

Student and family support structures were fully implemented through the coordination of counseling services, restorative practices, and student culture systems. School counseling staff, Deans of Student Affairs/Culture, and office support personnel worked collaboratively to provide students with consistent access to trusted adults who could support both academic and social-emotional needs. In alignment with Learning Recovery Emergency Block Grant (LREBG) priorities, the school also expanded its capacity to support student wellness and mental health through increased counseling services and related supports. These efforts were aligned to identified needs in school climate data, including suspension and attendance trends, and were supported by ongoing monitoring of key metrics such as suspension rates, chronic absenteeism, and student survey data.

Technology systems supporting school culture were also implemented as planned, including platforms used to monitor attendance, behavior, and social-emotional data. These tools enabled staff to track trends, respond proactively to student needs, and support a more data-informed approach to school climate and engagement.

Student activities and school-wide events were carried out as intended, contributing to a positive and inclusive school environment. These activities provided opportunities for student recognition, celebration, and community-building, reinforcing a strong sense of belonging among students.

Finally, our athletic programs were implemented as planned, offering students access to competitive sports and physical education. Athletics continued to serve as a vital outlet for student motivation, health, and teamwork, while also reinforcing a sense of belonging and school spirit.

Implementation surfaced key opportunities for continued growth. While initial efforts were made to expand restorative practices and social-emotional learning, including training on circles, these efforts began later than intended and would benefit from earlier and more consistent integration into the school year and bell schedule. The school also identified a need to increase staff capacity and consistency in implementing restorative practices, particularly as new staff members join the team. Additionally, while systems such as DeansList are in place to monitor behavior, inconsistent use of referral systems has limited the ability to fully leverage data for decision-making. The school's intentional shift to prioritize academics, grading practices, and rigor during professional development time supported instructional improvement, but also meant that some culture-focused initiatives didn't receive the intended focus throughout the year.

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 and estimated actuals.

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 fostering a positive, engaging, and supportive school culture while strengthening family engagement and improving key student outcome indicators. Through restorative practices, student support systems, attendance interventions, enrichment opportunities, and family outreach efforts, the school continued to create a safe and inclusive learning environment that supports both student achievement and social-emotional well-being.

Several student engagement and school climate indicators demonstrate the effectiveness of these actions:

Average Daily Attendance: Currently at 93.2% (up from the baseline of 92.83%)
Expulsion Rate: 0% across all student groups
Graduation Rate: 100% and Blue on the California School Dashboard
Dropout Rate: 0%
Suspension Rate: 0.4% and Blue on the California School Dashboard, declining 1.9 percentage points from the prior year
53% of students who feel safe at school
41% of students who feel like they belong at school (5 percentage point growth from baseline)

These outcomes reflect the effectiveness of Action 2 (Student and Family Services Personnel), Action 1 (Enrichment Programming), Action 4 (Student Activities), and Action 8 (Athletics) in building strong systems of student support, connection, and engagement. The school's restorative approach to student behavior continues to be a significant strength, with suspension outcomes substantially outperforming the state average of 2.9%. Student groups including Hispanic students, Long-Term English Learners, and Socioeconomically Disadvantaged students all earned Blue performance levels on the Suspension Indicator.

The school also demonstrated exceptional success in preparing students for graduation and postsecondary success. Valor High earned a Blue performance level on the Graduation Rate Indicator with a 100% graduation rate for All Students, including English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

At the same time, the school recognizes chronic absenteeism as an important area of continued focus. Chronic absenteeism declined slightly from the prior year to 20.4%; however, the school continues to prioritize attendance systems and interventions to ensure students consistently access instruction and remain connected to the school community.

To address this need, the school implemented a more formalized Multi-Tiered System of Supports (MTSS) process this year, initially centered on improving attendance and reducing chronic absenteeism. Monthly MTSS meetings were established to review attendance trends, identify students requiring intervention, and coordinate supports across counseling, administration, and instructional teams. Attendance and tardiness became major focus areas, with the school implementing stronger systems to monitor attendance patterns and respond proactively to concerns.

The school also strengthened incentives connected to attendance and engagement. Attendance initiatives now include recognition for both strong attendance and reduced tardiness, reinforcing the importance of students being present and engaged throughout the school day. Schoolwide systems and expectations were also refined to address mid-day tardiness and increase accountability while maintaining a

supportive and restorative approach. These efforts reflect the school's continued commitment to improving attendance outcomes through relationship-centered systems, proactive intervention, and meaningful student engagement opportunities.

Family engagement efforts under Actions 5–7 also remained a strong area of effectiveness. The school maintained high levels of family satisfaction and increased participation across several engagement opportunities:

Parent Rating: 98% of families rated the school positively
Back to School Night Attendance: 24.38%
Parent-Teacher Conference Participation: 38.58% (up from 31%)
School Event Attendance: 29.37% (up from 16%)
Unduplicated Pupil Family Attendance at School Events: 55.1%

These increases demonstrate continued progress in strengthening school-to-home partnerships and creating more accessible opportunities for family involvement and connection to the school community.

Overall, the actions under Goal 2 have been highly effective in promoting a positive and supportive school culture characterized by exceptional graduation outcomes, very low suspension rates, strong family engagement, and increased student support systems. While chronic absenteeism remains an area for continued growth, the school has implemented stronger attendance systems and interventions that provide a solid foundation for ongoing improvement.

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 reflection of Year 2 implementation, review of outcome data, and engagement with educational partners, the school will not be making any significant changes to Goal 2, including the overall goal, major actions, or intended areas of focus for the 2026–27 school year. Current actions and systems continue to demonstrate effectiveness in supporting student engagement, school culture, student safety, and family partnership, and the school remains committed to sustaining and refining these efforts as part of the final year of the current three-year LCAP cycle.

However, the school will make minor updates to select target outcomes:

- Metric 2.3, Suspension Rates: 3-year targets were met for most student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.
- Metric 2.4, Dropout Rate: 3-year target was met for all student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.
- Metric 2.5, Graduation Rate: 3-year target was met for all student groups in year 2 for this metric, so new 3-year targets have been set to account for the year 2 achievements.

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	Enrichment Programming	Unique experiences provided to the school community including: wellness classes for staff and families, Life Experience Lessons (local & overnight field trips), and afterschool programming, supplementing the core educational program with additional life and cultural experiences that some of our student may not otherwise be able to access, particularly socio-economically disadvantaged students, foster youth, homeless youth, and English learners.	$405,715.00	Yes
2.2	Student and Family Services Personnel	School counseling program, restorative justice staff, office support staff and Dean of Restorative Practices, ensuring students have access to adults who can help them navigate academic and social challenges. Foster youth, low income students and English learners specifically benefit from these additional support structures to navigate the school environment, ensuring they have the resources necessary to excel. We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand student support services that promote social-emotional wellness and mental health by increasing capacity within our counseling and student support teams. This may include the addition of counseling interns, contracted mental health providers, or other personnel and resources that enhance our ability to meet the academic, behavioral, and emotional needs of students. Our needs assessment identified social-emotional wellness and behavior management as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and suspension rates from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in counseling and mental health infrastructure. The metrics used to monitor this action will include: • Suspension rate (by subgroup) • Chronic absenteeism rate (by subgroup)	$790,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Student culture survey results (SEL and safety domains) This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(F): “Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services...or programs to address pupil trauma and social-emotional learning.		
2.3	Software - School Culture	Software related to school climate, attendance, student behavior, and social emotional learning including but not limited to survey tools.	$5,000.00	No
2.4	Student Activities	Student activity expenses, including but not limited to celebrations, events, and school programs.	$195,000.00	No
2.5	Family Engagement Coordinator	Family Engagement Coordinator to support with parent communication, events, advocacy, translation for non-English speaking families, increase family familiarity with key issues related to education, and encourage families to be advocates for their students, particularly for Foster Youth, Homeless Youth, and English Language Learners.	$22,000.00	Yes
2.6	Software - Family Engagement	Software related to family engagement and communication, including but not limited ParentSquare	$3,000.00	No
2.7	Supplies and Materials - Family Engagement	Supplies and materials associated with increasing family engagement, and producing family engagement events	$100,000.00	No
2.8	Athletics	Expenses related to athletic programming including but not limited to student transportation, supplies, CIF fees (if applicable), and physical education.	$230,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School facilities are in good repair, instructional staff are properly credentialed, and students are receiving standards aligned instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We know that in order to have an effective school we must operationally meet specific standards. Our teachers must be credentialed, our school facilities up to date and safe, and all instructional materials aligned to common core standards. If we are not able to meet these basic operational expectations, we will not able to operate an effective educational program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Standard Aligned Materials % of students who have access to standards aligned materials at home and in school as appropriate for a given lesson	Year: 2022-23 Source: Internal Data Tracking 100%	Year: 2023-24 Source: Internal Data Tracking 100%	Year: 2024-25 Source: Internal Data Tracking 100%	100%	No difference
3.2	State Standard Alignment % of school's instructional materials that are aligned to state standards	Year: 2022-23 Source: Internal Data Tracking 100%	Year: 2023-24 Source: Internal Data Tracking 100%	Year: 2024-25 Source: Internal Data Tracking 100%	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Teacher Credential Ineffective under ESSA # of teachers without credentials and misassignments (considered "ineffective" under ESSA)	Year: 2021-22 Source: SARC # SARC data on this metric was not released by the time of LCAP creation for the 2022-23 school year, due to delays at the CDE. 21-22 is the most recent publicly available data.	2023-2024 SARC 6.5 teachers without credentials and misassignments for the SY 22-23	2024-2025 SARC 4 teachers without credentials and misassignments for the SY 23-24	0	-2.5
3.4	Teacher Out of Field under ESSA # of Credentialed Teachers Assigned Out-of-Field (“outof- field” under ESSA)	Year: 2021-22 Source: SARC # SARC data on this metric was not released by the time of LCAP creation for the 2022-23 school year, due to delays at the CDE. 21-22 is the most recent publicly available data.	2023-2024 SARC .6 teachers assigned Out-of Field for the SY 22- 23	2024-2025 SARC 4.3 teachers assigned Out-of Field for the SY 23-24	0	+3.7
3.5	SARC Rating % school facility good repair status rated as good or excellent on the SARC	Year: 2022-2023 Source: SARC 87%	2023-24 SARC: 100% Rating of Good	2024-25 SARC: 100% Rating of Good	92%	+13%
3.6	Broad Course of Study Standard met/not met for students to have access to, and are enrolled in, a	Year: 2022-23 Source: CA Dashboard Standard Met	Year: 2023-24 Source: CA Dashboard Standard Met	Year: 2024-25 Source: CA Dashboard Standard Met	Met	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs on the CA Dashboard.					
3.7	EL Access to Standards Aligned Instruction % of English Learners who participate in CCSS and ELD standard aligned instruction	Year: 2022-23 Source: Internal Data Tracking 28%	100%	100%	100%	+72%
3.8	Staff Survey Measuring Sense of Safety: % of staff who rate positively the question "My workplace is a safe place to work".	Fall 2024: 79%	85%	Spring 2026: 93%	82% or higher	+14%
3.9	Staff Survey Measuring Connectedness: % of staff who rate positively the question "I understand how my role and my department contributes to the larger mission and vision of Bright Star Schools"	Fall 2024: 95%	92%	SY 25-26: 96%	Maintain 90% and above	+1%

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.

Overall, the actions under Goal 3 were implemented as planned, with no substantive differences between the intended design and actual execution. The school maintained a consistent focus on ensuring that facilities remained safe and in good repair, operational systems functioned effectively, and students had access to properly credentialed staff and standards-aligned instruction.

Key operational systems were implemented with fidelity, including the provision of operational materials (Action 3.1) and software systems (Action 3.3) to support daily school functions. These resources ensured that staff had the necessary tools to effectively manage instruction, communication, and school operations. In addition, operational personnel and services (Action 3.2) were in place to maintain a safe and supportive learning environment, including custodial services, facilities maintenance, and oversight of school operations. Broader operational services (Action 3.4), such as legal, audit, and compliance-related supports, were also implemented as planned, contributing to overall organizational stability and accountability.

A key success of implementation was the school's ability to maintain safe, functional facilities and consistent operational systems, which supported uninterrupted instruction and a stable learning environment for students and staff. These systems ensured that classrooms remained conducive to learning and that staff were able to focus on delivering high-quality, standards-aligned instruction.

While implementation was strong overall, ongoing attention is required to maintain and continuously improve facilities, operational efficiency, and staffing stability to meet the evolving needs of the school community. Continued investment in these foundational systems will ensure that the school remains well-positioned to support student learning and staff effectiveness.

In summary, Goal 3 actions were fully implemented with fidelity, resulting in stable operations, safe facilities, and the infrastructure necessary to support high-quality instruction. These efforts provide a strong foundation for continued success in delivering standards-aligned educational programs for all students.

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

No material differences between budgeted and estimated 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 3 have been effective in maintaining safe, functional, and well-maintained school environments while ensuring students continue to receive standards-aligned instruction from appropriately credentialed staff. Through operational services, facilities maintenance, staffing supports, and technology systems, the school has maintained strong systems that support both daily operations and student learning.

During the 2025–26 school year, all monitored Bright Star schools were found to have sufficient standards-aligned instructional materials available for all students through the Williams monitoring process. Facilities and Safety Inspection scores ranged from 94.53% to 100%, reflecting ratings of Good to Exemplary. This reflects the effectiveness of Actions 1-4, including operational materials, facilities personnel and services, software systems, and contracted operational supports. These actions ensured that school facilities remained clean, safe, and conducive to learning throughout the school year. Custodial services, maintenance supports, operational supplies, and ongoing compliance monitoring contributed to maintaining a positive and secure learning environment for students and staff.

Operational and technology systems also continued to effectively support school functionality and organizational efficiency. Through Action 3 (Software – Operations), staff maintained access to operational platforms and cloud-based systems that support communication, compliance, instructional access, and daily school operations. In addition, operational services provided under Action 4 (Operational Services) ensured continuity in critical functions such as payroll processing, legal and audit compliance, facilities consulting, insurance coverage, and district oversight requirements.

In terms of instructional quality, the school maintained strong implementation of standards-aligned instructional materials and curriculum. 100%of instructional materials were verified as aligned to California State Standards, and 100% of students had access to standards-aligned instructional materials both at school and at home. English Learners also continued to receive instruction aligned to both CCSS and ELD standards, supported through ongoing professional development, curriculum vetting, and instructional coaching structures.

Credentialing and staffing stability also remained areas of effectiveness. According to the most recent SARC data, the school had 4 teachers identified as ineffective under ESSA and 4.3 teachers assigned out-of-field. Staffing and credentialing are monitored regularly to ensure compliance and to support students with appropriately credentialed teachers in all classrooms.

The school also continued to prioritize staff well-being and organizational alignment. Based on staff survey results, 93% of staff reported feeling their workplace is safe, while 96% indicated they understand how their role contributes to the broader mission and vision of the organization. These results reflect continued efforts to foster a positive work environment, maintain strong operational systems, and support staff collaboration and effectiveness.

Overall, the actions under Goal 3 have been effective in supporting safe school facilities, operational stability, credentialed staffing, and access to standards-aligned instruction. Continued implementation of these actions will help ensure students and staff continue to learn and work in environments that are safe, supportive, and aligned to high expectations for teaching and learning.

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 engagement with educational partners and a thorough review of Year 2 outcomes, the school has determined that no substantive changes will be made to the planned goals, metrics, target outcomes, or actions for Year 3 of the three-year LCAP cycle. The current plan continues to reflect the identified needs of the school community, and maintaining consistency will support continued implementation and progress toward established goals.

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	Operational Materials	Operational materials including, but not limited to office supplies, custodial supplies, mileage reimbursements, school hiring costs, non-IT contract labor, legal and audit expenses, and postage	$145,000.00	No
3.2	Operational Personnel and Services	Personnel and professional services to ensure that the school facilities remains a safe and effective learning environment	$500,000.00	No
3.3	Software - Operations	Software to ensure basic operational functionality including but not limited to Microsoft Office and cloud services	$500.00	No
3.4	Operational Services	Operational services including, but not limited to contract labor, general liability insurance, facilities consulting, legal and audit fees, payroll processing, district oversight fees and management fees	$1,631,800.00	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
$2,413,296.00	$286,961.00

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
39.358%	0.000%	$0.00	39.358%

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
1.6	**Action:** Intervention for High Needs Students **Need:** Unduplicated students—including English Learners, low-income students, foster youth and also students receiving special education services—often require coordinated academic and behavioral supports beyond core instruction.	These actions provide a dedicated school administrator to coordinate intervention programming, with a specific focus on Inclusive Education and English Learner students. The coordinator leads site-level intervention systems, ensures that students are appropriately referred and supported, and works with staff to implement targeted academic and behavioral supports. Although the role is principally directed to meet the needs of unduplicated students, it is implemented schoolwide because effective intervention systems	The following metrics will be used to monitor the effectiveness of these actions. 1. ELA and Math CAASPP DFS for English Learners, students with Disabilities, and socioeconomically disadvantaged 2. iReady stretch growth in Math and ELA for

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
	Data from formative assessments, English Learner Progress Indicators (ELPI), and intervention team meetings indicate that these students benefit most when support systems are intentionally aligned, timely, and responsive to their unique learning needs. Additionally, Unduplicated pupils often face opportunity gaps due to socioeconomic disadvantage, language barriers, or inconsistent access to academic supports. These students benefit most from teachers who are well-supported, trained in differentiation, and equipped to provide individualized instruction. Qualitative feedback and performance data show that staff collaboration, professional development, and embedded coaching directly improve outcomes for high-need learners. **Scope:** LEA-wide	require broad coordination across all teachers, grade levels, and content areas. A schoolwide model also ensures that tiered supports are available for all students. Additionally, this action funds personnel and services that supplement core instructional capacity—including professional development, instructional leaders, mentors, teaching assistants, and content specialists—who support teachers in meeting the needs of unduplicated students. These supports improve instructional quality through coaching, co-planning, and modeling of evidence-based strategies for differentiation and engagement. While these services are designed to close gaps for foster youth, English Learners, and low-income students, they are delivered schoolwide to ensure instructional coherence, build collective capacity among all staff, and avoid stigmatizing targeted students. Schoolwide delivery ensures that classrooms are inclusive and responsive for all, while unduplicated pupils are the primary beneficiaries of these enhanced supports.	Learners, students with Disabilities, and socioeconomically disadvantaged 3.Reclassification rate 4. English Learner Progress
1.8	**Action:** Supplemental Instructional Support **Need:** Unduplicated students—including English Learners, low-income students, foster youth and also students receiving special education services—often require coordinated academic and behavioral supports beyond core instruction. Data from formative assessments, English Learner Progress Indicators (ELPI), and	These actions provide a dedicated school administrator to coordinate intervention programming, with a specific focus on Inclusive Education and English Learner students. The coordinator leads site-level intervention systems, ensures that students are appropriately referred and supported, and works with staff to implement targeted academic and behavioral supports. Although the role is principally directed to meet the needs of unduplicated students, it is implemented schoolwide because effective intervention systems require broad coordination across all teachers, grade levels, and content areas. A schoolwide	The following metrics will be used to monitor the effectiveness of these actions. 1. ELA and Math CAASPP DFS for English Learners, students with Disabilities, and socioeconomically disadvantaged 2. iReady stretch growth in Math and ELA for Learners, students with Disabilities, and

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
	intervention team meetings indicate that these students benefit most when support systems are intentionally aligned, timely, and responsive to their unique learning needs. Additionally, Unduplicated pupils often face opportunity gaps due to socioeconomic disadvantage, language barriers, or inconsistent access to academic supports. These students benefit most from teachers who are well-supported, trained in differentiation, and equipped to provide individualized instruction. Qualitative feedback and performance data show that staff collaboration, professional development, and embedded coaching directly improve outcomes for high-need learners. **Scope:** LEA-wide	model also ensures that tiered supports are available for all students. Additionally, this action funds personnel and services that supplement core instructional capacity—including professional development, instructional leaders, mentors, teaching assistants, and content specialists—who support teachers in meeting the needs of unduplicated students. These supports improve instructional quality through coaching, co-planning, and modeling of evidence-based strategies for differentiation and engagement. While these services are designed to close gaps for foster youth, English Learners, and low-income students, they are delivered schoolwide to ensure instructional coherence, build collective capacity among all staff, and avoid stigmatizing targeted students. Schoolwide delivery ensures that classrooms are inclusive and responsive for all, while unduplicated pupils are the primary beneficiaries of these enhanced supports.	socioeconomically disadvantaged 3.Reclassification rate 4. English Learner Progress
1.9	**Action:** Alumni and College Success Personnel **Need:** Unduplicated students—specifically low-income students, English learners, and foster youth—face a distinct set of challenges that impact their postsecondary readiness and success. Many of our students are first-generation college-bound, meaning they often lack access to the familial knowledge, networks, and resources that traditionally support students in navigating the complex pathways to higher education. These students frequently encounter financial barriers to	To address these identified needs, the school has implemented a coordinated set of schoolwide actions designed to remove barriers and provide targeted support for postsecondary readiness and success. The Alumni and College Success Personnel, including an Alumni Coordinator, play a critical role in delivering individualized college and career guidance—supporting students through application processes, financial aid navigation, and post-graduation transitions. This role ensures that unduplicated students, who may not otherwise have access to these resources, receive consistent, culturally responsive, and sustained support beyond high school.	Metric 1.5 and 1.6: EAP ELA and Math Metric 1.10: AP Scores Metric 1.11: A-G completion rates Metric 1.14: CCI Indicator

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
	essential college-preparatory resources, such as standardized testing, advanced coursework, and early college programs, which are crucial for competitive college admissions and future academic success. Additionally, they benefit from consistent, personalized guidance to navigate college planning, application processes, and transition to postsecondary institutions. Furthermore, unduplicated students often require sustained support beyond high school graduation to persist and succeed in college, given the additional socioeconomic and linguistic barriers they may face. There is also a need for more strategic, data-informed approaches to identify gaps and provide timely interventions. Collectively, these needs call for targeted supports that not only remove financial and informational barriers but also provide long-term, individualized guidance throughout the college and career journey. **Scope:** LEA-wide	In addition, the school covers Instructional Materials and Test Fees—including AP textbooks, SAT/ACT/AP/PSAT exam fees, and Early College program costs—to eliminate financial obstacles that disproportionately affect low-income students and English learners. These materials and opportunities are essential for college eligibility and success, and by providing them at no cost, the school ensures equitable access for all students, particularly those for whom cost would be prohibitive. To monitor student progress and deliver tailored interventions, the school utilizes College and Career Readiness software that allows counselors and Alumni Coordinators to track postsecondary milestones, analyze outcomes, and personalize outreach. This tool enhances the effectiveness of supports, especially for unduplicated students who may need more intensive follow-up. While these actions are principally directed to meet the specific and often more urgent needs of unduplicated student groups, they are implemented on a schoolwide basis to foster a comprehensive, inclusive college-going culture. This approach ensures that all students benefit from high-quality support and opportunities, while still prioritizing and addressing the needs of those most at risk of being underserved.	
1.10	**Action:** Instructional Materials and Test Fees **Need:** Unduplicated students—specifically low-income students, English learners, and foster youth—face a distinct set of challenges that	To address these identified needs, the school has implemented a coordinated set of schoolwide actions designed to remove barriers and provide targeted support for postsecondary readiness and success. The Alumni and College Success Personnel, including an Alumni Coordinator, play a critical role in delivering individualized college and	Metric 1.5 and 1.6: EAP ELA and Math Metric 1.10: AP Scores Metric 1.11: A-G completion rates Metric 1.14: CCI Indicator

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
	impact their postsecondary readiness and success. Many of our students are first-generation college-bound, meaning they often lack access to the familial knowledge, networks, and resources that traditionally support students in navigating the complex pathways to higher education. These students frequently encounter financial barriers to essential college-preparatory resources, such as standardized testing, advanced coursework, and early college programs, which are crucial for competitive college admissions and future academic success. Additionally, they benefit from consistent, personalized guidance to navigate college planning, application processes, and transition to postsecondary institutions. Furthermore, unduplicated students often require sustained support beyond high school graduation to persist and succeed in college, given the additional socioeconomic and linguistic barriers they may face. There is also a need for more strategic, data-informed approaches to identify gaps and provide timely interventions. Collectively, these needs call for targeted supports that not only remove financial and informational barriers but also provide long-term, individualized guidance throughout the college and career journey. **Scope:** LEA-wide	career guidance—supporting students through application processes, financial aid navigation, and post-graduation transitions. This role ensures that unduplicated students, who may not otherwise have access to these resources, receive consistent, culturally responsive, and sustained support beyond high school. In addition, the school covers Instructional Materials and Test Fees—including AP textbooks, SAT/ACT/AP/PSAT exam fees, and Early College program costs—to eliminate financial obstacles that disproportionately affect low-income students and English learners. These materials and opportunities are essential for college eligibility and success, and by providing them at no cost, the school ensures equitable access for all students, particularly those for whom cost would be prohibitive. To monitor student progress and deliver tailored interventions, the school utilizes College and Career Readiness software that allows counselors and Alumni Coordinators to track postsecondary milestones, analyze outcomes, and personalize outreach. This tool enhances the effectiveness of supports, especially for unduplicated students who may need more intensive follow-up. While these actions are principally directed to meet the specific and often more urgent needs of unduplicated student groups, they are implemented on a schoolwide basis to foster a comprehensive, inclusive college-going culture. This approach ensures that all students benefit from high-quality support and opportunities, while still prioritizing and addressing the needs of those most at risk of being underserved.	

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
1.11	**Action:** Software - College and Career Readiness **Need:** Unduplicated students—specifically low-income students, English learners, and foster youth—face a distinct set of challenges that impact their postsecondary readiness and success. Many of our students are first-generation college-bound, meaning they often lack access to the familial knowledge, networks, and resources that traditionally support students in navigating the complex pathways to higher education. These students frequently encounter financial barriers to essential college-preparatory resources, such as standardized testing, advanced coursework, and early college programs, which are crucial for competitive college admissions and future academic success. Additionally, they benefit from consistent, personalized guidance to navigate college planning, application processes, and transition to postsecondary institutions. Furthermore, unduplicated students often require sustained support beyond high school graduation to persist and succeed in college, given the additional socioeconomic and linguistic barriers they may face. There is also a need for more strategic, data-informed approaches to identify gaps and provide timely interventions. Collectively, these needs call for targeted supports that not only remove financial and informational barriers but also provide long-term, individualized guidance throughout the college and career journey.	To address these identified needs, the school has implemented a coordinated set of schoolwide actions designed to remove barriers and provide targeted support for postsecondary readiness and success. The Alumni and College Success Personnel, including an Alumni Coordinator, play a critical role in delivering individualized college and career guidance—supporting students through application processes, financial aid navigation, and post-graduation transitions. This role ensures that unduplicated students, who may not otherwise have access to these resources, receive consistent, culturally responsive, and sustained support beyond high school. In addition, the school covers Instructional Materials and Test Fees—including AP textbooks, SAT/ACT/AP/PSAT exam fees, and Early College program costs—to eliminate financial obstacles that disproportionately affect low-income students and English learners. These materials and opportunities are essential for college eligibility and success, and by providing them at no cost, the school ensures equitable access for all students, particularly those for whom cost would be prohibitive. To monitor student progress and deliver tailored interventions, the school utilizes College and Career Readiness software that allows counselors and Alumni Coordinators to track postsecondary milestones, analyze outcomes, and personalize outreach. This tool enhances the effectiveness of supports, especially for unduplicated students who may need more intensive follow-up. While these actions are principally directed to meet the specific and often more urgent needs of unduplicated student groups, they are implemented on a schoolwide	Metric 1.5 and 1.6: EAP ELA and Math Metric 1.10: AP Scores Metric 1.11: A-G completion rates Metric 1.14: CCI Indicator

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: LEA-wide	basis to foster a comprehensive, inclusive college-going culture. This approach ensures that all students benefit from high-quality support and opportunities, while still prioritizing and addressing the needs of those most at risk of being underserved.	
2.1	**Action:** Enrichment Programming **Need:** We also know from research that families who are recent immigrants to the US (and are therefore more likely to have students who are English Learners) are less familiar with our educational system. Due to a language barrier these families are also less likely to engage in the school community and may without translation and more deliberate support structures not know how to engage within their students education and/or advocate for their student's educational needs. Additionally, based on our students reported demographics, we know that the vast majority of our student population qualifies for free and reduced price lunch. As a result, of lowered income levels our students have less access to enrichment activities and extracurricular programming than their peers in more affluent schools. Being able to make real life connections to classroom material helps students contextualize information they are learning and supports a deeper understanding of content. With less access to enrichment activities students may retain less and/or build connections between	The school has also invested significant efforts in personnel who support school-level parent engagement efforts. These individuals are bilingual and provide translation services for documents, and meetings. They also work collaboratively with school leadership to craft a yearly parent engagement plan specifically planning and executing school activities which meet the unique needs of our families. These plans include workshops on literacy, charter schools, immigration services, and community resources. The school also invests in a communication platform that sends messages in families' preferred languages and in multiple mediums (text, email, and robo-call) to ensure that the school is eliminating barriers for parents to interact and stay informed. In order to combat the socio-economic disadvantage some of our students face, the school provides robust enrichment programming in the form of clubs, after-school programming, guest speakers, field trips and school events. By making the school environment filled with experiences that engage students (the majority of whom come from low income households) we believe we will increase school culture and lower chronic absenteeism. Additionally, by giving our students access to additional experiences they will be able to make more real world connections to curriculum and therefore, increase academic scores.	The school will use the following metrics to assess the effectiveness of investing in these actions. Family survey data, family participation rate data in a variety of school-based activities including but not limited to the following: parent teacher conferences, back to school night, meeting with a student's counselor, and other school-based activities. In the upcoming year the school will disaggregate family engagement data by student demographics to better assess if families of English learners or students who qualify as socio-economically disadvantaged have rates different than those schoolwide. Additionally, the school will monitor attendance rates, suspension rates, and student responses to

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
	classroom material and their own experiences resulting in less retention and engagement in classroom learnings. **Scope:** LEA-wide		survey questions assessing feelings of belonging.
2.2	**Action:** Student and Family Services Personnel **Need:** We also know from research that families who are recent immigrants to the US (and are therefore more likely to have students who are English Learners) are less familiar with our educational system. Due to a language barrier these families are also less likely to engage in the school community and may without translation and more deliberate support structures not know how to engage within their students education and/or advocate for their student's educational needs. Additionally, based on our students reported demographics, we know that the vast majority of our student population qualifies for free and reduced price lunch. As a result, of lowered income levels our students have less access to enrichment activities and extracurricular programming than their peers in more affluent schools. Being able to make real life connections to classroom material helps students contextualize information they are learning and supports a deeper understanding of content. With less access to enrichment activities students may retain less and/or build connections between classroom material and	The school has also invested significant efforts in personnel who support school-level parent engagement efforts. These individuals are bilingual and provide translation services for documents, and meetings. They also work collaboratively with school leadership to craft a yearly parent engagement plan specifically planning and executing school activities which meet the unique needs of our families. These plans include workshops on literacy, charter schools, immigration services, and community resources. The school also invests in a communication platform that sends messages in families' preferred languages and in multiple mediums (text, email, and robo-call) to ensure that the school is eliminating barriers for parents to interact and stay informed. In order to combat the socio-economic disadvantage some of our students face, the school provides robust enrichment programming in the form of clubs, after-school programming, guest speakers, field trips and school events. By making the school environment filled with experiences that engage students (the majority of whom come from low income households) we believe we will increase school culture and lower chronic absenteeism. Additionally, by giving our students access to additional experiences they will be able to make	The school will use the following metrics to assess the effectiveness of investing in these actions. Family survey data, family participation rate data in a variety of school-based activities including but not limited to the following: parent teacher conferences, back to school night, meeting with a student's counselor, and other school-based activities. In the upcoming year the school will disaggregate family engagement data by student demographics to better assess if families of English learners or students who qualify as socio-economically disadvantaged have rates different than those schoolwide. Additionally, the school will monitor attendance rates, suspension rates, and

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
	their own experiences resulting in less retention and engagement in classroom learnings. **Scope:** LEA-wide	more real world connections to curriculum and therefore, increase academic scores.	student responses to survey questions assessing feelings of belonging.
2.5	**Action:** Family Engagement Coordinator **Need:** We also know from research that families who are recent immigrants to the US (and are therefore more likely to have students who are English Learners) are less familiar with our educational system. Due to a language barrier these families are also less likely to engage in the school community and may without translation and more deliberate support structures not know how to engage within their students education and/or advocate for their student's educational needs. Additionally, based on our students reported demographics, we know that the vast majority of our student population qualifies for free and reduced price lunch. As a result, of lowered income levels our students have less access to enrichment activities and extracurricular programming than their peers in more affluent schools. Being able to make real life connections to classroom material helps students contextualize information they are learning and supports a deeper understanding of content. With less access to enrichment activities students may retain less and/or build connections between classroom material and	The school has also invested significant efforts in personnel who support school-level parent engagement efforts. These individuals are bilingual and provide translation services for documents, and meetings. They also work collaboratively with school leadership to craft a yearly parent engagement plan specifically planning and executing school activities which meet the unique needs of our families. These plans include workshops on literacy, charter schools, immigration services, and community resources. The school also invests in a communication platform that sends messages in families' preferred languages and in multiple mediums (text, email, and robo-call) to ensure that the school is eliminating barriers for parents to interact and stay informed. In order to combat the socio-economic disadvantage some of our students face, the school provides robust enrichment programming in the form of clubs, after-school programming, guest speakers, field trips and school events. By making the school environment filled with experiences that engage students (the majority of whom come from low income households) we believe we will increase school culture and lower chronic absenteeism. Additionally, by giving our students access to additional experiences they will be able to make	The school will use the following metrics to assess the effectiveness of investing in these actions. Family survey data, family participation rate data in a variety of school-based activities including but not limited to the following: parent teacher conferences, back to school night, meeting with a student's counselor, and other school-based activities. In the upcoming year the school will disaggregate family engagement data by student demographics to better assess if families of English learners or students who qualify as socio-economically disadvantaged have rates different than those schoolwide. Additionally, the school will monitor attendance rates, suspension rates, and

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
	their own experiences resulting in less retention and engagement in classroom learnings. **Scope:** LEA-wide	more real world connections to curriculum and therefore, increase academic scores.	student responses to survey questions assessing feelings of belonging.

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
1.4	**Action:** English Learner Curriculum and Personnel **Need:** English Learners (ELs) require specialized instructional strategies, dedicated curriculum, and targeted language development supports to access grade-level content and make meaningful progress toward reclassification. Assessment data, ELPI results, and classroom observations reveal persistent gaps in language acquisition and academic achievement for ELs, underscoring the need for designated English Language Development (ELD) time, scaffolded instruction, and dedicated support staff.	This action funds curriculum and personnel specifically designed to meet the unique linguistic and academic needs of English Learners. It includes adoption of ELD-aligned curriculum, instructional resources, and staffing. The action is limited in scope because it is principally directed toward English Learners, who have distinct needs that differ from other student populations. By targeting services and curriculum directly to ELs, the LEA ensures that this group receives intensive language instruction and support aligned to state ELD standards. This focused approach enables more effective progress monitoring and instructional alignment, directly advancing EL reclassification and language proficiency goals.	Metric 1.5 English Learner Progress Indicator and 1.6 Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

NA all limited actions have 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.

The LEA used the additional concentration grant add-on funding it received to re-allocate responsibilities and eliminate other duties amongst staff providing direct services to high-needs students, as well as retain staff providing direct services to high-needs students who are low-income, English learners, and/or foster youth.

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	6,131,654.00	2,413,296.00	39.358%	0.000%	39.358%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,544,950.00	$1,665,715.00	$249,350.00	$337,418.00	$10,797,433.00	$7,302,000.00	$3,495,433.00

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	General Education Teachers	All	No			All Schools	Ongoing	$2,725,000.00	$0.00	$2,725,000.00				$2,725,000.00	
1	1.2	Special Education Services and Personnel	All	No			All Schools	Ongoing	$1,275,000.00	$390,715.00	$160,000.00	$1,300,000.00		$205,715.00	$1,665,715.00	
1	1.3	Curriculum	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.4	English Learner Curriculum and Personnel	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	Ongoing	$355,000.00	$60,000.00	$365,000.00			$50,000.00	$415,000.00	
1	1.5	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
1	1.6	Intervention for High Needs Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$90,000.00	$180,000.00			$60,000.00	$240,000.00	
1	1.7	Software - Academic Achievement	All	No			All Schools	Ongoing	$0.00	$72,000.00	$72,000.00				$72,000.00	
1	1.8	Supplemental Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,100,000.00	$250,000.00	$1,250,000.00	$100,000.00			$1,350,000.00	
1	1.9	Alumni and College Success Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	
1	1.10	Instructional Materials and Test Fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$56,703.00	$35,000.00			$21,703.00	$56,703.00	

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	1.11	Software - College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Enrichment Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$185,000.00	$220,715.00	$140,000.00	$265,715.00			$405,715.00	
2	2.2	Student and Family Services Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$790,000.00	$0.00	$790,000.00				$790,000.00	
2	2.3	Software - School Culture	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.4	Student Activities	All	No			All Schools	Ongoing	$0.00	$195,000.00	$120,000.00		$75,000.00		$195,000.00	
2	2.5	Family Engagement Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$22,000.00	$0.00	$22,000.00				$22,000.00	
2	2.6	Software - Family Engagement	All	No			All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.7	Supplies and Materials - Family Engagement	All	No			All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.8	Athletics	All	No			All Schools	Ongoing	$70,000.00	$160,000.00	$110,000.00		$120,000.00		$230,000.00	
3	3.1	Operational Materials	All	No			All Schools	Ongoing	$0.00	$145,000.00	$145,000.00				$145,000.00	
3	3.2	Operational Personnel and Services	All	No			All Schools	Ongoing	$500,000.00	$0.00	$500,000.00				$500,000.00	
3	3.3	Software - Operations	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.4	Operational Services	All	No			All Schools	Ongoing	$0.00	$1,631,800.00	$1,577,450.00		$54,350.00		$1,631,800.00	

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
6,131,654.00	2,413,296.00	39.358%	0.000%	39.358%	$2,917,000.00	0.000%	47.573 %	**Total:**	$2,917,000.00
								LEA-wide Total:	$2,552,000.00
								Limited Total:	$365,000.00
								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	1.4	English Learner Curriculum and Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$365,000.00	
1	1.6	Intervention for High Needs Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
1	1.8	Supplemental Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250,000.00	
1	1.9	Alumni and College Success Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
1	1.10	Instructional Materials and Test Fees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.11	Software - College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.1	Enrichment Programming	Yes	LEA-wide	English Learners Foster Youth	All Schools	$140,000.00	

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 (%)
					Low Income			
2	**2.2**	Student and Family Services Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$790,000.00	
2	**2.5**	Family Engagement Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,242,532.00	$10,210,050.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	General Education Teachers	No	$2,641,845.00	$ 2,650,000.00
1	**1.2**	Special Education Services and Personnel	No	$1,213,798.00	$ 1,200,000.00
1	**1.3**	Curriculum	No	$28,784.00	$ 30,000.00
1	**1.4**	English Learner Curriculum and Personnel	Yes	$356,746.00	$ 365,000.00
1	**1.5**	Instructional Materials	No	$73,665.00	$ 75,000.00
1	**1.6**	Intervention for High Needs Students	Yes	$203,867.00	$ 210,000.00
1	**1.7**	Software - Academic Achievement	No	$71,312.00	$ 75,000.00
1	**1.8**	Supplemental Instructional Support	Yes	$1,309,851.00	$ 1,300,000.00
1	**1.9**	Alumni and College Success Personnel	Yes	$125,240.00	$ 125,000.00
1	**1.10**	Instructional Materials and Test Fees	Yes	$33,784.00	$ 30,000.00
1	**1.11**	Software - College and Career Readiness	Yes	$4,263.00	$ 4,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Enrichment Programming	Yes	$179,050.00	$ 179,050.00
2	2.2	Student and Family Services Personnel	Yes	$821,524.00	$ 821,000.00
2	2.3	Software - School Culture	No	$4,572.00	$ 5,000.00
2	2.4	Student Activities	No	$205,837.00	$ 200,000.00
2	2.5	Family Engagement Coordinator	Yes	$21,623.00	$22000
2	2.6	Software - Family Engagement	No	$2,890.00	$ 3,000.00
2	2.7	Supplies and Materials - Family Engagement	No	$95,387.00	$ 95,000.00
2	2.8	Athletics	No	$171,182.00	$ 180,000.00
3	3.1	Operational Materials	No	$141,687.00	$ 140,000.00
3	3.2	Operational Personnel and Services	No	$482,524.00	$ 500,000.00
3	3.3	Software - Operations	No	$549.00	$ 1,000.00
3	3.4	Operational Services	No	$2,052,552.00	$ 2,000,000.00

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)
$ 2,380,328.00	$2,159,267.00	$3,056,050.00	($896,783.00)	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	1.4	English Learner Curriculum and Personnel	Yes	$233,990.00	$ 365,000.00		
1	1.6	Intervention for High Needs Students	Yes	$203,867.00	$ 210,000.00		
1	1.8	Supplemental Instructional Support	Yes	971,198	$ 1,300,000.00		
1	1.9	Alumni and College Success Personnel	Yes	$125,240.00	$ 125,000.00		
1	1.10	Instructional Materials and Test Fees	Yes	$33,784.00	$ 30,000.00		
1	1.11	Software - College and Career Readiness	Yes	$4,263.00	$ 4,000.00		
2	2.1	Enrichment Programming	Yes	$179,050.00	$ 179,050.00		
2	2.2	Student and Family Services Personnel	Yes	$407,875.00	$ 821,000.00		
2	2.5	Family Engagement Coordinator	Yes		$22,000		

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)
$ 6,050,654.00	$ 2,380,328.00	0%	39.340%	$3,056,050.00	0.000%	50.508%	$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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