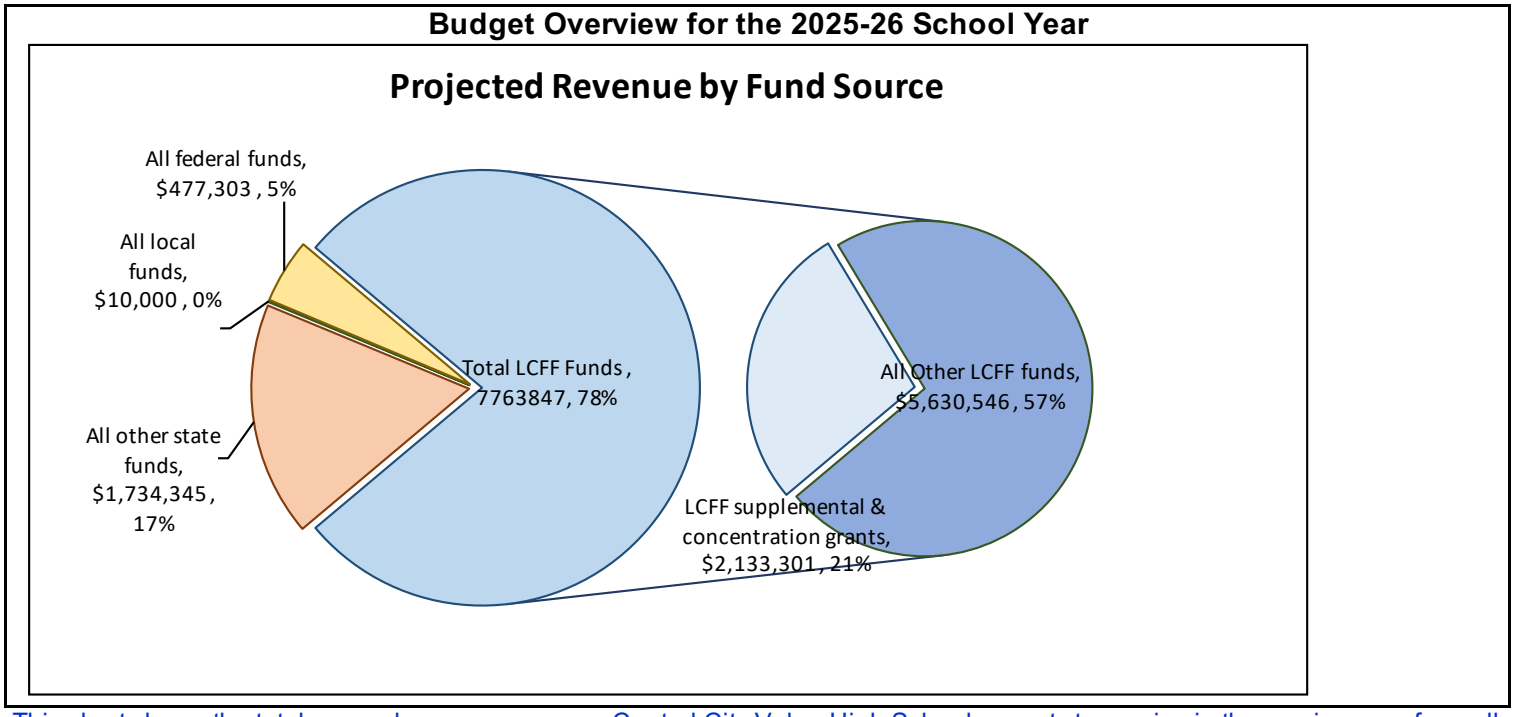
LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Central City Value High School
CDS Code: 19647330100800
School Year: 2025-26
LEA contact information: Joaquin Arroyo, 213-471-4686, jarroyo@valueschools.com

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

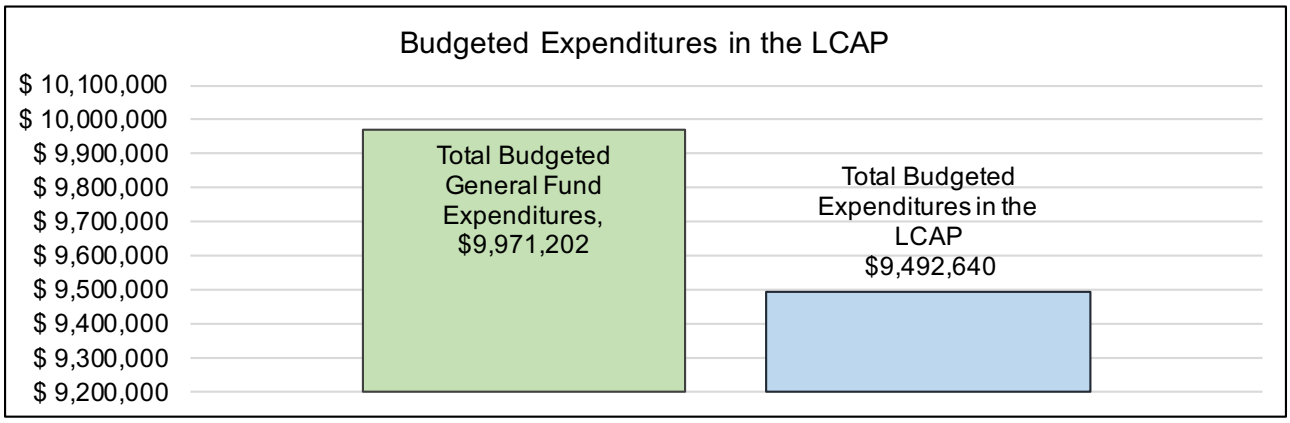


This chart shows the total general purpose revenue Central City Value High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central City Value High School is $9,985,495.00, of which $7,763,847.00 is Local Control Funding Formula (LCFF), $1,734,345.00 is other state funds, $10,000.00 is local funds, and $477,303.00 is federal funds. Of the $7,763,847.00 in LCFF Funds, $2,133,301.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Central City Value High School plans to spend for 2025-26. 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: Central City Value High School plans to spend $9,971,202.34 for the 2025-26 school year. Of that amount, $9,492,640.14 is tied to actions/services in the LCAP and $478,562.20 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

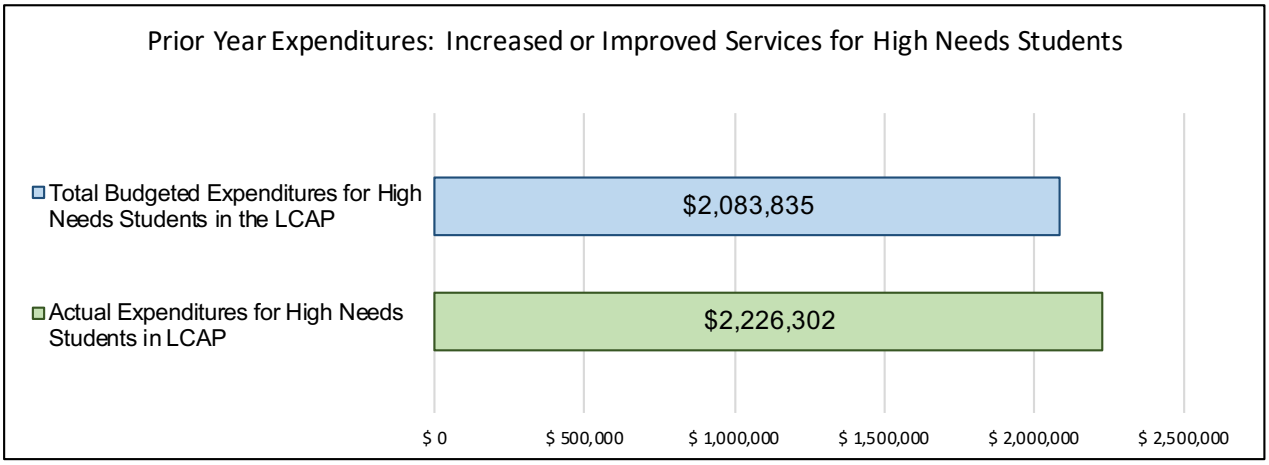
These funds will either roll over or be used in case any expenditures projected increase.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Central City Value High School is projecting it will receive $2,133,301.00 based on the enrollment of foster youth, English learner, and low-income students. Central City Value High School must describe how it intends to increase or improve services for high needs students in the LCAP. Central City Value High School plans to spend $2,633,164.00 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 2024-25



This chart compares what Central City Value 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 Central City Value 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 2024-25, Central City Value High School's LCAP budgeted $2,083,835.00 for planned actions to increase or improve services for high needs students. Central City Value High School actually spent $2,226,302.00 for actions to increase or improve services for high needs students in 2024-25.

2025-2026 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
Central City Value High School	Joaquin Arroyo Principal	jarroyo@valueschools.com 310-280-8583

Plan Summary 2025-26

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.

Central City Value High School (CCVHS) is an independent charter school authorized by the Los Angeles Unified School District in 2003 and located in a 2-story building at 221 N. Westmoreland Avenue, Los Angeles, California. With an enrollment capacity of 480 students, the school offers a high school education to students, in grades 9-12. For the 2024-25 academic year, the school had 470 students enrolled with a 15:1 student to teacher ratio, and administrators, counselors, coaches, and staff providing additional support in needs as a result of the COVID 19 global pandemic, poverty, mental health, and community issues. This document serves as the Local Control Accountability Plan (LCAP) and as the School Plan for Student Achievement (SPSA) and addresses state and federal school plan requirements and state priorities.

Our Mission

The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the traditional public school system.

Our academic program is driven by the five core values listed below:

1. Academic excellence is the means to a full life.

2. Each student can develop to his or her fullest potential.

3. Each individual is unique and deserves respect.

4. A safe, nurturing community is essential to academic excellence.

5. Service to others and the community is a responsibility of an educated person.

Sustained by our five core Values, our rigorous academic programs challenge our students to be part of a rich learning environment. Our school leaders, teachers, and staff work with each student to ensure academic expectations, extracurricular interests, and graduation requirements are met. Central City Value High School provides students opportunities to develop their potential in sports, art, dance,

Advanced Placement classes, and an Interdisciplinary Honors Program. We foster a positive school climate and high student engagement by providing a safe, nurturing community where students are closely monitored, conflicts are immediately addressed, and opportunities for celebrations are regularly scheduled.

As listed in the California Department of Education Data Quest, we serve a student population with the following demographics:

95% Hispanic/Latinx

88% of our students are Socioeconomically Disadvantaged

21% English Learners

15% Students with Disabilities

1% or less of students in foster placement or experiencing homelessness

Central City Value High School knows parents are the first and primary educators of their children. Highly collaborative relationships between parents and teachers ensure parents remain closely connected to their child's education. We do this by conducting regular parent meetings and scheduling updates and discussions on academic data and school initiatives. Students experience greater levels of success in university and in life when their most important advocates work together to meet their needs.

According to Innovate Public Schools Los Angeles, Central City Value High School is one of only 12% of schools in Los Angeles County that are helping successfully close the gap for low-income Latino students, and has been named one of America's best high schools by U.S. News and World Report. Students who graduate from Central City are prepared to be successful at two- and four-year universities. Over the past three years nearly 100% of Central City seniors have received their high school diploma, and 96% have gone on to higher education. We have students accepted to Harvard, Yale, N.Y.U., and U.S.C. We have students currently attending M.I.T., Brown University, U.C. Berkeley, U.C.L.A., and every university in the U.C. system. The school is accredited by the Western Association of Schools and Colleges (WASC) and has been approved for four 5-year renewal terms by the Los Angeles Unified School District.

Reflections: Annual Performance

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

Dashboard Performance

Based on the State Dashboard, the Central City Value student, faculty, and parent community have experienced a number of successes during the 24-25 academic year. As indicated in the 23-24 school year California School Dashboard, Central City Value had the following successes with the hispanic and socioeconomically disadvantaged subgroups:

English Language Arts (ELA): English Language Arts (ELA) achievement for 2023-24 is in the yellow at 28.1 points above standard, reflecting a decrease of 8.5 points from the previous year. Socioeconomically disadvantaged students are performing at 30.1 points above standard, a decline of 4.6 points. Hispanic or Latino students are currently at 24.3 points above standard, showing a decrease of 10.2 points. While English Learners remain below standard at -39 points, they demonstrated improvement, moving 4.5 points closer to proficiency. Students with disabilities experienced a significant decline, scoring -110.2 points below standard, a drop of 35.9 points. These results

indicate the need for targeted interventions, particularly for students with disabilities, while continuing efforts to support English Learners in their progress.

Mathematics: Mathematics achievement for 2023-24 is in the green, with students performing 56.2 points below standard, an improvement of 10.2 points from the previous year. Socioeconomically disadvantaged students are at 51.4 points below standard, reflecting a 16.5-point gain. Hispanic or Latino students improved by 10.6 points, now performing 60.1 points below standard. English Learners remain below standard at -127.6 but showed a 4.8-point increase. Students with disabilities made notable progress, improving by 39 points, though they remain significantly below standard at -174.8.

Central City Value is making progress in its overall targets for students meeting/exceeding standards on CAASPP assessments, the continued improvement in Math and shifts in ELA suggest that investments in standards-based curriculum, employee benefits, professional development, substitutes, technology, assessment systems, materials and supplies, low-income academic services, EL services, and special education services are proving effective. The school will maintain these actions and further strengthen their implementation to support continued student growth.

Graduation Rates: Graduation Rate remains at the green level, with 89.6% of students graduating in 2023-24. This represents a 1.9% increase from the previous year and continues to exceed the state average.

Chronic Absenteeism: The chronic absenteeism rate for the 2023-24 school year at Central City Value is 17.9%, reflecting a 0.9% decrease from the previous year. This rate remains lower than the state average of 18.6%, demonstrating ongoing efforts to improve student attendance. While progress has been made, Central City Value will continue to implement targeted interventions and support systems to further reduce absenteeism and ensure consistent student engagement.

College/Career Readiness: The College/Career Indicator has improved to the green level, with 48.3% of students classified as prepared—an increase of 14.5% from the previous year. Additionally, the graduation rate has risen to 89.6%, and A-G eligibility has increased significantly to 88.3%, up 15.3% from the previous year. These gains reflect the school's commitment to fostering a strong college-going culture and ensuring that interventions and supports effectively prepare students for postsecondary success.

Suspension Rates: The suspension rate is at the yellow level, with 0.6% of students suspended during the 2023-24 school year—an increase of 0.6% from the previous year. While this remains a relatively low rate, we will continue to focus on maintaining a positive school culture and providing strong behavioral supports to ensure a safe and inclusive learning environment.

All Local Indicators are Met Central City Value High School has achieved full implementation across most Local Indicator areas, with particular strengths in creating welcoming environments, promoting inclusive decision-making, and fostering partnerships for student

outcomes. Our school consistently engages families through events, communication platforms, and advisory opportunities like SSC, ELAC, and PTA. Key successes include strong family access to academic resources, structured parent-student conferences, and multiple input opportunities on school programs and policies. As next steps, our school will focus on increasing staff capacity for culturally responsive engagement, strengthening parent understanding of school systems and funding, and deepening student belonging through peer-led bullying prevention and respect-building initiatives.

Based on our review of the 2024 CA Dashboard we have identified needs in the following areas:

EL Progress: English Learner Progress is in the red with 32.9% making progress toward English proficiency by moving up a level or maintaining at the highest level on the 2023-24 ELPAC. This represents a decrease of 2.8 percentage points from the previous year. While our EL learners continue to outperform the state on SBAC exams, we will focus on improving progress within proficiency levels and performance on the ELPAC exam in the coming year.

Learning Recovery and Emergency Block Grant

Central City Value High School has unexpended LREBG funds for the 2025-26 school year.

LREBG funded actions may be found in Goal 1, Actions 9, 10, and 11.

At Central City Value High School, LREBG (Learning Recovery Emergency Block Grant) funds will be used to support three full-time Instructional Aides who will provide targeted academic and behavioral support for students requiring intervention, special education services, and those identified as high needs based on the school-wide needs assessment. These aides will work closely with classroom teachers and special education staff to deliver small-group and individualized support, ensuring that students receive the necessary scaffolding to access grade-level content and meet their learning goals. This falls under the allowable uses of this funding by decreasing staff-to-pupil ratios based on pupil learning needs.

Their responsibilities will include reinforcing instruction, assisting with accommodations and modifications outlined in students' IEPs, and supporting inclusive practices that promote success in the least restrictive environment (LRE). By allocating LREBG funds toward these positions, Central City Value High School aims to strengthen its intervention systems, improve educational outcomes for underserved populations, and advance equity by ensuring all students have access to the resources they need to thrive.

Reflections: Technical Assistance

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

Not applicable.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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.

Educational Partner(s)	Process for Engagement
Parents	Parent feedback is essential to our work at Central City Value High School. Parent Community Meetings and Coffee with the Principal occur monthly. Additionally, School Site Council Meetings and ELAC meetings occur four times annually. Annual survey feedback provides a touchpoint for parent perception and guides major decision making. During the April parent meeting, parents had the opportunity to review the LCAP and provide feedback on goals, metrics and actions.
Teachers, administrators, and other school personnel	Teachers, administrators, and other school personnel provide feedback during regular staff meetings and during one-on-one check-ins with their supervisors/coach. We additionally have grade level and department meetings as well as department program leads for SPED, ELD, Homeless Liaisons and SSP. In April, teachers and administrators met to review parent feedback, provide their own feedback, and propose action steps to address areas of need with regards to the proposed LCAP.
Students	Students provide feedback during School Site Council meetings, classroom meetings and 1:1 check ins with staff. Students also provide feedback through the annual school climate survey. Student leadership reviewed LCAP data/actions during their April meeting and provided feedback.

Insert or delete rows, as necessary.

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

Overall, parents, teachers, administrators, and staff believe that Central City Value High School is making progress with the existing plan and support continuing the current goals and actions for the 2025–26 school year, with some suggestions for strengthening implementation. Stakeholders noted consistent student growth on the NWEA in both reading and math, outpacing national averages, and strong performance on SBAC and CAST assessments, reinforcing that CCVHS remains one of the higher-performing schools in the area. The majority of certificated staff members have expressed interest in returning for the 2025–26 school year, reflecting a positive school climate and strong staff retention. However, stakeholders also expressed concern regarding the 2025–26 school budget and the potential need to reduce programs or personnel. These concerns will guide future planning and prioritization of resources.

Goals and Actions

Goal #	Description	Type of Goal
1	Central City Value High School will promote academic achievement and proficiency for all students.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Conditions of Learning, Priority 4 Pupil Outcomes, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Our school will ensure academic achievement. School leaders will recruit, hire, and develop professionals to instruct, support, and monitor students in all academic areas. Educators will offer expert instruction with high expectations for academic performance to students who are disciplined learners, with standards of accountability for both, and implement increased or targeted services for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers: % of Fully Credentialed and Appropriately Assigned Teachers *Source: SARC*	90% *Data Year: 2022-23*	88% Data Year: 2023-24		95%	-2%
1.2	Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. *Source: SARC*	100% *Data Year: 2023-24*	100% Data Year: 2024-25		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CAASPP ELA: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 64.7% SED: 62.1% SWD: 25% EL: 26.7% Hispanic or Latino: 65.7% *Data Year: 2022-23*	All: 61.29% SED: 62.65% SWD: 30.77% EL: 0% Hispanic or Latino: 60.92% Data Year: 2023-24		Increase 5-7% from baseline in all subgroups	All: -3.41% SED: +0.55% SWD: +5.77% EL: -26.7% Hispanic or Latino: -4.78
1.4	CAASPP ELA: Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: +36.6 SED: +34.7 SWD: -74.3 EL: -43.5 Hispanic or Latino: +34.5 *Data Year: 2022-23*	All: 28.1 SED: 30.1 SWD: -110.2 EL: -39 Hispanic or Latino: 24.3 LTEL: NA Homeless/Foster: NA Data Year: 2023-24		Increase 10 points from baseline in all subgroups	All: -8.5 SED: -4.6 SWD: -35.9 EL: +4.5 Hispanic or Latino: -10.2 LTEL: NA Homeless/Foster: NA
1.5	CAASPP Math: % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 27.5% SED: 28.3% SWD: NA EL: 7.1% Hispanic or Latino: 26% *Data Year: 2022-23*	All: 37.64% SED: 38.56% SWD: 23.07% EL: 0% Hispanic or Latino: 37.93% Data Year: 2023-24		Increase 5-7% from baseline in all subgroups	All: +10.14% SED: +10.26% SWD: NA EL: -7.1% Hispanic or Latino: 11.93%
1.6	CAASPP Math: Distance from Standard for all students and all	All: -66.4 SED: -67.9 SWD: -213.8 EL: -132.3	All: -56.2 SED: -51.4 SWD: -174.8 EL: -127.6		Increase 10 points from baseline in all subgroups	All: +10.2 SED: +16.5 SWD: +39 EL: +4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	significant subgroups *Source: CA Dashboard*	Hispanic or Latino: -70.6 *Data Year: 2022-23*	Hispanic or Latino: -60.1 LTEL: NA Homeless/Foster: NA Data Year: 2023-24			Hispanic or Latino: +10.6 LTEL: NA Homeless/Foster: NA
1.7	CAST Science: % met/exceeded standards for all students and all significant subgroups *Source: CA Dashboard*	All: 32.7% SED: 33.3% SWD: NA EL: 0% Hispanic or Latino: 32.7% *Data Year: 2022-23*	All: 44.57% SED: 46.67% SWD: NA EL: NA LTEL: NA Hispanic or Latino: 43.59% Data Year: 2023-24		Increase 5-7% from baseline in all subgroups	All: +11.87% SED: +13.37% SWD: NA EL: NA Hispanic or Latino: +10.89%
1.8	State Standards Implementation: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% *Data Year: 2023-24*	100% Data Year: 2024-25		100%	0%
1.9	English Learner Progress Indicator: % of English Learners increasing a level or maintaining at	35.7% *Data Year: 2022-23*	32.9% Data Year: 2023-24		Increase 5-7% from baseline	-2.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the highest level on the ELPAC *Source: Dataquest*					
1.10	EL Reclassification Rate *Source: Dataquest*	16% Data Year: 2022-23	12% Data Year: 2023-24		Increase 5-7% from baseline	-4%
1.11	Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC *Source: Dataquest*	51.02% *Data Year: 2022-23*	45% Data Year: 2023-24		Increase 5-7% from baseline	-6.02
1.12	NWEA Language: % of students that are at or above grade level *Source: Local*	52% *Data Year: 2023-24*	Not Taken Data Year: 2024-25		Maintain 52% or higher	N/A
1.13	NWEA Reading: % of students that are at or above grade level *Source: Local*	52% *Data Year: 2023-24*	51% Data Year: 2024-25		Maintain 52% or higher	-1%
1.14	NWEA Math: % of students that are at or above grade level *Source: Local*	45% *Data Year: 2023-24*	49% Data Year: 2024-25		50%	+ 4%
1.15	High School A-G: % of graduates completing A-G requirements	73% *Data Year: 2022-23*	88.3% Data Year: 2023-24		Increase by 5%	15.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dataquest					
1.16	High School CTE: % of pupils who have successfully completed CTE Courses from approved pathways *Source: Dataquest*	N/A - No CTE Courses *Data Year: 2022-23*	N/A - No CTE Courses Data Year: 2023-24		N/A - No CTE Courses	NA
1.17	High School A-G & CTE: % of pupils who have successfully completed A-G and CTE courses. *Source: Dataquest*	N/A - No CTE Courses *Data Year: 2022-23*	N/A - No CTE Courses Data Year: 2023-24		N/A - No CTE Courses	NA
1.18	High School EAP ELA: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA). *Source: Dataquest*	64.76% *Data Year: 2022-23*	61.29% Data Year: 2023-24		Increase by 5%	-3.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	High School EAP Math: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math). *Source: Dataquest*	27.45% *Data Year: 2022-23*	37.64% Data Year: 2023-24		Increase by 5%	10.19%
1.20	High School AP Exams : Percentage of Pupils who pass AP exams with a score of 3 or higher. *Source: Local*	53% *Data Year: 2022-23*	48% Data Year: 2023-24		Maintain or increase by 5%	-5%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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 designed to support achievement of Goal 1 were fully implemented as planned.

Successes:

Local Control and Accountability Plan

This year, Central City Value High School demonstrated strong implementation of all planned actions under Goal 1. All students have been provided access to an appropriate, standards-based curriculum, and both teachers and students have received the necessary technology and instructional materials to support learning. English Learners (ELs) and Students with Disabilities (SWDs) have received targeted and appropriate support, including two dedicated English Language Development (ELD) classes for all EL students. SBAC and CAST scores remain strong, indicating continued academic progress, and current NWEA data shows that students are on track to demonstrate one full year of growth in both reading and math.

Additional successes this year include effective hiring practices, a strong and cohesive school culture, and aligned staff expectations that are consistently upheld through clear accountability measures. Our school has also made notable progress in supporting English Learners. The majority of ELPI data is now available, and preliminary results suggest that outcomes will surpass the state average, highlighting growth in this area. Improvements in instructional approaches for EL newcomers have also been observed following targeted professional development at the start of the year. This training focused on reducing over-reliance on translation and improving scaffolding to better support language development and progress toward fluency.

Challenges:

Despite these successes, several challenges emerged. Two teachers were on extended leave, which created staffing gaps and required ongoing adjustments in coverage and instructional support. Additionally, we began the year with two open positions; while both have since been filled, the initial vacancies impacted planning and delivery in some areas.

Another area requiring sustained attention has been the instructional approach for designated ELD classes. Our leadership and instructional team have concentrated significant energy on supporting ELD teachers, especially in adjusting strategies for EL newcomers. While improvements have been made, continued refinement is needed to ensure that instruction moves beyond translation and includes effective scaffolds that promote language acquisition and academic engagement. Lastly, although progress has been made, the most recent English Learner Progress Indicator (ELPI) previously trailed the state average, signaling a continued need for monitoring and strategic improvement.

We remain committed to addressing these challenges and building on current successes to ensure that all students receive a high-quality, equitable education.

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.

Action 1.2 Purchase Standards based curriculum: Budgeted $240,800; Actual $168,000 Difference due to decrease in educational software expenditures and modified implementation structure.

Action 1.4. Provide Professional Development Opportunities: Budgeted $63,201; Actual $48,001Difference due to decrease in external professional development and conferences.

Action 1.5 Provide Access to Substitutes: Budgeted $70,000; Actual $170,500 Difference due to increased need for substitute coverage to address staffing needs.

Action 1.6 Purchase and Maintain Technology: Budgeted $168,272; Actual $150,003 Difference due to decreased need for new computers and copy machines and modified implementation structure using existing equipment.

Action 1.8 Purchase Materials, Supplies and Equipment: Budgeted $100,747; Actual $80,731 Difference due to decreased need for non-instructional materials and equipment and modified implementation structure using existing resources.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 Hire Certificated Faculty, 1.3 Provide Employee Benefits, 1.5 Provide Access to Substitutes, 1.7 Assessment & Student Information System, and 1.8 Purchase Materials, Supplies and Equipment have proven to be overall effective in advancing towards our goals for the following metrics: 1.01 Teachers: % of Fully Credentialed and Appropriately Assigned Teachers, and 1.02 Instructional Materials: % of Students with standards-aligned Instructional Materials at home and at school. As evidenced by 100% of students consistently having access to standards-aligned instructional materials at home and at school during the 2024–25 school year, Central City Value High School continues to uphold **our** commitment to providing essential academic resources for all students. While the percentage of fully credentialed and appropriately assigned teachers decreased slightly from 90% in 2022–23 to 88% in 2023–24, **we** have proactively responded by refining teacher recruitment and retention strategies. These efforts aim to stabilize and increase credentialed staffing levels, ensuring continued progress toward meeting instructional quality goals.

Action 1.2 Purchase Standards Based Curriculum, 1.4 Provide Professional Development Opportunities, 1.6 Purchase and Maintain Technology, 1.9 Implement Services for Students Who are Low Income, and 1.11 Implement Services for Students in Special Education have been mostly effective with regards to academic data on both standardized and internal verified data assessments as well as A-G completion and AP exams.

Despite slight declines in overall ELA CAASPP scores, students at Central City Value High School continue to demonstrate notable academic progress and growth in key areas. In ELA, the percentage of students meeting or exceeding standards decreased from 64.7% to 61.29%. However, progress was evident among Students with Disabilities (SWD), who improved from 25% to 30.77%, and Socioeconomically Disadvantaged (SED) students, who rose slightly from 62.1% to 62.65%. Distance from Standard (DFS) data revealed some regression overall, particularly among SWD and Hispanic/Latino students, which will inform targeted instructional supports in the upcoming year.

In contrast, significant gains were achieved in math, where the percentage of students meeting or exceeding standards increased from 27.5% to 37.64% overall. Improvements were seen across most subgroups, including Hispanic/Latino students (from 26% to 37.93%) and SED students (from 28.3% to 38.56%). These gains were further reflected in DFS increases of over 10 points overall and more than 16 points among SED students, suggesting positive outcomes from math intervention strategies.

Science achievement, as measured by the CAST, also improved significantly, with 44.57% of students meeting or exceeding standards, up from 32.7% the previous year. Gains were particularly notable among SED students (from 33.3% to 46.67%) and Hispanic/Latino students (from 32.7% to 43.59%).

Additionally, our school continues to ensure full implementation of state standards, with 100% of teachers utilizing aligned scope and sequences, including for English Language Development (ELD).

College and career readiness metrics show continued advancement. A-G completion increased significantly from 73% to 88.3%, reflecting improved access to and support for college-preparatory coursework. However, AP exam pass rates declined from 53% to 48%, indicating a need to evaluate instructional support and test preparation for advanced coursework.

Overall, while some academic areas, particularly ELA, experienced slight regressions, our school's comprehensive instructional and support strategies are yielding positive results in math, science, and college-going outcomes. These results will guide future efforts to address identified gaps and further improve student achievement across all content areas.

On NWEA assessments, Central City showed modest improvement in Mathematics, with the percentage of students at or above grade level increasing from 45% to 49% (+4%). Reading performance slightly declined, moving from 52% to 51% (-1%). Language data was not tested for 2024–25. Overall, math gains suggest some academic progress, but there is a need to reexamine reading strategies to ensure growth across content areas.

The implementation of 1.10 English Learner Services has shown progress, with the English Learner Progress Indicator (ELPI) standing at 32.9% for the 2023–24 school year, alongside 45% of Long-Term English Learners (LTELs) scoring at Level 3 or 4 on the ELPAC. While there was a slight decrease compared to last year, we are committed to refining our strategies and building on this foundation. We are focusing on strengthening targeted support for English Learners through enhanced instructional practices, increased teacher professional development, and improved progress monitoring. These efforts will ensure continued growth and increased success for our English Learners in the coming year.

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.

There are no changes to this goal, metrics, or actions for the coming year.

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	Hire Certificated Faculty	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to hire	$2,306,397	No

Action #	Title	Description	Total Funds	Contributing
		fully credentialed instructors who have an EL Authorization and are properly assigned to deliver instruction in CORE and elective courses. Fully credentialed teachers and certificated support services personnel address the needs of students and deliver instruction to all students and students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.		
1.2	Purchase Standards Based Curriculum	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$168,000	No
1.3	Provide Employee Benefits	Value Schools maintain a group health insurance plan that provides benefits for medical, dental, vision, prescription medicine, and mental and behavioral health services. These competitive benefits, along with life insurance, holidays, and a positive school culture, increase retention, connectedness, and a sense of safety within our faculty.	$1,194,177	No
1.4	Provide Professional Development Opportunities	Professional Development helps our administrators, specialist, teachers, and Paraprofessionals to learn skills to improve the conditions of learning and engagement to increase student outcomes. Aside from a focus on the implementation and mastery of standards, there is targeted skills development around English Learners' Language Acquisition objectives, students with special needs, homeless, and foster youth accommodations and services.	$48,001	Yes
1.5	Provide Access to Substitutes	This action has been created to continue to ensure the conditions of student learning and part of State Priority 1 and 6. The administrative team subcontracts a vendor to get qualified substitutes to deliver instruction in CORE and elective courses and minimize learning disruption. Vendors include but are not limited to Teachers On Reserve and The Education Team, or stipends for classified staff with a substitute permit.	$170,500	No
1.6	Purchase and Maintain Technology	This action has been created to address state priority 4 and 5: student achievement and engagement. Technology equipment, hardware, and	$150,003	No

Action #	Title	Description	Total Funds	Contributing
		software will expand students' access to standardized curriculum, scaffolded/tiered resources at various instructional levels, and ensure accommodations for students in significant groups such as English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students. Besides implementation and access, these tools also allow for communication between various educational partners through out the year.		
1.7	Assessment & Student Information System to this category	This is included in above description: This action has been created to address state priority 4 or measure academic achievement by mastery of standards as captured by assessments and grade keeping records. Summative assessments recommended by the state's verified data system are administered quarterly and used as metric systems in the school's goals to measure academic progress and growth. Internal Assessment benchmark results, along with state assessment results, are used to determine intervention, progress monitor students, evaluate the effectiveness of programs and instruction, plan instruction and intervention strategies, and to determine additional needs or increased services.	$45,778	No
1.8	Purchase Materials, Supplies and Equipment	This action has been created to address the conditions of student learning and part of State Priority 1 and 6. The administrative team ensures to purchase state approved, researched based curriculum which will give students access to standards-aligned instructional materials and ensure the implementation of all CA standards, including how English Learners will access academic content standard and language objectives as dictated by their Language Acquisition status. Resources in the curriculum will also support the needs of students identified in one or more of the following student groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth, students with Disabilities, and gifted students.	$80,731	No
1.9	Implement Services for Students Who are Low Income	**LREBG Action** This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income and English Learner students need ample opportunities to engage in oral	$1,166,358	Yes

Action #	Title	Description	Total Funds	Contributing
		and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources. *LREBG Funds supporting this action: $200,778.50 through 2026-27.*		
1.10	Implement Services for students who are English Learners	**LREBG Action** This action ensures English learners receive targeted ELD instruction aligned with their proficiency levels and appropriate academic support. It aims to achieve three objectives: providing professional development for teachers on ELD, fostering rapid English proficiency attainment to match native speakers, and ensuring ELs reach grade-level academic standards within a reasonable timeframe. Targeted support will be in the areas of professional development, family engagement, and EL programs. Implementation includes a Structured English Immersion program aligned with the EL Masterplan, with student progress monitored through various assessments like ELD curriculum evaluations, mastery of standards assessments, and state assessments (NWEA, LPAC, CAASPP, CAST). To address professional development needs, we will conduct workshops for teachers and paraprofessionals, focusing on strategies for supporting ELs in classrooms. Family engagement will involve workshops and materials explaining reclassification and the ELPAC exam. Lastly, we'll collaborate with specialists to enhance curriculum and develop targeted EL programs, integrating research-based strategies and providing additional support resources. Through these initiatives, we aim to better equip educators, engage families, and enhance curriculum to support the academic success of English learners. *LREBG Funds supporting this action: $200,778.50 through 2026-27.*	$100,864	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Implement Services for Students in Special Education	**LREBG Action** This action ensures the recruitment, enrollment, services, and retention of students with learning disabilities to address all state priorities. In order to implement services and funding as stated by law, our school has entered into partnership with various vendors to deliver assessments, counseling, occupational and speech therapy services. The school also pays for an encroachment fee for a Memorandum of Understanding with the Los Angeles Unified School District Special Education Local Plan Area (LAUSD SELPA) to consult, train, and receive oversight and support from LAUSD. *LREBG Funds supporting this action: $200,778.50 through 2026-27.*	$491,257	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
2	Central City Value High School will have affirming, safe, and supportive school culture and climate.	Broad

State Priorities addressed by this goal.

Priority 3 Parental Involvement and Family Engagement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Central City Value High School will have affirming, safe, and supportive school culture and climate is a broad goal that addresses state priorities 3, 5, and 6. Actions ensure pupils and parents are engaged and have a positive school experience. A positive school climate is measured by high attendance, high parent participation, low chronic absenteeism, low suspension, and little to no expulsions or drop outs. Multiple Tiered Student Supports are put into place to support students with academics, sports, in school and after school student activities, and counselors and services to address social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance *Source: CALPADS*	93.94% Data Year: 2023-24	93.12% Data Year: 2024-25		95%	-0.82%
2.2	Chronic Absence Rate for all students *Source: Dataquest*	18.8% Data Year: 2022-23	17.9% Data Year: 2023-24		Lower than 10%	-0.90%
2.3	High School Dropout Rate *Source: Dataquest (HS), CALPADS (MS)*	11.5% Data Year: 2022-23	10% Data Year: 2023-24		0%	-1.50%
2.4	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0% Data Year: 2022-23	0.6% Data Year: 2023-24		<1%	0.60%
2.5	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year: 2022-23	0% Data Year: 2023-24		0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Student: 52% Teacher: 69% Parent: 79% All Average: 67% Data Year: 2023-24	Student: 50% Teacher: 58% Parent: 78% All Average: 62% Data Year: 2024-25		75% or higher in all areas	Student: -2% Teacher: -11% Parent: -1% All Average: -5%
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Student: 50% Teacher: 72% Parent: 80% All Average: 67% Data Year: 2023-24	Student: 50% Teacher: 82% Parent: 78% All Average: 70% Data Year: 2024-25		75% or higher in all areas	Student: no change Teacher: +10% Parent: -2% All Average: +3%
2.8	% parent Parent Participation in programs for unduplicated pupils (UDPs) and individuals with exceptional needs. *Source: Local*	82% Data Year: 2023-24	70% Data Year: 2024-25		80%	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	High School Graduation Rate *Source: CA Dashboard*	87.7% Data Year: 2022-23	89.6% Data Year: 2023-24		90%	1.90%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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 designed to support the achievement of Goal 2 were implemented as planned. Central City Value High School continues to prioritize the creation of a safe, supportive, and inclusive learning environment, with all planned actions fully carried out during the school year.

Successes:

Central City Value High School successfully implemented all planned actions aligned to Goal 2 of the LCAP. Our campus remains clean and safe, fostering a positive learning environment for all students. Suspension and expulsion rates remain well below the state average, reflecting the effectiveness of proactive behavior support systems and restorative practices. Additionally, our graduation rate is above the state average for similar student groups, highlighting our commitment to supporting student achievement and success beyond high school. The establishment of the Wellness Policy Committee, which began last year, continues to facilitate strong collaboration across all sites, providing valuable feedback on nutrition programs and initiatives. Through efforts such as the ongoing monthly nutrition newsletter, we are consistently promoting nutrition education within the community while offering helpful resources to families. This sustained collaboration demonstrates our continued commitment to family engagement in nutrition policies and development, contributing to a healthier and more supportive school environment.

This year, the addition of an Attendance Specialist and Parent Liaison has also contributed meaningfully to student and family support efforts. These roles have been particularly impactful in addressing the needs of students facing chronic absenteeism, including those who are homeless, in foster care, or otherwise at-risk. As a result, we have observed a decrease in chronic absenteeism, which reflects early success in providing more targeted outreach and wraparound services.

Challenges:

Despite these successes, challenges remain. Our current Average Daily Attendance (ADA) rate stands at 93%, which is below the goal established for the school year. Increasing consistent attendance will continue to be an area of focus. Furthermore, while efforts to engage families have been ongoing, increasing parent participation remains a key area for improvement. Continued work will be necessary to strengthen communication and partnerships with families to enhance collaboration and support student outcomes.

Although there is a foundation of parent involvement—particularly when engagement is paired with student-led conferences or high-attendance events—staff continue to seek ways to boost participation overall. We are especially focused on increasing involvement from families of at-promise student populations. Efforts will remain centered on building authentic relationships and broadening opportunities for inclusive engagement to ensure that all voices are represented in school improvement initiatives.

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.

Action 2.2 Implement After School and Sports Services: Budgeted $335,216; Actual $410,930 Difference due to increased need for coaching hours and expansion of sports programming, and modified implementation structure.

Action 2.4 Provide Student Activity Opportunities: Budgeted $1818,525; Actual $230,101 Difference due to increased field trips and student activities, and modified implementation structure.

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

The actions 2.1 Deliver Homeless and Foster Youth Support Services, 2.2 Implement After School and Sports Services, 2.3 Hire Paraprofessionals, 2.4 Provide Student Activity Opportunities, 2.5 Implement Nutrition Program, 2.7 Implement Summer School, 2.8 Create a Safe, Healthy, and Wellness Climate, 2.9 Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services, and 2.10 Attendance Support have been effective interventions for the metrics of attendance, chronic absenteeism, suspension and expulsion, school climate, and graduation rates.

Central City Value High School continues to demonstrate steady progress in multiple areas of student engagement and school climate. The chronic absence rate improved modestly, decreasing from 18.8% to 17.9%, indicating early success in attendance interventions. The dropout rate also declined from 11.5% to 10%, reflecting improved student retention efforts and support systems. Our school maintained a low expulsion rate at 0%, and although the suspension rate rose slightly from 0% to 0.6%, it remains notably low and suggests a continued emphasis on restorative practices. Additionally, our graduation rate increased by 1.9%, reaching 89.6%, which aligns with the positive trend in student outcomes and overall school stability.

More recent data offers additional insight into both progress and areas for improvement. Average daily attendance declined slightly from 93.94% in 2023–24 to 93.12% in 2024–25, a drop of 0.82%, indicating a need to reinforce attendance initiatives. School climate survey data showed a decrease in overall perceptions of safety, with average ratings dropping by 5 percentage points across students, teachers, and parents. Student perception of safety decreased from 52% to 50%, teacher responses declined from 69% to 58%, and parent responses moved from 79% to 78%. In contrast, connectedness indicators remained stable or improved. While student responses held steady at 50%, teacher ratings rose significantly from 72% to 82%, and the overall average increased by 3 percentage points.

Parent participation data revealed a mixed impact. While we continue to offer engagement opportunities under Action 2.6, participation in programs for unduplicated pupils declined from 82% to 70%, a 12 percentage point decrease. This suggests that further strategies may be needed to boost and sustain meaningful family engagement.

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.

There are no changes to this goal, metrics, or actions for the coming year.

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	Deliver Homeless and Foster Youth Support Services	This action ensures the recruitment, enrollment, services, and retention of unhoused students or students in foster placement and address all state priorities. Policies have been developed outlining services and identifying a liaison to ensure services are delivered and rights are protected.	-	No
2.2	Implement After School and Sports Services	This action was created to create opportunities for engagement and connectedness. After School program and sports are essential in keeping students physically active and cognitively engaged with the school and the academic program.	$410,930	Yes
2.3	Hire Paraprofessionals	This action was created to provide additional research based- targeted - in small groups or one on one academic support for students identified in one or more of the following students groups: English Learners, Socioeconomically Disadvantaged pupils, foster youth, homeless youth , student with Disabilities, and gifted students.	$347,605	No
2.4	Provide Student Activity Opportunities	Creating a positive school climate where students can engage and develop their interest is important. Leaders and staff will ensure the school offers extracurricular programs that taps into students' potential and interests.	$230,101	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Implement Nutrition Program	Wellness policy and the nutrition program are essential components of the academic program. Our school participates in federal school meal programs (including the School Breakfast Program, National School Lunch Program (including after school snacks), Summer Food Service program, and Fruit and Vegetable Snack program in our K-8 Schools). The board had adopted and our school implements a Wellness policy which expands on decision making choices around activity, portion control, and self awareness of wellness as a whole.	$200,303	No
2.6	Provide Parent Engagement Opportunities	Partnerships with parents are essential in creating a school community of trust and learning, so it's important to ensure that the school makes it convenient and available for parents to be involved in big decisions in the operations of the school process. Additionally, Principal and Title I designee have the responsibility to ensure that the board approved Title I Parent and Family Engagement policy and program are implemented. This will include ensuring parents will be trained and involved in the development and evaluation of the LCAP and activities to improve student academic achievement and school performance. Principal will conduct School Site Council training on composition and responsibilities will be reviewed with members as dictated by the California Department of Education.	$7,803	Yes
2.7	Implement Summer School	This action was created to provide for students extended opportunities for learning with the intent to get ahead or catch up with learning that will close the achievement gap.	-	No
2.8	Create a Safe, Healthy, and Wellness Climate	This action was created to create opportunities for engagement and connectedness. Students' mental health and emotional well being are essential in learning. Safety is of the utmost importance, so we will take all the necessary precautions to ensure that all students feel safe learning in this environment and parents feel confident sending their students to school.	-	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income, English learners, and/or foster youth in helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low- income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	$262,245	Yes
2.10	Attendance Support	Value Schools provides a robust system of data monitoring and communication with families to help ensure regular attendance. The school office staff monitors daily attendance and follows up with teachers to ensure the accuracy of attendance data in PowerSchool, and then Parent Square alerts the school when students are in danger of becoming chronically absent so that the school can send attendance letters or hold meetings with families. SART Hearings will be held to address chronic absenteeism with families/caregivers.	$30,000	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
3	Central City Value High School will be fully compliant with all Local, State and Federal regulations, ensure that students have a learning environment they need to be successful, and to meet the annual growth measurements prescribed.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services

An explanation of why the LEA has developed this goal.

Goal 3 ensures action steps in operations and compliance align with parent engagement mandates, federal and state programs requirements, and with fiscal and facility regulations. Furthermore, school facilities are clean, safe, and functional.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% *Data Year: 2023-24*	100% Data Year: 2024-25		100%	0%
3.2	LAUSD Oversight Visit Review in Governance, Operations, Fiscal, and Academic out of a maximum score of “4” *Source: Local*	Academics: 3 Governance: 4 Operations: 4 Fiscal: 4 Data Year: 2023-24	Academics: 3 Governance: 3 Operations: 4 Fiscal: 2 Data Year: 2024-25		Receive a score of "3" or higher in all categories	Academics: no change Governance: -1 Operations: No change Fiscal: -2

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

All actions designed to support the achievement of Goal 3 were fully implemented this year at Central City Value High School.

Successes:

We have maintained a clean, safe, and well-kept environment, demonstrating a strong commitment to creating conditions that support student learning and well-being. Facilities are in good condition, and our campus reflects consistent attention to upkeep and safety measures.

In addition to ongoing maintenance, we continued progress on our facilities improvement plan with the launch of Phase 2. This included the installation of a second security wall at the front entrance, enhancing campus safety by requiring visitors to be buzzed into the main office/lobby area before gaining access to the rest of the campus. We also repurposed space on the second floor to create a student lounge, a designated area where students can eat, relax, and socialize. These enhancements reflect our commitment to fostering both security and a student-centered environment.

Challenges:

While we have successfully implemented our planned actions, enrollment remains a minor challenge. Current enrollment stands at 475 students, which exceeds our budgeted enrollment target but falls just short of the overall goal of 480. Although this difference is slight, it reflects the continued importance of strategic enrollment management. We remain committed to addressing this gap through focused recruitment and retention efforts while sustaining the safe and welcoming environment that supports student success.

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

Action 3.3 Purchase Office Supplies: Budgeted $223,220; Actual $199,997 Difference due to savings in anticipated need and modified implementation structure using existing staff.

Action 3.5 Implement Personnel Appreciation Strategies: Budgeted $4,080; Actual $10,000 Difference due to increased foundation contribution to pay for staff appreciation and modified implementation structure.

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

The actions of 3.1 Maintain and Repair Facilities, 3.2 Maintain Memberships with Community Partners, 3.3 Purchase Office Supplies, 3.4 Develop or Maintain Student Recruitment Strategies, and 3.5 Implement Personnel Appreciation Strategies were effective in supporting the metrics of LAUSD Oversight and School Facilities in Good Repair. We continue to ensure a well-maintained learning environment, with facilities rated 100% in good repair.

In addition to strong facilities ratings, our most recent LAUSD School Performance Framework scores provide insight into key operational domains. While scores in Academics (3) and Operations (4) remained stable from the previous year, the Governance score declined from 4 to 3 and the Fiscal score dropped from 4 to 2. These changes were largely due to an audit finding, which impacted the fiscal domain and in turn affected the governance rating. We will work closely with the Home Office and stakeholders to address these findings and implement corrective actions as needed.

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.

There are no changes to this goal, metrics, or actions for the coming year.

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	Maintain and Repair Facilities	This action was created to address the facilities portion of state priority 1. School facilities is the forum for in-person learning and must be maintained for safety and optimal learning.	$944,041	No
3.2	Maintain Memberships with Community Partners	Partnerships with outside agencies allows for the school to remain compliant, competitive, and cohesive with the mission of charter schools and other public schools.	$1,174,263	No
3.3	Purchase Office Supplies	While these overhead expenditures are necessary for the ongoing, smooth operations of our school, they also provide the school with the sense of security and safety.	$199,997	No
3.4	Develop or Maintain Student Recruitment Strategies	The recruiting team reaches out to different areas throughout Central Los Angeles to offer students opportunities to receive an education that promotes the Values and the pursuit of a college education and career plan.	$71,400	No
3.5	Implement Personnel Appreciation Strategies	Collaboration begins with community building, so the school will make every effort to develop trust and respect among teachers.	$10,000	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,133,301	$261,482

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.888%	0%	$0	37.888%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4, 2.3	An analysis of the 2024 CA Dashboard highlights a clear need for targeted support in English Language Arts (ELA) and Mathematics for both English Learners and socioeconomically disadvantaged students. English Learners are significantly underperforming compared to their peers, with 0% meeting proficiency standards in both ELA and Math.	To address persistent academic challenges—particularly among English Learners and socioeconomically disadvantaged students—our school is implementing a comprehensive framework of academic support and professional learning. A key component of this framework is **Action 2.3 – Hire Paraprofessionals**, which allows us to provide targeted, small-group, and individualized instructional support during both core instruction and intervention periods. Paraprofessionals are instrumental in	**1.3** CAASPP ELA: % met/exceeded standards for EL and SED **1.4** CAASPP ELA: % distance from standard for EL and SED **1.5** CAASPP Math: % met/exceeded standards for EL and SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the CAASPP assessments, they scored 39 points below standard (Distance from Standard, DFS) in ELA and 127 points below standard in Math. Socioeconomically disadvantaged students also demonstrate areas of concern. While 62% of these students met proficiency in ELA with a DFS of +30, only 38% met proficiency in Math, with a DFS of -52. These results indicate a need for continued academic intervention and differentiated instructional strategies, particularly in mathematics.	helping students close learning gaps and move toward grade-level proficiency. Complementing this direct student support is **Action 1.4 – Provide Professional Development Opportunities**, which ensures that educators are equipped with the tools and knowledge needed to deliver rigorous, differentiated instruction. Ongoing training focuses on evidence-based strategies, culturally responsive pedagogy, trauma-informed practices, and approaches that foster critical thinking. These efforts are particularly important as many of our upper-grade students enroll several grade levels below expected proficiency, requiring both specialized instructional strategies and high-impact interventions. In tandem, paraprofessional support and targeted professional development empower our instructional staff to better serve unduplicated students, including those who may be the first in their families to pursue higher education. Additionally, these supports strengthen our ability to engage students through personalized academic assistance, increase college and career readiness, and sustain a school culture that prioritizes equity, high expectations, and inclusive learning environments.	**1.6** CAASPP Math: % distance from standard for EL and SED
1.9	Students who are socioeconomically disadvantaged require additional opportunities and resources to increase their access to rigorous curriculum, grade-level standards, and academic achievement. It is critical to ensure these students have meaningful access to both oral and	This action has been created to address the conditions of student learning and engagement. Academic research indicates that lower class sizes allow for meaningful interaction between instructor and student. Our low income students need ample opportunities to engage in oral and written academic discussion and instruction. To address this need, the school will employ additional teachers to lower class size and increase the individual attention given to students that are low-income, English learners, and/or foster youth. Furthermore, we have found that our low	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	written academic discourse, as well as high-quality instruction. Research supports that smaller class sizes enable more individualized support and richer interactions between educators and students. Additionally, consistent access to technology and curriculum materials is essential—particularly for students navigating multiple learning environments, such as shared households or after-school programs. An analysis of the 2024 CA Dashboard underscores the ongoing need for targeted academic support in English Language Arts (ELA) and Mathematics, especially for socioeconomically disadvantaged students. While 62% met proficiency in ELA with a DFS of +30, only 38% met proficiency in Math, with a DFS of -52. These outcomes highlight the continued importance of academic intervention and differentiated instructional strategies, particularly in mathematics, to close achievement gaps and ensure equitable access to high-quality learning for all students.	income students and English Learners, and foster youth need technology and curriculum materials to support them with learning in multiple homes or in after school programs as traveling with such equipment can be unsafe in low income neighborhoods. The school will purchase computers, extra curriculum, and devices to support students with access to curriculum and resources.	**1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	Action 1.10 – *Implement Services for Students who are English Learners* is a critical component of our LCAP, as it directly supports one of our most linguistically diverse and academically vulnerable student groups. The 2024 CA Dashboard shows encouraging progress in English Learner (EL) outcomes, with 33% of EL students either increasing at least one level or maintaining the highest level on the ELPAC, a clear indication that targeted supports are yielding positive results. Additionally, we are seeing promising signs of growth among our Long-Term English Learners (LTELs), 45% of whom scored a Level 3 or 4 on the ELPAC, demonstrating improved English language proficiency. However, our current reclassification rate of 12% remains an area of focus and signals the ongoing need for intentional, high-quality language development instruction and support services.	**Action 1.10 – Implement Services for Students who are English Learners** is a vital LEA-wide strategy designed to ensure that English Learners (ELs) receive the necessary supports to access core academic content, develop English proficiency, and achieve long-term academic success. This action provides differentiated instruction, integrated and designated English Language Development (ELD), and ongoing progress monitoring aligned with students' English proficiency levels. This action also prioritizes targeted professional development for teachers and paraprofessionals, focused on effective instructional strategies for ELs, including scaffolding, language objectives, and culturally responsive pedagogy. Additionally, it emphasizes **family engagement** through workshops and resources that explain reclassification criteria, the ELPAC, and strategies for supporting language development at home. By offering these services LEA-wide, we ensure **systemic and equitable support** for all English Learners across our school sites. This approach promotes consistent implementation of research-based practices, strengthens instructional quality, and fosters family-school partnerships—ultimately accelerating English language acquisition and improving student outcomes. Investing in Action 1.10 is a direct response to the demonstrated needs of our EL students and aligns with our commitment to equity, access, and academic excellence for all.	**1.9** English Learner Progress Indicator: % of English Learners increasing a level or maintaining at the highest level on the ELPAC **1.10** EL Reclassification Rate **1.11** Long Term English Learners: % of LTELs scoring at a Level 3 or 4 on the ELPAC

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2, 2.4, 2.6, 2.8	Based on our analysis of the 2024 California School Dashboard, there are identified areas of need for our English Learners and socioeconomically disadvantaged students, specifically in attendance, student engagement, and overall school climate. Our current **Average Daily Attendance** stands at **93.12%**, reflecting a slight decline from **93.94%** in the previous year. While this change is modest, it signals a need for renewed focus on attendance initiatives. **Chronic absenteeism** has decreased to **17.9%**, which marks progress from last year's rate. However, this figure remains elevated and continues to impact student achievement, particularly for our most vulnerable populations. **Suspension rates** remain under 1% with 0.6% of students experiencing at least one suspension. These rates highlight the importance of strengthening restorative practices and supportive behavioral interventions. **School climate survey data** also	To address the identified needs in engagement, school climate, and culture—particularly for English Learners and socioeconomically disadvantaged students—our school continues to implement a comprehensive set of supports that prioritize student well-being, belonging, and access to enriching experiences. We recognize that academic success is deeply connected to a student's sense of safety, inclusion, and connection to school, and we are committed to fostering a safe, healthy, and welcoming environment. Through **Action 2.2, Implement After School and Sports Services**, students are provided with structured opportunities to engage in athletics, enrichment, and academic support beyond the regular school day. These programs not only help bridge opportunity gaps but also serve to strengthen peer relationships, promote positive behaviors, and reinforce a sense of school pride and identity. **Action 2.4, Provide Student Activity Opportunities**, ensures that all students—especially our unduplicated pupils—have access to a range of co-curricular and extracurricular experiences that reflect diverse interests and cultures. Events, clubs, and student-led initiatives build leadership, amplify student voice, and create a celebratory school culture where students feel valued and seen. In tandem, **Action 2.8, Create a Safe, Healthy, and Wellness Climate**, supports the implementation of restorative practices and wellness-centered programming. These efforts are essential in addressing the suspension rates of English Learners and socioeconomically disadvantaged students, while also improving perceptions of safety and connectedness, as reflected in recent school climate survey results.	**2.1** Average Daily Attendance **2.2** Chronic Absence Rate **2.4** Suspension Rate **2.6** School Climate Survey: Safety **2.7** School Climate Survey: Connectedness

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	point to critical areas for improvement. Perceptions of **safety** among students remain low, with only **50%** of students reporting that they feel safe on campus. Similarly, **connectedness to school** also registers at **50%**, indicating a significant need to foster stronger relationships, belonging, and engagement for all students. **Parent participation in programs designed for unduplicated pupils and individuals with exceptional needs** is currently at 70%, reflecting a decrease from 82% the previous year. This decline highlights a need to strengthen outreach, communication, and accessibility of engagement opportunities to ensure families remain actively involved in supporting student success. Increasing participation is critical to fostering strong home-school partnerships and ensuring that all families feel empowered to contribute to their child's academic and personal growth. Together, these metrics underscore the urgency of implementing targeted strategies to support attendance, reduce	**Action 2.6 – Provide Parent Engagement Opportunities** is essential for supporting English Learners (ELs) and socioeconomically disadvantaged families, as active family involvement is closely linked to improved student outcomes. Many EL and low-income families face barriers to engagement, including language access, unfamiliarity with school systems, or limited availability due to work schedules. This action provides intentional outreach, workshops, and resources to build parents' capacity to support their child's learning at home and navigate educational pathways. By fostering strong family-school partnerships, we create a more inclusive, informed, and supportive environment that empowers families to actively participate in their child's academic journey, contributing to improved achievement, attendance, and overall student well-being. In addition, we acknowledge that achieving our academic goals requires strong partnerships with families. Our school continues to invest in outreach and engagement opportunities that build the capacity of parents—particularly those of English Learners and low-income students—to support learning at home and participate in meaningful ways within the school community. Together, these actions form a cohesive approach to strengthening engagement, enhancing school culture, and supporting holistic student development.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exclusionary discipline, and improve school climate—particularly for our English Learners and socioeconomically disadvantaged students.		
2.9	This action is aimed at addressing the educational challenges faced by low-income students. Research indicates that these students often encounter barriers to academic success due to factors such as limited access to resources, lack of personalized support, and insufficient opportunities for extracurricular engagement. Without adequate support, low-income students may struggle to fully grasp academic concepts and achieve their academic potential. Additionally, socio-economic disparities can impact students' self-esteem, health, and overall well-being, potentially leading to disengagement from school and increased vulnerability to negative influences. Therefore, it is crucial to implement targeted interventions that address the specific needs of low-income students and provide them with the necessary support and opportunities to succeed academically and thrive personally.	This action has been created to address student engagement and student outcomes. Academic research indicates that an increased understanding and academic growth can come as a result of reteaching, scaffolding, and implementation of intervention strategies where immediate feedback and instruction can occur. We will employ instructional aides to support students that are low-income helping them develop their potential and meet these needs. Research has also proven that access to after school programs and sports increase students self esteem, health, keeps them safe, and keeps them away from criminal activity. School leaders will develop an athletic program that has proven to help students that are low- income and/or English learners maintain a GPA that is above a 2.0. The school will also coordinate a senior retreat that has shown to help low income students with self esteem, empowerment, and skills that will support them to and through college.	**1.3** CAASPP ELA: % met/exceeded standards for SED **1.4** CAASPP ELA: % distance from standard for SED **1.5** CAASPP Math: % met/exceeded standards for SED **1.6** CAASPP Math: % distance from standard for SED

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	An analysis of the 2024 CA Dashboard underscores the ongoing need for targeted academic support in English Language Arts (ELA) and Mathematics, especially for socioeconomically disadvantaged students. While 62% met proficiency in ELA with a DFS of +30, only 38% met proficiency in Math, with a DFS of -52. These outcomes highlight the continued importance of academic intervention and differentiated instructional strategies, particularly in mathematics, to close achievement gaps and ensure equitable access to high-quality learning for all students.		

Insert or delete rows, as necessary.

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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Insert or delete rows, as necessary.

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

Not applicable

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.

Central City Value is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to recruit and maintain the number of staff providing direct services to students through the following action(s):

Action 1.9: Additional faculty certificated in Language Arts (2) , Math(2) , Social Studies (2) and science(2) to reduce student to teacher ratio.

Additional Paraprofessionals (4) to provide students with extended support in Language Arts, Math, and Science.

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	N/A for charter schools	N/A for charter schools
Staff-to-student ratio of certificated staff providing direct services to students	N/A for charter schools	N/A for charter schools

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 5,630,546	$ 2,133,301	37.888%	0.000%	37.888%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,380,157	$ 1,654,625	$ 10,000	$ 447,858	$ 9,492,640.14	$ 5,159,444	$ 4,333,196

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	Hire Certificated Faculty	All	No	LEA-wide	All	K-8 School	Ongoing	$ 2,503,790	$ 1,530	$ 1,712,254	$ 756,769	$ -	$ 36,298	$ 2,505,320	0.000%
1	1.2	Purchase Standards Based Curriculum	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 225,000	$ 225,000	$ -	$ -	$ -	$ 225,000	0.000%
1	1.3	Provide Employee Benefits	All	No	LEA-wide	All	K-8 School	Ongoing	$ 797,604	$ -	$ 615,660	$ 132,866	$ -	$ 49,077	$ 797,604	0.000%
1	1.4	Provide Professional Development Opportunities	Low Income, Foster Youth, E	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 48,961	$ 37,491	$ 11,470	$ -	$ -	$ 48,961	0.000%
1	1.5	Provide Access to Substitutes	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 173,910	$ 173,910	$ -	$ -	$ -	$ 173,910	0.000%
1	1.6	Purchase and Maintain Technology	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 178,743	$ 178,743	$ -	$ -	$ -	$ 178,743	0.000%
1	1.7	Assessment & Student Information System	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 46,693	$ 46,693	$ -	$ -	$ -	$ 46,693	0.000%
1	1.8	Purchase Materials, Supplies and Equipment	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 102,762	$ 93,519	$ 9,244	$ -	$ -	$ 102,762	0.000%
1	1.9	Implement Services for Students Who are Low Income	Foster Youth, English learner	Yes	LEA-wide	All	K-8 School	Ongoing	$ 944,989	$ -	$ 673,945	$ 242,339	$ -	$ 28,705	$ 944,989	0.000%
1	1.10	Implement Services for students who are English Learners	English learner (EL)	Yes	LEA-wide	All	K-8 School	Ongoing	$ 97,157	$ -	$ 42,890	$ 37,196	$ -	$ 17,070	$ 97,157	0.000%
1	1.11	Implement Services for Students in Special Education	Student with Disabilities (SW	No	LEA-wide	All	K-8 School	Ongoing	$ 38,863	$ 458,985	$ 68,149	$ 310,172	$ -	$ 119,527	$ 497,848	0.000%
2	2.1	Deliver Homeless and Foster Youth Support Services	Foster Youth, Low Income	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.2	Implement After School and Sports Services	Low Income	Yes	LEA-wide	All	K-8 School	Ongoing	$ 176,276	$ 211,959	$ 388,235	$ -	$ -	$ -	$ 388,235	0.000%
2	2.3	Hire Paraprofessionals	All	Yes	LEA-wide	All	K-8 School	Ongoing	$ 26,540	$ -	$ 26,540	$ -	$ -	$ -	$ 26,540	0.000%
2	2.4	Provide Student Activity Opportunities	Low Income	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 234,703	$ 234,703	$ -	$ -	$ -	$ 234,703	0.000%
2	2.5	Implement Nutrition Program	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 206,482	$ 10,324	$ 43,361	$ -	$ 152,797	$ 206,482	0.000%
2	2.6	Provide Parent Engagement Opportunities	Low Income	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 7,959	$ 7,959	$ -	$ -	$ -	$ 7,959	0.000%
2	2.7	Implement Summer School	English learner (EL), Foster Y	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	Low Income, Foster Youth, Ei	Yes	LEA-wide	All	K-8 School	Ongoing	$ -	$ 852,905	$ 852,905	$ -	$ -	$ -	$ 852,905	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Low Income, Foster Youth, Ei	Yes	LEA-wide	All	K-8 School	Ongoing	$ 509,589	$ -	$ 368,497	$ 96,709	$ -	$ 44,383	$ 509,589	0.000%
2	2.10	Attendance Support	All	No	LEA-wide	All	K-8 School	Ongoing	$ 64,637	$ -	$ 64,637	$ -	$ -	$ -	$ 64,637	0.000%
3	3.1	Maintain and Repair Facilities	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 944,009	$ 944,009	$ -	$ -	$ -	$ 944,009	0.000%
3	3.2	Maintain Memberships with Community Partners	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 314,532	$ 300,032	$ 14,500	$ -	$ -	$ 314,532	0.000%
3	3.3	Purchase Office Supplies	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 241,034	$ 241,034	$ -	$ -	$ -	$ 241,034	0.000%
3	3.4	Develop or Maintain Student Recruitment Strategies	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 72,828	$ 72,828	$ -	$ -	$ -	$ 72,828	0.000%
3	3.5	Implement Personnel Appreciation Strategies	All	No	LEA-wide	All	K-8 School	Ongoing	$ -	$ 10,200	$ 200	$ -	$ 10,000	$ -	$ 10,200	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,630,546	$ 2,133,301	37.888%	0.000%	37.888%	$ 2,633,164	0.000%	46.766%	Total:	$ 2,633,164
								LEA-wide Total:	$ 2,633,164
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Provide Professional Development Opportunities	Yes	LEA-wide	All	K-8 School	$ 37,491	0.000%
1	1.9	Implement Services for Students Who are Low Income	Yes	LEA-wide	All	K-8 School	$ 673,945	0.000%
1	1.10	Implement Services for students who are English Learners	Yes	LEA-wide	All	K-8 School	$ 42,890	0.000%
2	2.2	Implement After School and Sports Services	Yes	LEA-wide	All	K-8 School	$ 388,235	0.000%
2	2.3	Hire Paraprofessionals	Yes	LEA-wide	All	K-8 School	$ 26,540	0.000%
2	2.4	Provide Student Activity Opportunities	Yes	LEA-wide	All	K-8 School	$ 234,703	0.000%
2	2.6	Provide Parent Engagement Opportunities	Yes	LEA-wide	All	K-8 School	$ 7,959	0.000%
2	2.8	Create a Safe, Healthy, and Wellness Climate	Yes	LEA-wide	All	K-8 School	$ 852,905	0.000%
2	2.9	Provide Classified Personnel, Equipment, and Materials for Low Income Student Engagement Services	Yes	LEA-wide	All	K-8 School	$ 368,497	0.000%

2024-25 Annual Update Expenditure Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,599,709.07	$ 9,810,754.00

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	Hire Certificated Faculty	No	$ 2,349,419	$ 2,306,397
1	2	Purchase Standards Based Curriculum	No	$ 240,800	$ 168,000
1	3	Provide Employee Benefits	No	$ 1,119,878	$ 1,194,177
1	4	Provide Professional Development Opportunities	Yes	$ 63,201	$ 48,001
1	5	Provide Access to Substitutes	No	$ 70,000	$ 170,500
1	6	Purchase and Maintain Technology	No	$ 168,272	$ 150,003
1	7	Assessment & Student Information System	No	$ 45,778	$ 45,778
1	8	Purchase Materials, Supplies and Equipment	No	$ 100,747	$ 80,731
1	9	Implement Services for Students Who are Low Income	Yes	$ 1,152,432	$ 1,166,358
1	10	Implement Services for students who are English Learners	Yes	$ 100,864	$ 100,864
1	11	Implement Services for Students in Special Education	No	$ 543,858	$ 491,257
2	1	Deliver Homeless and Foster Youth Support Services	No	$ -	$ -
2	2	Implement After School and Sports Services	Yes	$ 335,216	$ 410,930
2	3	Hire Paraprofessionals	No	$ 368,450	$ 347,605
2	4	Provide Student Activity Opportunities	Yes	$ 181,525	$ 230,101
2	5	Implement Nutrition Program	No	$ 200,303	$ 200,303
2	6	Provide Parent Engagement Opportunities	Yes	$ 7,803	$ 7,803
2	7	Implement Summer School	No	$ -	$ -
2	8	Create a Safe, Healthy, and Wellness Climate	No	$ -	$ -
2	9	Provide Classified Personnel, Equipment, and Materials for Low Income Student	Yes	$ 262,245	$ 262,245
2	10	Attendance Support	No	$ 30,000	$ 30,000
3	1	Maintain and Repair Facilities	No	$ 877,036	$ 944,041
3	2	Maintain Memberships with Community Partners	No	$ 1,083,184	$ 1,174,263
3	3	Purchase Office Supplies	No	$ 223,220	$ 199,997
3	4	Develop or Maintain Student Recruitment Strategies	No	$ 71,400	$ 71,400
3	5	Implement Personnel Appreciation Strategies	No	$ 4,080	$ 10,000

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,092,858	$ 2,083,835	$ 2,226,302	$ (142,467)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	4	Provide Professional Development Opportunities	Yes	$ 43,751	$ 48,001.00	0.00%	0.00%
1	9	Implement Services for Students Who are Low Income	Yes	$ 1,152,432	$ 1,166,358.00	0.00%	0.00%
1	10	Implement Services for students who are English Learners	Yes	$ 100,864	$ 100,864.00	0.00%	0.00%
2	2	Implement After School and Sports Services	Yes	$ 335,216	$ 410,930.00	0.00%	0.00%
2	4	Provide Student Activity Opportunities	Yes	$ 181,525	$ 230,101.00	0.00%	0.00%
2	6	Provide Parent Engagement Opportunities	Yes	$ 7,803	$ 7,803.00	0.00%	0.00%
2	9	Provide Classified Personnel, Equipment, and	Yes	$ 262,245	$ 262,245.00	0.00%	0.00%

2024-25 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)
$ 5,506,074	$ 2,092,858	0.00%	38.01%	$ 2,226,302	0.00%	40.43%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) and 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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024