LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Chatsworth Charter High School & G-STEAM Magnet Center

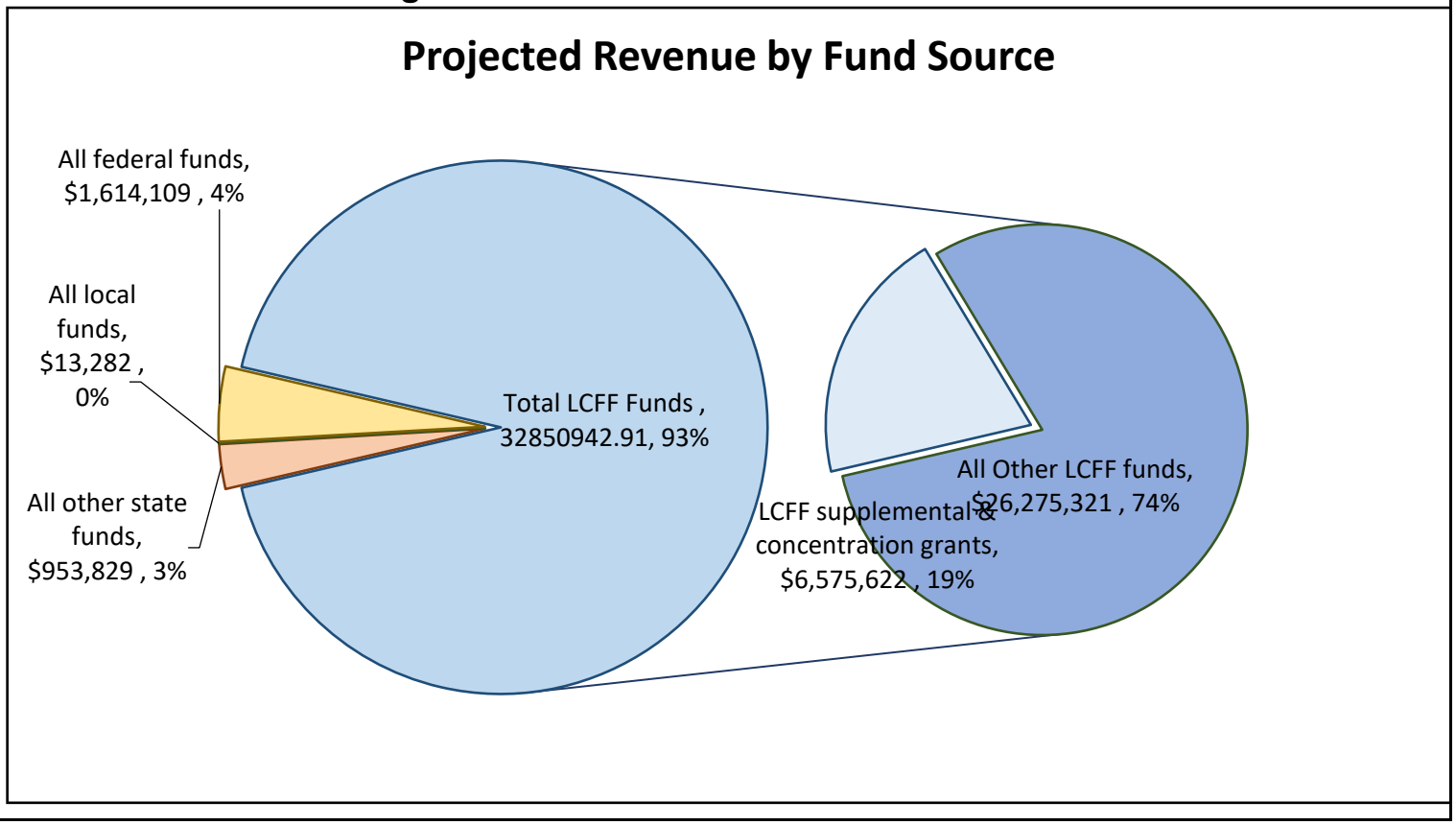
CDS Code: 19647331931708

School Year: 2026-27

LEA contact information: Debra McIntyre-Sciarrino, Principal; dsm1828@lausd.net

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

Budget Overview for the 2026-27 School Year

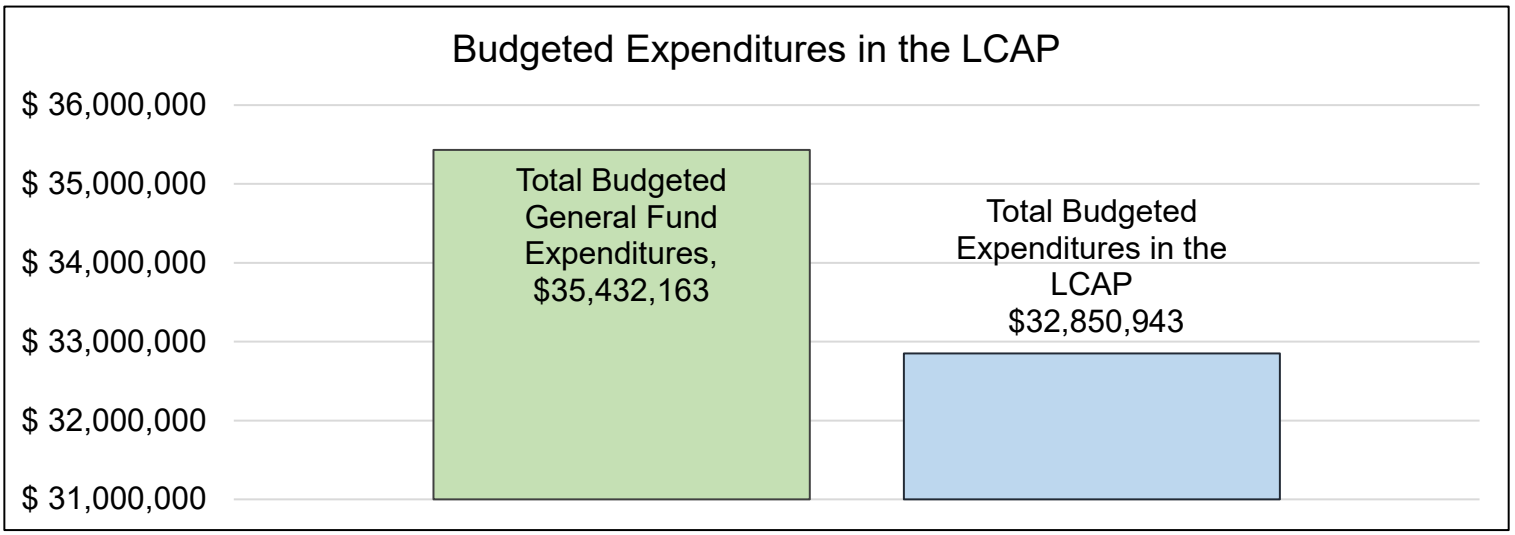


This chart shows the total general purpose revenue Chatsworth Charter High School & G-STEAM Magnet Center expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chatsworth Charter High School & G-STEAM Magnet Center is $35,432,162.91, of which $32,850,942.91 is Local Control Funding Formula (LCFF), $953,829.00 is other state funds, $13,282.00 is local funds, and $1,614,109.00 is federal funds. Of the $32,850,942.91 in LCFF Funds, $6,575,621.80 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chatsworth Charter High School & G-STEAM Magnet Center plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chatsworth Charter High School & G-STEAM Magnet Center plans to spend $35,432,162.91 for the 2026-27 school year. Of that amount, $32,850,942.91 is tied to actions/services in the LCAP and $2,581,220.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

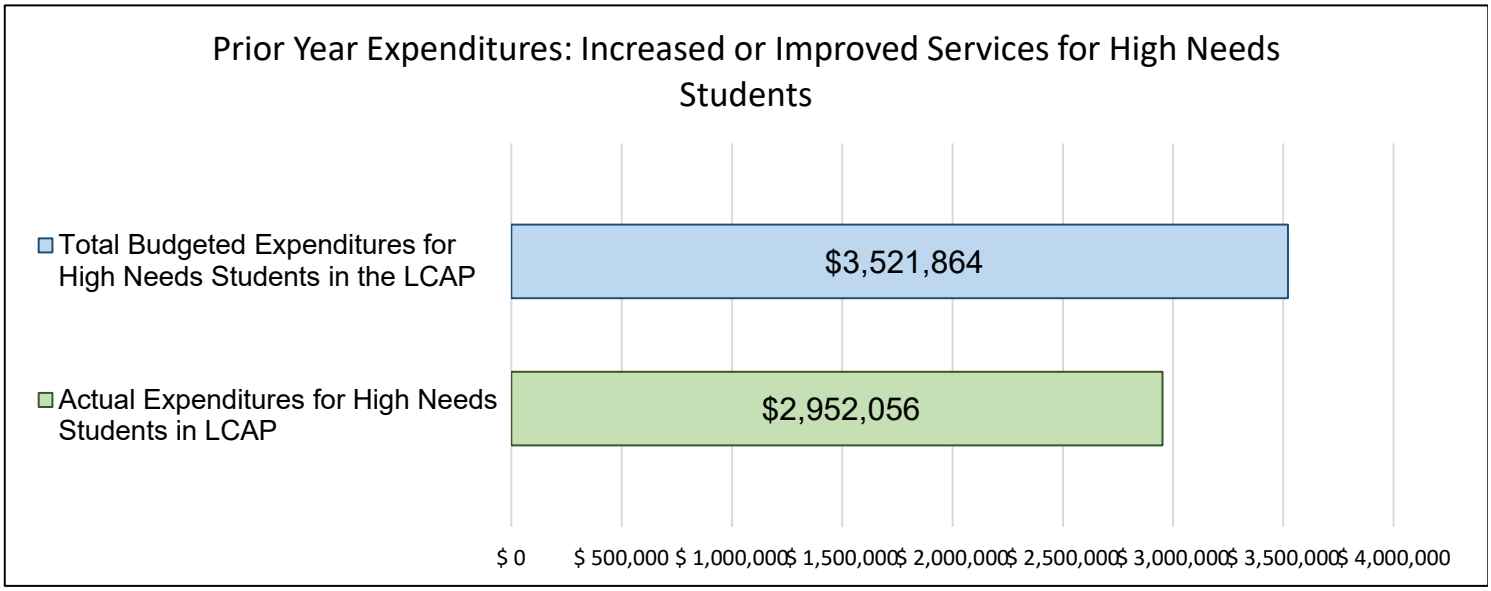
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Chatsworth Charter High School & G-STEAM Magnet Center is projecting it will receive $6,575,621.80 based on the enrollment of foster youth, English learner, and low-income students. Chatsworth Charter High School & G-STEAM Magnet Center must describe how it intends to increase or improve services for high needs students in the LCAP. Chatsworth Charter High School & G-STEAM Magnet Center plans to spend $6,575,621.80 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Chatsworth Charter High School & G-STEAM Magnet Center budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chatsworth Charter High School & G-STEAM Magnet Center estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Chatsworth Charter High School & G-STEAM Magnet Center's LCAP budgeted $3,521,864.00 for planned actions to increase or improve services for high needs students. Chatsworth Charter High School & G-STEAM Magnet Center actually spent $2,952,056.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $569,808.00 had the following impact on Chatsworth Charter High School & G-STEAM Magnet Center's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chatsworth Charter High School & G-STEAM Magnet Center	Debra McIntyre-Sciarrino, Principal	dsm1828@lausd.net; 818-678-3400

Plan Summary [2026-27]

General Information

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

What sets **Chatsworth Charter High School & G-STEAM Magnet Center** (CCHS) apart from other schools? Students are not a number; they are individuals with endless potential. Our staff provides opportunities to fulfill their goals. Students are encouraged and supported to participate in various programs such as Key Club, Link Crew, student council, band, drill team, Chatsworth Charter News, Athletics, Model United Nations, and other student-led clubs and organizations.

Along with our G+ Steam Magnet and School for Advanced Studies, we have 9 Career Technology Education(CTE) Pathways, which include: Food Service and Hospitality; Professional Theatre, Film/Television Production; Machine and Forming Technology; Systems Programming; Graphic Design; Animation; Networking; and Games and Simulations. Through our partnership with LA Pierce College, LA MIssion College, and LA Valley College we offer a robust Dual Enrollment program.

Chatsworth Charter High School & G-STEAM Magnet Center is a place where students become college and career-ready by being effective collaborators, communicators, and self-driven individuals. Students practice leadership skills, express themselves creatively and artistically, cultivate an innovative mind, be college and career focused, compete academically, and, most importantly, feel welcomed.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 1 area where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023, 2024 and 2025 CA Dashboard indicators in the lowest rating:

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	English Learners
College/Career	N/A	Hispanic, Socioeconomically Disadvantaged	N/A
English Language Arts	English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities	N/A	English Learners
Mathematics	Hispanic, Socioeconomically Disadvantaged	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

English Language Arts (ELA): State-level data for 2025 shows that EL students remained in the Red (lowest) category, scoring approximately 99.3 points below standard, declining 13.9 points. At CCHS, while the school average often falls in the Medium range, EL students have historically scored significantly lower than their peers.

Graduation Rate: Although the overall 2025 graduation rate for CCHS is a high 93.2%, the EL subgroup (67.6% graduated), a decline of 24.3%, represents a critical area for focus as these students often face higher barriers to meeting the graduation requirements compared to the general student population.

Strategies

Credit Recovery & Graduation Support: CCHS provides dedicated credit recovery options specifically designed to help students who have fallen behind, such as EL to catch up and graduate on time. iREADY formative assessments are administered 3 times a year and weekly students are engaging in the

iREADY personalized tutorials. School-wide teachers have increased the use of close reading of informational text, focus on claim based evidence and reasoning in written responses, and increased use of academic vocabulary.

Extended Learning: After-school tutoring programs are available to provide extra academic help for mastering ELA concepts and preparing for state exams.

Social-Emotional & Counseling Advocacy: The school maintains a lower counselor-to-student ratio than LAUSD provided NORM to provide intensive social-emotional support, which is critical for engaging EL students and reducing barriers to academic success.

Parental Engagement (ELAC): The English Learner Advisory Committee (ELAC) actively collaborates with the School Site Council to review and advise on the SPSA, ensuring that ELs'specific needs are prioritized in the school's budget and programming.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Chatsworth Charter & G+ STEAM Magnet prioritized student engagement to develop the LCAP through a variety of student leadership opportunities. Including the Chatsworth Charter Local School Leadership Council, School Site Council, and the Principal's Student Advisory Committee.
Parents	Our parents had several opportunities to provide their input on the LCAP both in person or virtually. Including Coffee with the Principal, Chatsworth Charter Local School Leadership Council, School Site Council, and English Learners Advisory Committee.
Staff (Certificated and Classified)	Chatsworth staff were afforded several opportunities to provide input on the LCAP. Including Chatsworth Charter Local School Leadership Council, School Site Council, and Instructional Leadership Team.
Community	Chatsworth was privileged to benefit from a high level of community support. School news and highlights were shared via our website, Black Board Connect communication platform, Schoology, social media accounts, marquee, and community meetings.

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

The adopted Local Control and Accountability Plan (LCAP) at Chatsworth Charter High School (CCHS) was influenced by feedback from educational partners through structured engagement with the School Site Council, English Learner Advisory Committee, and PTSA. This collaborative process directly shaped the school's strategic goals and resource allocations for the 2025–2026 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Chatsworth Charter High, provided a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students were inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction was aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education at Chatsworth Charter & G+ STEAM Magnet High School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 95.3% **African American/Black:** 85.7% **Hispanic/Latino:** 94.8% **English Learner:** 83.7% **RFEP:** 97.3% **Standard English Learner:** 95.4% **Students with Disability:** 85.0% **Low Income:** 95.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 95.1% **African American/Black:** 81.8% **Hispanic/Latino:** 95.5% **English Learner:** 91.9% **RFEP:** 96.9% **Standard English Learner:** 94.6% **Students with Disability:** 80.4% **Low Income:** 94.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 93.2% **African American/Black:** 95.7% **Hispanic/Latino:** 92.4% **English Learner:** 67.6% **RFEP:** 96.8% **Standard English Learner:** 96.5% **Students with Disability:** 70.8% **Low Income:** 91.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.0% **African American/Black:** 96.0% **Hispanic/Latino:** 94.0% **English Learner:** 85.0% **RFEP:** 98.0% **Standard English Learner:** 97.0% **Students with Disability:** 83.0% **Low Income:** 96.0%	**All Students:** -2.1% **African American/Black:** +10.0% **Hispanic/Latino:** -2.4% **English Learner:** -16.1% **RFEP:** -0.5% **Standard English Learner:** +1.1% **Students with Disability:** -14.2% **Low Income:** -3.6%
2	**Five-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 94.2% **African American/Black:** 100.0% **Hispanic/Latino:** 93.4% **English Learner:** 68.9% **Students with Disability:** 90.7%	**2023-2024** **All Students:** 95.6% **African American/Black:** 92.9% **Hispanic/Latino:** 94.8% **English Learner:** 83.7% **Students with Disability:** 85.0%	**2024-2025** **All Students:** 95.1% **African American/Black:** 81.8% **Hispanic/Latino:** 95.5% **English Learner:** 91.9% **Students with Disability:** 80.4%	**2025-2026** **All Students:** 96.0% **African American/Black:** 94.0% **Hispanic/Latino:** 96.0% **English Learner:** 92.0% **Students with Disability:** 91.0%	**All Students:** +0.9% **African American/Black:** -18.2% **Hispanic/Latino:** +2.1% **English Learner:** +23.0% **Students with Disability:** -10.3%

		Low Income: 92.9% *Source: Open Data Dashboard*	**Low Income:** 95.8% *Source: Open Data Dashboard*	**Low Income:** 94.4% *Source: Open Data Dashboard*	**Low Income:** 96.0%	**Low Income:** +1.5%
3	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 2.9% **African American/Black:** 0.0% **Hispanic/Latino:** 4.3% **English Learner:** 14.0% **RFEP:** 1.8% **Standard English Learner:** 1.8% **Students with Disability:** 2.5% **Low Income:** 3.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2.1% **African American/Black:** 18.2% **Hispanic/Latino:** 2.5% **English Learner:** 8.1% **RFEP:** 1.0% **Standard English Learner:** 2.7% **Students with Disability:** 2.0% **Low Income:** 2.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 3.3% **African American/Black:** 0.0% **Hispanic/Latino:** 4.7% **English Learner:** 27.0% **RFEP:** 0.8% **Standard English Learner:** 0.7% **Students with Disability:** 4.2% **Low Income:** 3.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 2.0% **African American/Black:** 0.0% **Hispanic/Latino:** 2.0% **English Learner:** 8.0% **RFEP:** 0.0% **Standard English Learner:** 0.1% **Students with Disability:** 1.5% **Low Income:** 2.0%	**All Students:** +0.4% **African American/Black:** 0.0% **Hispanic/Latino:** +0.4% **English Learner:** +13.0% **RFEP:** -1.0% **Standard English Learner:** -1.1% **Students with Disability:** +1.7% **Low Income:** +0.1%
4	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023** **All Students:** 57.6% **African American/Black:** 35.7% **Hispanic/Latino:** 50.2% **English Learner:** 41.9% **RFEP:** 58.9% **Standard English Learner:** 53.2%	**2023-2024** **All Students:** 50.9% **African American/Black:** 45.5% **Hispanic/Latino:** 42.9% **English Learner:** 43.2% **RFEP:** 50.0% **Standard English Learner:** 44.6%	**2024-2025** **All Students:** 57.5% **African American/Black:** 47.8% **Hispanic/Latino:** 44.5% **English Learner:** 27.0% **RFEP:** 49.2% **Standard English Learner:** 55.6%	**2025-2026** **All Students:** 64.0% **African American/Black:** 49.0% **Hispanic/Latino:** 51.0% **English Learner:** 44.0% **RFEP:** 52.0% **Standard English Learner:** 57.0%	**All Students:** -0.1% **African American/Black:** +12.1% **Hispanic/Latino:** -5.7% **English Learner:** -14.9% **RFEP:** -9.7% **Standard English Learner:** +2.4%

		Students with Disability: 30.0% **Low Income:** 55.2% *Source: Open Data Dashboard*	**Students with Disability:** 21.6% **Low Income:** 44.6% *Source: Open Data Dashboard*	**Students with Disability:** 31.2% **Low Income:** 52.1% *Source: Open Data Dashboard*	**Students with Disability:** 33.0% **Low Income:** 64.0%	**Students with Disability:** +1.2% **Low Income:** -3.1%
5	**Career Technical Education (CTE) Completion Rate**	**2022-2023** **All Students:** 5.6% **African American/Black:** 7.1% **Hispanic/Latino:** 6.2% **English Learner:** 2.3% **RFEP:** 6.3% **Standard English Learner:** 6.3% **Students with Disability:** 0% **Low Income:** 6.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 6.1% **African American/Black:** 0% **Hispanic/Latino:** 7.1% **English Learner:** 5.4% **RFEP:** 8.3% **Standard English Learner:** 5.1% **Students with Disability:** 9.8% **Low Income:** 6.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 29.6% **African American/Black:** 17.4% **Hispanic/Latino:** 30.1% **English Learner:** 5.4% **RFEP:** 32.5% **Standard English Learner:** 29.7% **Students with Disability:** 29.2% **Low Income:** 27.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 30.0% **African American/Black:** 18.0% **Hispanic/Latino:** 31.0% **English Learner:** 6.0% **RFEP:** 33.0% **Standard English Learner:** 30.0% **Students with Disability:** 30.0% **Low Income:** 28.0%	**All Students:** +24.0% **African American/Black:** +10.3% **Hispanic/Latino:** +23.9% **English Learner:** +3.1% **RFEP:** +26.3% **Standard English Learner:** +23.5% **Students with Disability:** +29.2% **Low Income:** +20.9%
6	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students:** 3.8% **African American/Black:** 7.1% **Hispanic/Latino:** 4.3% **English Learner:** 2.3% **RFEP:** 3.6%	**2023-2024** **All Students:** 2.8% **African American/Black:** 0.0% **Hispanic/Latino:** 2.0% **English Learner:** 2.7% **RFEP:** 3.1%	**2024-2025** **All Students:** 18.8% **African American/Black:** 4.3% **Hispanic/Latino:** 15.3% **English Learner:** 0.0% **RFEP:** 16.7%	**2025-2026** **All Students:** 19.0% **African American/Black:** 8.0% **Hispanic/Latino:** 16.0% **English Learner:** 3.0% **RFEP:** 17.0%	**All Students:** +15.0% **African American/Black:** -2.8% **Hispanic/Latino:** +11.0% **English Learner:** -2.3% **RFEP:** +13.1%

		Standard English Learner: 4.5% **Students with Disability:** 0.0% **Low Income:** 3.8% *Source: Open Data Dashboard*	**Standard English Learner:** 0.8% **Students with Disability:** 7.8% **Low Income:** 3.2% *Source: Open Data Dashboard*	**Standard English Learner:** 18.2% **Students with Disability:** 20.8% **Low Income:** 16.1% *Source: Open Data Dashboard*	**Standard English Learner:** 19.0% **Students with Disability:** 21.0% **Low Income:** 17.0%	**Standard English Learner:** +13.7% **Students with Disability:** +20.8% **Low Income:** +12.3%
7	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023** **All Students:** 54.8% **African American/Black:** 9.1% **Hispanic/Latino:** 49.0% **English Learner:** 52.2% **RFEP:** 53.1% **Standard English Learner:** 44% **Low Income:** 53.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 61.8% **African American/Black:** 41.2% **Hispanic/Latino:** 57.0% **English Learner:** 56.3% **RFEP:** 58.6% **Standard English Learner:** 57.8% **Low Income:** 54.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 61.6% **African American/Black:** 54.5% **Hispanic/Latino:** 53.3% **English Learner:** No Data **RFEP:** 59.7% **Standard English Learner:** 49.8% **Low Income:** 54.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 65.0% **African American/Black:** 55.0% **Hispanic/Latino:** 61.0% **English Learner:** 60.0% **RFEP:** 62.0% **Standard English Learner:** 50.0% **Low Income:** 56.0%	**All Students:** +6.8% **African American/Black:** +45.4% **Hispanic/Latino:** +4.3% **English Learner:** ±0 **RFEP:** +6.6% **Standard English Learner:** +5.8% **Low Income:** +1.6%
8	**11th Graders Prepared for College-Level English**	**2022-2023** **All Students:** 19.0% **African American/Black:** 14.3% **Hispanic/Latino:** 9.9% **RFEP:** 13.5%	**2023-2024** **All Students:** 24.4% **African American/Black:** 9.5% **Hispanic/Latino:** 16.6% **RFEP:** 23.1%	**2024-2025** **All Students:** 23.1% **African American/Black:** 20.0% **Hispanic/Latino:** 16.1% **RFEP:** 16.7%	**2025-2026** **All Students:** 25.0% **African American/Black:** 21.0% **Hispanic/Latino:** 17.0% **RFEP:** 24.0%	**All Students:** +4.1% **African American/Black:** +20.0% **Hispanic/Latino:** +6.2% **RFEP:** +3.2%

		Standard English Learner: 13.7% **Low Income:** 10.6% *Source: Open Data Dashboard*	**Standard English Learner:** 17.4% **Low Income:** 19.7% *Source: Open Data Dashboard*	**Standard English Learner:** 20.5% **Low Income:** 19.0% *Source: Open Data Dashboard*	**Standard English Learner:** 22.0% **Low Income:** 20.0%	**Standard English Learner:** +6.8% **Low Income:** +8.4%
9	**11th Graders Prepared for College-Level Mathematics**	**2022-2023** **All Students:** 9.2% **African American/Black:** 0.0% **Hispanic/Latino:** 3.3% **RFEP:** 7.5% **Standard English Learner:** 2.9% **Low Income:** 3.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 14.2% **African American/Black:** 4.8% **Hispanic/Latino:** 4.8% **RFEP:** 7.3% **Standard English Learner:** 10.1% **Low Income:** 8.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 16.0% **African American/Black:** 6.7% **Hispanic/Latino:** 11.4% **RFEP:** 11.1% **Standard English Learner:** 13.2% **Low Income:** 12.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 17.0% **African American/Black:** 8.0% **Hispanic/Latino:** 12.0% **RFEP:** 12.0% **Standard English Learner:** 14.0% **Low Income:** 14.0%	**All Students:** +6.8% **African American/Black:** +6.7% **Hispanic/Latino:** +8.1% **RFEP:** -+3.6% **Standard English Learner:** +10.3% **Low Income:** +9.5%
10	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11**	**2022-2023** **All Students:** -41.3 **African American/Black:** -97.9 **Hispanic/Latino:** -76.7 **English Learner:** -186.4 **RFEP:** -51.3 **Standard English Learner:** -61.4 **Students with Disability:**	**2023-2024** **All Students:** 5.6 **African American/Black:** -24.4 **Hispanic/Latino:** -23.5 **English Learner:** -144 **RFEP:** 9.6 **Standard English Learner:** -16.3 **Students with Disability:**	**2024-2025** **All Students:** -1.9 **African American/Black:** -23.2 **Hispanic/Latino:** -29.4 **English Learner:** -142.9 **RFEP:** -5.7 **Standard English Learner:** -20.3 **Students with Disability:**	**2025-2026** **All Students:** 8.0 **African American/Black:** -19.0 **Hispanic/Latino:** -18.0 **English Learner:** -80.0 **RFEP:** 8.0 **Standard English Learner:** 6.0 **Students with Disability:**	**All Students:** +39.4 **African American/Black:** +74.7 **Hispanic/Latino:** +47.3 **English Learner:** +43.5 **RFEP:** +45.6 **Standard English Learner:** +41.1 **Students with Disability:**

		-185.8 **Low Income:** -70.8 *Source: Open Data Dashboard*	-117.8 **Low Income:** -6.8 *Source: Open Data Dashboard*	-78.6 **Low Income:** -19.9 *Source: Open Data Dashboard*	-70.0 **Low Income:** 7.0	+107.2 **Low Income:** +50.9
11	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023** **All Students:** -103.2 **African American/Black:** -182.7 **Hispanic/Latino:** -137.5 **English Learner:** -226.3 **RFEP:** -107.5 **Standard English Learner:** -133.3 **Students with Disability:** -195.7 **Low Income:** -130.7 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -68.5 **African American/Black:** -104.4 **Hispanic/Latino:** -109.1 **English Learner:** -178.7 **RFEP:** -80.6 **Standard English Learner:** -91.8 **Students with Disability:** -164.2 **Low Income:** -86.5 *Source: Open Data Dashboard*	**2024-2025** **All Students:** -55.3 **African American/Black:** -113.7 **Hispanic/Latino:** -83.9 **English Learner:** -157.9 **RFEP:** -71.1 **Standard English Learner:** -74.0 **Students with Disability:** -103.2 **Low Income:** -73.3 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -53.0 **African American/Black:** -101.0 **Hispanic/Latino:** -80.0 **English Learner:** -140.0 **RFEP:** -69.0 **Standard English Learner:** -70.0 **Students with Disability:** -100.0 **Low Income:** -70.0	**All Students:** +47.9 **African American/Black:** +69.0 **Hispanic/Latino:** +53.6 **English Learner:** +68.4 **RFEP:** +36.4 **Standard English Learner:** +59.3 **Students with Disability:** +92.5 **Low Income:** +57.4
12	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023** **All Students:** 25.8% **African American/Black:** 16.7% **Hispanic/Latino:** 18.0% **English Learner:** 0.0% **RFEP:** 22.4%	**2023-2024** **All Students:** 26.4% **African American/Black:** 10% **Hispanic/Latino:** 17.7% **English Learner:** 0.0% **RFEP:** 21.2%	**2024-2025** **All Students:** 26.9% **African American/Black:** 12.5% **Hispanic/Latino:** 17.4% **English Learner:** 5.0% **RFEP:** 21.4%	**2025-2026** **All Students:** 27.0% **African American/Black:** 13.0% **Hispanic/Latino:** 19.0% **English Learner:** 6.0% **RFEP:** 22.0%	**All Students:** +1.1% **African American/Black:** +12.5% **Hispanic/Latino:** -0.6% **English Learner:** +5.0% **RFEP:** -1.0%

		Standard English Learner: 19.8% **Students with Disability:** 6.9% **Low Income:** 16.4% *Source: Open Data Dashboard*	**Standard English Learner:** 21.2% **Students with Disability:** 6.1% **Low Income:** 21.9% *Source: Open Data Dashboard*	**Standard English Learner:** 20.5% **Students with Disability:** 5.9% **Low Income:** 21.2% *Source: Open Data Dashboard*	**Standard English Learner:** 22.0% **Students with Disability:** 7.0% **Low Income:** 23.0%	**Standard English Learner:** +0.7% **Students with Disability:** -1.0% **Low Income:** +4.8%
13	**English Learner Reclassification Rate**	**2022-2023 All Students:** 16.2% *Source: Open Data Dashboard*	**2023-2024 All Students:** 10.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 20.6% *Source: Open Data Dashboard*	**2025-2026 All Students:** 22.0%	**All Students:** +4.4%
14	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** 51.8% *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data *Source: Open Data Dashboard*	**2024-2025 All Students:** 54.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 55.0%	**All Students:** +2.2%
15	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023 All Students:** 9.5% **Hispanic/Latino:** 8.8% **Low Income:** 9.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 15.8% **Hispanic/Latino:** 14.2% **Low Income:** 15.8% *Source: Open Data Dashboard*	**2024-2025 All Students:** 16.7% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026 All Students:** 17.0% **Hispanic/Latino:** 16.0% **Low Income:** 17.0%	**All Students:** +7.2% **Hispanic/Latino:** ±0 **Low Income:** ±0
16	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023 All Students:** 80.6% **African American/Black:** 87.0% **Hispanic/Latino:** 87.2% **RFEP:** 84.4%	**2023-2024 All Students:** 76.3% **African American/Black:** 78.3% **Hispanic/Latino:** 84.8% **RFEP:** 78.6%	**2024-2025 All Students:** 77.3% **African American/Black:** 78.9% **Hispanic/Latino:** 83.6% **RFEP:** 83.6%	**2025-2026 All Students:** 78.3% **African American/Black:** 80.3% **Hispanic/Latino:** 86.8% **RFEP:** 85.0%	**All Students:** -3.3% **African American/Black:** -8.1% **Hispanic/Latino:** -3.6% **RFEP:** -0.8%

		Standard English Learners: 86.5% **Low Income:** 83.7% *Source: Open Data Dashboard*	**Standard English Learners:** 81.3% **Low Income:** 79.8% *Source: Open Data Dashboard*	**Standard English Learners:** 79.4% **Low Income:** 78.1% *Source: Open Data Dashboard*	**Standard English Learners:** 83.3% **Low Income:** 81.8%	**Standard English Learners:** -7.1% **Low Income:** -5.6%
17	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023 All Students:** 62.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** N/A *Source: Open Data Dashboard*	**2024-2025 All Students:** N/A *Source: Open Data Dashboard*	**2025-2026 All Students:** 65.0%	**All Students:** ±0
18	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023 All Students:** 36.3% **African American/Black:** 33.3% **Hispanic/Latino:** 33.6% **RFEP:** 34.5% **Standard English Learners:** 30.6% **Low Income:** 32.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 72.9% **African American/Black:** 70% **Hispanic/Latino:** 74% **RFEP:** 70% **Standard English Learners:** 76.5% **Low Income:** 70.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 74.0% **African American/Black:** 78.6% **Hispanic/Latino:** 74.0% **RFEP:** 73.8% **Standard English Learners:** 76.3% **Low Income:** 75.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 75.0% **African American/Black:** 80.0% **Hispanic/Latino:** 75.0% **RFEP:** 74.0% **Standard English Learners:** 77.0% **Low Income:** 76.5%	**All Students:** +37.7% **African American/Black:** +45.3% **Hispanic/Latino:** +40.4% **RFEP:** +39.3% **Standard English Learners:** +45.7% **Low Income:** +42.5%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **Career Technical Education**	Chatsworth Charter High School implemented targeted supports to strengthen Career Technical Education (CTE) pathway completion and college and career readiness by taking the following action steps. 1. Prioritized academic and career counseling for CTE students. 2. Initiated Teacher-Led WBL internship opportunities. 3. Partnered with Pierce College to begin CTE dual enrollment. 4. Problem-Solving Coordinator supported CTE teachers in modeling the 12 Essential Elements of a High Quality College and Career Pathway throughout the school year.
Action 2 **Transition Services**	Chatsworth Charter High School implemented coordinated transition services to support Students with Disabilities (SWD) in becoming college and career ready after graduation by taking the following action steps. 1. Assigned Inclusion/RSP teachers to ELA and math teachers as per the students' Individual Education Plans. 2. Inclusion/RSP teachers and General Education teachers shared a conference period to provide time for common planning. 3. Department of Transition Services Teacher worked with 12th graders in transition from LAUSD to College and Career by meeting individually with students and parents, and through the IEP process. 4. Planned Professional Development sessions with Inclusion/RSP and General Education teachers focusing on best practices to support Students with Disabilities in the General Education setting.
Action 3 **General Fund School Program**	Chatsworth Charter High School implemented a range of general fund–supported programs designed to improve academic outcomes and address the needs of the whole child by taking the following action steps 1. Class size reduction. 2. Enhanced counseling by providing more comprehensive, data-driven, culturally responsive services that address the "whole child" by focusing on academic, career, and social-emotional development. 3. Extended learning opportunities that improve positive academic outcomes 4. Offered multiple programs that provide specialized, rigorous coursework that challenge and support a diverse student body. 5. Implemented various support systems to help students stay on track and receive the assistance they need.

Action 4 **Magnet Program**	Chatsworth Charter High School G+STEAM Magnet implemented a focused curriculum, robust student support programs, and college and career readiness initiatives by taking the following action steps.
Action 5 **Special Education Supports**	Chatsworth Charter High School implemented targeted Special Education supports by taking the following action steps. 1. Addressed the transitional challenges associated with the mathematics curriculum (Illustrative Mathematics) 2. Special Education staff participated in ongoing professional development sessions throughout the 2025-2026 school year. The training focused on evidence-based instructional strategies tailored to better support students with disabilities in the classroom. 3. Used a multi-tiered system of support and inclusion strategies to help students with disabilities succeed. 4. Used data-driven instructional practices to meet students' Individualized Education Programs (IEPs) and 504 plans.
Action 6 **Class Size Reduction and School-Level Supports for Personalized Learning Interventions**	Chatsworth Charter High School implemented a targeted strategy to create a more supportive and engaging academic environment by taking the following action steps. 1. Class Size Reduction in Mathematics and English Language Arts (ELA). 2. An array of support services for personalizing learning interventions, including a comprehensive counseling program for all grade levels. 3. Lowered our student-to-counselor ratio, to offer specialized guidance to our Magnet, EL, and Low-income and homeless students.
Action 7 **Charter Supplemental A-G Interventions**	Chatsworth Charter High School implemented coordinated Charter Supplemental A–G interventions to support all students including English Learners', low income, foster and homeless youth,academic progress, reclassification, and graduation outcomes by taking the following action steps: Provided coordinated and collaborative academic support: 1. Having our Targeted Student Population (TSP) coordinator work directly with both designated and integrated English Language Development classroom teachers and assistants. 2. The school provided designated English Language Development (ELD) instruction. 3. Aligned curriculum with state standards. 4. The school's ELD team will promoted rigorous expectations for all English Learners. Implemented effective monitoring and data-driven practices: 1. Employed continuous monitoring of student progress. 2. Implemented improved tracking systems for students in need of extra support.

	3. Utilized data from assessments like the English Language Proficiency Assessments for California (ELPAC) and the SBAC. Implemented and inclusive and supportive environment: 1. Ensured that more ELs are on track for higher education. 2. Offered programs like after-school, Saturday, and online classes to help students recover credits to meet graduation requirements. 3. Created a welcoming and inclusive environment where all students felt valued and supported through Culturally and Linguistically Responsive Practices (CLRP). 4. Encouraged active family involvement.
Action 8 **Supplemental Early Education**	Supplemental Early Education action has been discontinued and will not be reported in the 2026-27 LCAP.
Action 9 **Black Student Achievement Plan**	Chatsworth Charter High School implemented targeted academic and social-emotional supports through its Black Student Achievement Plan (BSAP) to address achievement gaps and strengthen college and career readiness for African American youth by taking the following action steps: 1. Grouped BSAP students by grade level into dedicated advisory periods. 2. Used diagnostic data to inform their multi-tiered support structures. 3. Provided enrichment opportunities that offered hands-on, project-based learning. 4. Offered after-school tutoring programs to provide additional academic support. 5. Created honors and advanced course development plans to support BSAP students. 6. Ensured students have access to the resources necessary for college and career readiness. 7. Provided holistic support through additional counseling, restorative justice programs, and cultural activities.
Action 10 **SENI Investments towards Academic Excellence**	Chatsworth Charter High School implemented SENI-funded initiatives to sustain strong graduation outcomes and improve academic achievement across student groups by taking the following action steps: 1. Directed resources toward strengthening instructional programs in English Language Arts, mathematics, Advanced Placement, and English Learner supports to maintain positive performance trends and address identified gaps. 2. Targeted supports in mathematics through focused instructional strategies and data-informed interventions to improve student proficiency. 3. Expanded AP access and participation through counseling, course planning, and academic supports. 4. Implemented coordinated English Learner supports through daily designated and integrated EL instruction.

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

No material differences.

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

Action	Metrics/Data	Effectiveness
Action 1 **Career Technical Education**	California Dashboard (Source) Completion of One CTE Pathway + Met Graduation Requirements 2024-2025 128 students (30%) 2023-2024 21 students (6.4%) Met A-G (UC/CSU) + Completed CTE Pathway 2024-2025 81 students (19%) 2023-2024 9 students (2.8%)	To improve our effectiveness in preparing our students to be College and Career Ready, we focused on our Career Technical Education (CTE) completion rate at Chatsworth Charter High School by initiating the following: 1. Prioritized academic and career counseling for CTE students. A dedicated CTECounselor was hired to help students program a CTE pathway of interest, followed up with CTE student academic performance, and promoted and encouraged pathway completion required by the program. 2. We have initiated Teacher-Led WBL internship opportunities this Fall with theCTE-LL Team. Also, we have increased field trip opportunities and industry guest speakers promoting student interest and engagement. 3. We partnered with Pierce College to begin our first CTE dual enrollment program with the Video Production Pathway. 4. The Problem-Solving Coordinator supported CTE teachers in modeling the 12 Essential Elements of a High Quality College and Career Pathway.
Action 2 **Transition Services**	Open Data Dashboard (Source) SWD % Transition (80% in GED) 2024-2025 77.3% 2023-2024 76.3% 2022/2022 80.6%	We have demonstrated a positive trend in transitioning our Students With Disabilities(SWD) to be college and career ready after graduation. The following actions have contributed to our improvement: 1.Inclusion/RSP teachers are assigned to ELA and math teachers as per the students'Individual Education Plans. 2.Inclusion/RSP teachers and General Education teachers share a conference period to provide time for common planning. 3.The Department of Transition Services Teacher worked with 12th graders in transition from LAUSD to College and Career by meeting individually with students and parents,and through the IEP process 4.Three Professional Development and monthly Special Education Team PD sessions with Inclusion/RSP and General Education teachers focusing on best practices to support Students with Disabilities in General Education setting.

Action 3 **General Fund School Program**	California Dashboard (Source) Graduation Rates 2025 - 93.2% 2024 - 95.1% 2023 - 95.3% AP Board (Source) Advanced Placement(AP) Exams with a Score of 3 or Higher 2024-2025 60.7% (1186 exams - 555 students) 2023-2024 61.1% (839 exams - 433 students) Whole Child-Source Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade11 2024-2025 -1.9 2023-2024 6.4 2022-2023 -43.3 Whole Child-Source Smarter Balanced	Chatsworth Charter High School's improved academic performance, as reflected by the latest metrics and data, which attributed to a combination of targeted programs and support systems for our students. Initiatives like smaller class sizes, enhanced counseling by providing more comprehensive, data-driven, culturally responsive services that address the "whole child" by focusing on academic, career, social-emotional development, and extended learning opportunities that improve positive academic outcomes. Chatsworth Charter HS offered multiple programs that provided specialized, rigorous coursework that challenged and supported a diverse student body: 1.A program for gifted and talented students, offering advanced coursework and dual enrollment to prepare them for college and career. 2.A thematic program using project-based learning to focus on Computer Science and Networking (Cyber Security) for Gifted and High-achieving Students. 3.Increased the number of AP exams taken by 41% and the number of students taking AP exams by 28% in a single year. 4.Students earned college credit through courses taken with partner colleges. Chatsworth Charter High School has implemented various support systems to help students stay on track and receive the assistance they need: 1.The TSP program provided an additional math teacher to reduce math class sizes. 2.The school improved student attendance rates through positive incentives and the Pupil and Services Attendance Counselor. 3.Extended learning opportunities via the after-school Individual Instruction Lab (IILAB), Academic Course Extension (ACE) Contracts, and Saturday A-G Credit Recovery Program.

	Distance from Standard (DFS) Met in Math - Grade 11 2024-2025 -55.4 2023-2024 -67.8 2022-2023 -101.3 Whole Child-Source iReady Reading (at or above grade level) 2025-2026 35% (MOY) 2024-2025 37% 2023-2024 26% Whole Child-Source iReady Math (At or above grade level) 2025-2026 32% (MOY) 2024-2025 42% 2023-2024 39% Whole Child-Source CAST At or above standard 2024-2025 27%	4.Grouping students by grade level in advisory periods allowed staff to meet their specific needs more effectively.

	2023-2024 26% Whole Child-Source Percent of All Students with Excellent Attendance (96% or Higher) 2025-2026: 74.43% 2024-2025: 47%	
Action 4 **Magnet Program**	Focus - (Source) Graduation Rates (Magnet) 2025-2026 95% (Fall) 2024-2025 100% AP Board (Source) Advanced Placement (AP) Exams with a Score of 3 or Higher 2024-2025 60.7% 2023-2024 61.1%	Key factors contributing to the positive academic performance trend of the ChatsworthCharter High School G+STEAM Magnet include its focused curriculum, robust student support programs, and college and career readiness initiatives. In recognition of its effectiveness, the Magnet Center was awarded the National Magnet School of Excellence Award in 2025 and 2026. Specialized Curriculum: 1.The magnet program featured an Information and Communications Technology(ICT) pathway focused on Computer Science and Networking (Cyber Security).Students received in-demand training in programming and engineering technology, with opportunities for internships and AP courses in computer science. 2. The thematic curriculum connects theory with practice through project-based learning, which engages students and encourages communication, analytical thinking, and innovation. Targeted student support: 1.Chatsworth Charter HS G+STEAM Magnet offered a Linked Learning SummerBridge Program to help eighth graders transition to the demanding high school environment, with academic and social-emotional support. 2. Enhanced counseling, providing more comprehensive, data-driven, culturally responsive services that address the "whole child" by focusing on academic, career, and social-emotional development, and a lower counselor-to-student ratio ensures that students have dedicated support for

		their social and emotional needs, which contributes to overall well-being and academic Success. College and Career Readiness: 1.The curriculum was centered on college and industry standards, including industry-recognized certifications through its Career Technical Education (CTE) Programs. 2.Students are enrolled in Advanced Placement (AP) courses for college credit, and are participating in dual enrollment programs that allow them to take college courses while still in high school.
Action 5 **Special Education Supports**	California Dashboard (Source) Graduation Rates (SPED 4-year Cohort) 2024-2025 70.8% 2023-2024 80.4% 2022-2023 85.0% California Dashboard (Source) SBAC (ELA) Met or Exceeded Standard (SPED) 2024-2025 82.2 points below standard 2023-2024 86.3 points below standard 2022-2023 183 points below standard California Dashboard (Source)	Chatsworth Charter High School's Special Education Program Current Performance and Path Forward Performance and data overview: Based on recent data from standardized assessments (SBAC) and school-based diagnostics (iREADY), the effectiveness of Chatsworth Charter High School's SpecialEducation Program shows an inconsistent performance profile. While the program successfully upholds its philosophy of inclusion and provides valuable resources for learning and social-emotional support, student performance on standardized measures highlights areas for improvement. This is particularly true for our underserved student populations, including students with disabilities. To address these performance gaps and drive positive change, the Special EducationProgram has implemented several strategic initiatives with the expectation of improved outcomes in the 2025-2026 school year: 1.To enhance our Individualized Education Program (IEP) services, we hired a Special Education Coordinator for the 2025-2026 school year. This addition provides focused leadership and support for both staff and students. 2.Chatsworth targeted academic performance by addressing the transitional challenges associated with the mathematics curriculum (Illustrative Mathematics). The Mathematics Chair ensures a deeper understanding and more effective implementation of this curriculum within IEP services. 3.Our special education staff participated in ongoing professional development sessions throughout the 2025-2026 school years.

	SBAC (Math) Met or Exceeded Standard (SPED) 2024-2025 113.2 points below standard 2023-2024 131.9 points below standard 2022-2023 128.5 points below standard Whole Child-Source iReady (Reading) (at or above grade level) (SPED) 2025-2026 8% (MOY) 2024-2025 10.8% 2023-2024 .06% Whole Child-Source iReady (Math) (At or above grade level) (SPED) 2025-2026 11% (MOY) 2024-2025 16.1% 2023-2024 18.3%	The training focused on evidence-based instructional strategies tailored to better support students with disabilities in the classroom. 4.Chatsworth Charter HS used a multi-tiered system of support and inclusion strategies to help students with disabilities succeed. The school used data-driven instructional practices to meet students' Individualized Education Programs (IEPs) and 504 plans.

	Open Data - Source Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs) 2024-2025 74% 2023-2024 72.9% 2022-2023 36.3%	
Action 6 **Class Size Reduction and School-Level Supports for Personalized Learning Interventions**	Whole Child-Source SBAC (ELA) Met or Exceeded Standard 2024-2025 50.5% 2023-2024 56% 2022-2023 40% Whole Child-Source SBAC (Math) Met or Exceeded Standard 2024-2025 34% 2023-2024 31% 2022-2023 23%	By leveraging LCFF funding in the 2025-2026 school year, Chatsworth Charter High School implemented a targeted strategy to create a more supportive and engaging academic environment. The school hired an additional ClassSize Reduction (CSR) Mathematics teacher and an English Language Development(ELD) teacher to reduce class sizes and allow for more personalized student attention. As a result of this focused effort, the school's mathematics SBAC data for the previous two years show strong gains, demonstrating the positive impact of strategic resource allocation on academic performance. The SBAC for ELA shows a positive trend over the past 3 years, and with continued targeting will continue an upward trajectory. In addition to smaller class sizes, Chatsworth Charter HS offered a wide array of support services for personalizing learning interventions, including a comprehensive counseling program for all grade levels. To ensure a low student-to-counselor ratio, the school hired three additional counselors and offers specialized guidance for students in its Magnet, EL, and CTE programs, as well as for college and career Readiness. Other School-level supports for personalized learning interventions: 1. Extended learning opportunities, such as after-school tutoring programs, for students who need extra help with coursework. 2.Data used from standardized and other assessments to help teachers align

		their instruction and provide appropriate interventions that match students' needs. 3.Students with Individualized Education Programs (IEPs) and 504 plans, were provided data-driven instructional practices and addressed academic and behavioral needs through management plans. 4.Credit recovery opportunities to help students who have fallen behind get back on track to graduate. For English Learners (ELs): 1.Teachers were trained to use materials and English engagement to provide meaningful and equitable access to the core curriculum for ELs. 2.English language acquisition program is effective and staffed with trained teachers and resources and is evaluated periodically and modified if it is not successful. 3.Chatsworth Charter HS used assessment data to align instruction and provide targeted interventions that meet ELs' specific needs. For low-income students: 1.Provided extended learning opportunities, which included tutoring, to help low-income students who need extra assistance.
Action 7 **Charter Supplemental A-G Interventions**	Open Data - Source EL Reclassification Rate 2024-2025 20.6% 2023-2024 10.5% California Dashboard (Source) Graduation Rates	Chatsworth Charter High School's improved performance in English Learner (EL) reclassification rates, SBAC scores, and graduation rates is the result of strategic, coordinated efforts. These initiatives focused on academic support, effective monitoring, and creating a positive school environment for all students. Coordinated and collaborative academic support: 1.Our Targeted Student Population (TSP) coordinator worked directly with both designated and integrated English Language Development classroom teachers and assistants to accelerate ELs' language acquisition and academic progress.

	(EL) 2024-2025 91.9%	2.The school provided daily designated English Language Development (ELD)instruction, targeted teaching focused on language development. ELD support is integrated into core subjects, ensuring language acquisition is embedded throughout the curriculum. 3.The curriculum is aligned with the California English Language Development (ELD) Standards, and instruction was differentiated using UDL and the Elegance of 12 Suite Strategies to meet the needs of ELs at various proficiency levels. 4. The ELD program supported and empowered multilingual students by valuing their language and cultural backgrounds while utilizing CLRP. This asset-oriented approach helped build and enrich academic language. 5.The school's ELD team promoted rigorous expectations for all English Learners, ensuring access and engagement in college-preparatory (A-G), Honors, AP, and CTE courses and succeeding academically. Effective monitoring and data-driven practices: 1.Employed continuous monitoring of student progress, which was a key factor in improving reclassification and graduation rates. School counselors tracked the progress of students who may be at risk of not graduating.Teachers use data from the English Learner Progress Indicator (ELPI), ELPAC, and classroom assessments to monitor growth in language proficiency and academic achievement. 2.Implemented improved tracking systems for students in need of extra support (Tier 2 and Tier 3), a practice that contributed to better graduation outcomes across all student groups. 3.Data from assessments like the English Language Proficiency Assessments for California (ELPAC) and the SBAC were used to inform instruction and guide reclassification support, college readiness, and graduation, while also guiding targeted supports for those not yet meeting progress benchmarks. Inclusive and supportive environment:

		1.Improved its A-G completion rates, ensuring that more ELs are on track for higher education. 2. Expansion of Career Technical Education (CTE) pathways also provided students with career-focused skills and opportunities. 3.Chatsworth offered programs like after-school iLab, Saturday, ACE Contracts, and online classes to help students recover credits to meet graduation requirements. 4.CCHS created a welcoming and inclusive environment where all students felt valued and supported through Culturally and Linguistically Responsive Practices (CLRP), schoolwide SEL initiatives, and student-led activities that celebrate diversity. Advisory lessons and recognition programs ensure all students, especially English Learners, feel valued, connected, and supported. 5.CCHS encouraged active family involvement, which is a key part of California's reclassification criteria. Families participate in workshops, receive regular updates on ELPAC and reclassification data and progress, and support the school through available class visits, volunteering opportunities reinforcing the shared commitment to student success.
Action 8 **Supplemental Early Education**	Supplemental Early Education action has been discontinued.	
Action 9 **Black Student Achievement Plan**	California Dashboard (Source) Graduation Rates (BSAP) 2024-2025 95.7% 2023-2024 83.3% 2022-2023 85.7%	Chatsworth Charter High School has implemented targeted academic and social-emotional interventions under its Black Student Achievement Plan (BSAP). BSAP services positively impact all students, as its interventions are made available to every student. While recent data indicate a slight dip in the graduation rate for BSAP participants, the school observed encouraging trends across several key academic metrics. The achievement gap, while still present, is narrowing in both Mathematics and English Language Arts (ELA) as measured by the Smarter Balanced Distance from Standard(DFS).

	Whole Child-Source Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 (BSAP) 2024-2025 -22.4 2023-2024 -43.7 Whole Child-Source Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11 (BSAP) 2024-2025 -94.9 2023-2024 -130.4 Whole Child-Source iReady - Reading (at or above grade level) (BSAP) 2025-2026 MOY - 23% BOY - 15% 2024-2025 EOY - 34% MOY - 28% BOY - 22% 2023-2024	Over the last two years, internal iReady diagnostic testing has revealed positive growth trends in both Mathematics and ELA from the beginning of the year (BOY) to the end of the year (EOY) for BSAP students. This progress was attributed to several intentional strategies: 1.BSAP students were grouped by grade level into dedicated advisory periods, creating small learning communities where they received tailored support from coordinators, teachers, and support staff. 2.Staff used diagnostic data to inform their multi-tiered support structures, delivering responsive and culturally affirming pedagogy to address specific student needs. 3.The school provided enrichment opportunities, such as the BSAP STEAM series launched in December 2023, which offers hands-on, project-based learning in fields like robotics and coding to fortify foundational skills. 4.After-school tutoring programs were offered to provide additional academic support for students needing to master concepts or prepare for exams. Despite a slight decline in the overall BSAP graduation rate, Chatsworth Charter High School focused on reinforcing pathways to post-secondary success. A significant positive trend has been the marked improvement in the percentage of BSAP students who achieve a score of 3 or higher on their Advanced Placement (AP) exams. To sustain and build upon this success, the school implemented several key initiatives: 1.Created honors and advanced course development plans to support students in preparing for challenging college-level coursework. 2.Focused on collaborating with students and families to set and achieve personal and academic goals, ensuring students have access to the resources necessary for college and career readiness. Beyond academics, BSAP provided holistic support through additional

	EOY - 26% MOY - 23% BOY - 17% Whole Child-Source iReady - Math (At or above grade level) (BSAP) 2025-26 MOY - 20% BOY - 12% 2024-2025 EOY - 50% MOY - 28% BOY - 22% 2023-2024 EOY - 38% MOY - 22% BOY - 14% Open Data - Source Advanced Placement (AP) Exams with a Score of 3 or Higher (BSAP) 2024-2025 % 2023-2024 41.2% 2022-2023 9.1%	counseling, restorative justice programs, and cultural activities, which foster a stronger sense of belonging and confidence. This strengthened student engagement and helps address the socio-emotional factors that can impact graduation rates. By focusing on data-informed interventions, academic enrichment, and holistic support, Chatsworth Charter High School worked to narrow the achievement gap for its BSAP students. The school's commitment to supporting students and strengthening college and career preparedness reflects a strategic approach to ensuring equitable outcomes and long-term success for all members of the BSAP cohort.

Action 10 **SENI Investments towards Academic Excellence**	California Dashboard Graduation Rates 2024-2025 93.2% 2023-2024 95.1% 2022-2023 95.3% Whole Child-Source SBAC (ELA) Met or Exceeded Standard 2024-2025 50.5% 2023-2024 56% 2022-2023 40% Whole Child-Source SBAC (Math) Met or Exceeded Standard 2024-25 34% 2023-2024 31% 2022-2023 23% AP Board (Source) Advanced Placement (AP) Exams with a Score of 3 or Higher 2024-2025 60.7% (1186 exams - 555	The 2023-2024 school year saw a slight, almost negligible shift in the graduation rate, landing at 95.1%. Although the California School Dashboard noted a 0.2% decrease from the previous year's performance, the school's overall rating remained strong and stable. This consistency in graduation success, even with minor fluctuations, shows that the school maintained its effective strategies for keeping students on track. Over the past 3 years, Chatsworth Charter HS has shown an improvement in the percentage of students meeting or exceeding English Language Arts (ELA) standards on the Smarter Balanced Assessment Consortium (SBAC) exam. Although in 2024-2025 the percentage clicked slightly down from the prior year, the overall trajectory is positive. Chatsworth Charter HS has made some positive movement in its math scores from 2022 through 2025, and is making progress towards closing the achievement gap. Chatsworth Charter HS saw a small percentage increase and continue to address math proficiency, with more focus on effective interventions and instructional strategies are needed to help Chatsworth Charter High students meet state math standards. Chatsworth Charter HS's Advanced Placement (AP) participation rate (number of students taking AP exams) and the exam rate (number of exams taken) made strong gains from 2023-24 to 2024-25. Our AP pass rate (exams with scores of 3 or higher) for the last two years has come in above 60%. Hence, showing positive and consistent trends in student performance. Chatsworth Charter HS made significant gains in its reclassification rate from 2023-24 to 2024-25. The initiatives taken that supported this improvement focused on academic support, effective monitoring, and creating a positive school environment for all students Coordinated and collaborative academic support: 1.Our Targeted Student Population (TSP) coordinator worked directly with both designated and integrated English Language Development classroom teachers and assistants to accelerate ELs' language acquisition and academic progress.

	students) 2023-2024 61.1% (839 exams - 433 students) Open Data - Source & EL Reclassification Rate 2024-2025 20.6% 2023-2024 10.5%	2.The school provided designated ELD instruction, which is daily, targeted teaching focused on language development. It also integrated ELD support into core subjects, ensuring language acquisition is embedded throughout the Curriculum. 3.Curriculum aligned with state standards: The curriculum is aligned with the California English Language Development (ELD) Standards, and instruction was differentiated as an example using UDL and the Elegance of 12 Suite Strategies to meet the needs of ELs at various proficiency levels. 4.The ELD program supported and empowered multilingual students by valuing their language and cultural backgrounds while utilizing CLRP. This asset-oriented approach helps build and enrich academic language. 5.The school's ELD team promoted rigorous expectations for all English Learners, ensuring access and engagement in college-preparatory (A-G), Honors, AP, and CTE courses and succeeding academically.

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.

Supplemental Early Education action has been discontinued and will not be reported in the 2026-27 LCAP.

Chatsworth Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Chatsworth Charter.

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	Career Technical Education	Chatsworth Charter High School & G+STEAM Magnet Center will continue to provide Career Technical Education programs to support all students in graduating college and career ready.	District Cost: $181,946	N
2	Transition Services	Chatsworth Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation.	District Cost: $158,192	N
3	General Fund School Program	Chatsworth Charter High will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $7,207,715 **School Discretionary: $1,290,058**	N
4	Magnet Program	Chatsworth Charter will continue to implement the following magnet program to support our students: Our G+STEAM Magnet Center is designed to meet the needs of all students who qualify and are selected. Students take a thematic curriculum that is culturally relevant and rigorous. We are 70% PHBAO and 30% OW. Thematic STEAM curriculum with the connectivity of Computer Science. Through universal design lessons, equitable grading and instruction, and project based learning students are challenged and prepared for college and careers.	District Cost: $105,646	N
5	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Chatsworth Charter High to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,817,039	N
6	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Chatsworth Charter High.	District Cost: $5,030,465	Y

	Supplemental A-G Interventions	Chatsworth Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Chatsworth Charter.		
	Supplemental Early Education	Supplemental Early Education action has been discontinued and will not be reported in the 2026-27 LCAP.		
7	Black Student Achievement Plan	Chatsworth Charter High will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $454,509	N
8	SENI Investments towards Academic Excellence	Chatsworth will continue to strengthen the implementation of academic standards for all pupils, including English learners, in assessment, curriculum, equity, instruction, and professional learning, leading to improved student performance on standardized tests, college and career readiness indicators, English learner reclassification rates, Advanced Placement pass rates, and college preparedness through the Early Assessment Program.	**School Discretionary Fund Cost: $1,005,705**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chatsworth Charter HS created a safe and welcoming environment for all students, especially our low-come, English learners and foster youth, by increasing the number of school staff to supervise students when they are out of the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 37.9% **African American/Black:** 38.3% **Hispanic/Latino:** 33.8% **English Learner:** 25% **RFEP:** 42.7% **Standard English Learner:** 33.7% **Students with Disability:** 32.7% **Low Income:** 35.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 46.9% **African American/Black:** 38.5% **Hispanic/Latino:** 42.1% **English Learner:** 29.7% **RFEP:** 47.3% **Standard English Learner:** 43.4% **Students with Disability:** 37.9% **Low Income:** 43.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 45.5% **African American/Black:** 42.5% **Hispanic/Latino:** 39.3% **English Learner:** 39.9% **RFEP:** 44.8% **Standard English Learner:** 38.9% **Students with Disability:** 40.5% **Low Income:** 40.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 49.0% **African American/Black:** 43.0% **Hispanic/Latino:** 43.0% **English Learner:** 40.5% **RFEP:** 51.0% **Standard English Learner:** 44.0% **Students with Disability:** 42.0% **Low Income:** 44.0%	**All Students:** +7.6% **African American/Black:** +4.2% **Hispanic/Latino:** +5.5% **English Learner:** +14.9% **RFEP:** +2.1% **Standard English Learner:** +5.2% **Students with Disability:** +7.8% **Low Income:** +4.9%
2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)**	**2022-2023** **All Students:** 31.4% **African American/Black:** 33.3% **Hispanic/Latino:** 35.2% **English Learner:** 44.4% **RFEP:** 30.4%	**2023-2024** **All Students:** 28.4% **African American/Black:** 34.1% **Hispanic/Latino:** 32.1% **English Learner:** 45.6% **RFEP:** 30.2%	**2024-2025** **All Students:** 30.5% **African American/Black:** 29.9% **Hispanic/Latino:** 35.8% **English Learner:** 39.2% **RFEP:** 30.4%	**2025-2026** **All Students:** 27.0% **African American/Black:** 27.0% **Hispanic/Latino:** 30.0% **English Learner:** 37.5% **RFEP:** 28.0%	**All Students:** -0.9% **African American/Black:** -3.4% **Hispanic/Latino:** +0.6% **English Learner:** -5.2% **RFEP:** 0.0%

		Standard English Learner: 33.4% **Students with Disability:** 42.4% **Low Income:** 35.4% *Source: Open Data Dashboard*	**Standard English Learner:** 29.2% **Students with Disability:** 37.5% **Low Income:** 32.5% *Source: Open Data Dashboard*	**Standard English Learner:** 36.1% **Students with Disability:** 36.0% **Low Income:** 33.8% *Source: Open Data Dashboard*	**Standard English Learner:** 28.0% **Students with Disability:** 35.0% **Low Income:** 30.0%	**Standard English Learner:** +2.7% **Students with Disability:** -6.4% **Low Income:** -1.6%
3	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 51.1% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 61.2% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 65.1% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 66.0%	**All Staff:** +14.0%
4	**Single Student Suspension Rate**	**2022-2023 All Students:** 0.43% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.64% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.40%	**All Students:** +0.27%
5	**Instructional Days Lost to Suspension**	**2022-2023 All Students:** 15 *Source: Open Data Dashboard*	**2023-2024 All Students:** 18 *Source: Open Data Dashboard*	**2024-2025 All Students:** 0 *Source: Open Data Dashboard*	**2025-2026 All Students:** 16	**All Students:** -15
6	**Expulsion Rate**	**2022-2023 All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.01%	**All Students:** 0.0%
7	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Students:** 58.6% *Source: Open Data Dashboard*	**2023-2024 All Students:** 54.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 50.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 62.0%	**All Students:** -7.9%
8	**Percent of Parents who Feel Their Child is Safe on**	**2022-2023 All Parents:** 75.5%	**2023-2024 All Parents:** 65.6%	**2024-2025 All Parents:** 75.4%	**2025-2026 All Parents:** 77.0%	**All Parents:** -0.1%

	School Grounds (per School Experience Survey)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
9	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 90.9% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 87.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 92.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 93.0%	**All Staff:** +1.2%
10	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 51.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 49.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 52.0%	**All Students:** -0.3%
11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 82.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 79.2% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 80.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 82.0%	**All Parents:** -1.9%
12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 69.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 68.7% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 62.3% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 72.0%	**All Staff:** -7.1%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 Base-Funded Student Health Services	Chatsworth Charter High School implemented base-funded student health services to improve student wellness and increase attendance by taking the following action steps: 1. A full-time nurse and nurse assistant were staffed in the Health Office to address daily student health needs and reduce instructional time lost due to illness. 2. CCHS implemented targeted attendance campaigns in coordination with enhanced family outreach, social-emotional counseling, and academic supports to address barriers to regular attendance.
Action 2 Base-Funded School Climate Support Staff	Chatsworth Charter High School implemented base-funded school climate supports to strengthen student safety, connectedness, and overall well-being by taking the following steps: 1. CCHS implemented Positive Behavior Interventions and Supports (PBIS) and Restorative Practices to establish clear expectations, reinforce positive behavior, and promote a supportive school culture. 2. CCHS expanded counseling services by implementing a lower counselor-to-student ratio to address students' social-emotional needs. 3. Improved efforts to increase connectedness included clubs, athletics, Boys & Girls Club programming, a Summer Bridge Program for incoming ninth graders, and family engagement opportunities through PTSA, ELAC, and schoolwide events.
Action 3 Supplemental School Climate Support Staff	Chatsworth Charter High School implemented supplemental school climate supports through the Targeted Student Population (TSP) Program Coordinator to improve student safety, connectedness, and attendance by taking the following steps: 1. TSP Coordinator provided instructional coaching, demonstration lessons, and data-informed support to teachers and administrators to better meet the academic needs of English Learners, foster youth, and low-income students. 2. The TSP coordinator supported compliance and documentation for English Learner programs while strengthening family engagement through workshops, leadership opportunities, and support of ELAC and SSC. 3. Tiered intervention services were implemented and monitored through MTSS, including direct student support and collaboration with Pupil Services and Attendance counselors and mental health staff to address academic and attendance needs.

Action 4 SENI Investments towards Joy and Wellness	Chatsworth Charter High School implemented SENI-funded strategies to promote student joy, wellness, and campus safety, contributing to reduced suspension and referral rates by taking the following steps. 1. CCHS increased staffing, including three academic counselors to lower counselor-to-student ratios and provide increased social-emotional and academic support, as well as an Intervention Prevention Support Coordinator to lead MTSS implementation and family collaboration. 2. To strengthen supervision, enforce school policies, and support the school's safety plan, CCHS staffed one dean and four campus supervision aides. 3. Safety measures were implemented through regular emergency drills, maintenance of an updated emergency response plan, and clearly communicated student behavior expectations outlined in the student handbook. 4. To foster a safe, supportive, and inclusive learning environment, CCHS implemented conflict resolution supports, including access to counselors, administrators, school police, and peer mediation.

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

No material differences.

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

Action	Metrics/Data	Effectiveness
Action 1 Base-Funded Student Health Services	Whole Child-Source Percent of All Students with Excellent Attendance (96% or Higher) 2025-2026: 74.43% 2024-2025: 47%	Chatsworth Charter HS showed a significant improvement in attendance for the 2025-2026 school year compared to the 2024-25 school year. Several factors can be attributed to the increase in effectiveness, among them are targeted attendance campaigns, enhanced family support, student wellness programs, academic support, social-emotional counseling, increase in staffing, such as a PSA. A full-time nurse and a nurse assistant are on duty in the Health Office to address student health needs. The school also adheres to the Los Angeles Unified School District's (LAUSD) comprehensive health and wellness policy.
Action 2 Base-Funded School Climate Support Staff	School Experience Survey "I feel safe in this school." 2023-2024 Students: 55% 2024-2025 Students: 58%	Chatsworth's latest School Experience Survey data shows positive trends, with the school improving on two key metrics - School Climate (Safety & Connectedness). This suggests that initiatives implemented during the year 2025-2026) have effectively supported these improvements. The actions taken that contributed to these improvements are as follows:

	School Experience Survey “I feel like I am part of this school.” 2023-2024 Students: 49% 2024-2025 Students: 51%	Chatsworth High implemented Positive Behavior Interventions and Supports (PBIS) and Restorative Practices, which are evidence-based approaches that create, teach, and reinforce positive social and emotional skills. These practices are designed to improve school culture, sustain academic achievement, and support student well-being. All students received a student handbook and have online access that outlined clear expectations regarding student behavior and the consequences of violating rules concerning defiance, disobedience, and harassment. This created an orderly environment, which contributed to students' feelings of safety. Regular emergency drills were executed and supplies, including first aid kits, were in place to ensure student safety in the event of an emergency. Chatsworth offered a variety of clubs, sports, and activities to help students feel connected to the school community. This included a Boys & Girls Club chapter, which offers mentorship programs, college counseling, and leadership opportunities for students. School psychologists and the Healthy Start Program offered counseling and support to students. A lower counselor-to-student ratio, funded by the Title I program, allows for more dedicated support. A "Summer Bridge Program" was available for incoming 9th graders to help ease their transition from middle school to high school. Chatsworth involved parents and families in the school community through various channels, including the Parent/Teacher/Student Association (PTSA), "Coffee with the Principal," and the English Learners Advisory Council (ELAC). In addition to clubs, the school incorporated student interests like art and music into school events to promote a welcoming environment.
Action 3 Supplemental School Climate Support Staff	(School Experience Survey) Percent of Students Who Feel Safe at School (Overall Safety) 2024-2025 Students:	Chatsworth Charter HS’s Targeted Student Population (TSP) Program Coordinator helped English Learners, foster youth, and low-income students by focusing on instructional support and creating a positive school climate. They did this through three main functions: providing instructional support, coordinating intervention services, and promoting family engagement. Our TSP Coordinator helped school staff, including teachers and administrators, effectively meet the academic needs of target students. This

	56% 2023-2024 Students: 54% (School Experience Survey) Percent of Students Who Feel They are a part of their School (Overall Connectedness) 2024-2025 Student: 54% 2023-2024 Students: 54% Whole Child-Source Percent of All Students with Excellent Attendance (96% or Higher) 2025-2026: 74.43% 2024-2025: 47%	involved: ● Providing instructional support, conducting demonstration lessons, and coaching teachers on effective, research-based strategies for target students. ● Working with grade-level teams to analyze assessment data, review student work, and identify student needs to inform differentiated instruction. ● Maintaining documentation required by state and federal mandates regarding English Learner programs. Our TSP assisted in implementing and monitoring tiered intervention services to support students who are not achieving grade level. ● Provided both direct instruction to students and support services to school staff, parents, and community members. ● Helped implement and monitor MTSS to strengthen the performance of struggling students. ● Collaborated with Pupil Services and Attendance (PSA) counselor and psychiatric social worker to ensure the school effectively meets the needs of foster youth. Our TSP helped create a welcoming campus, the coordinator facilitated strong connections between the school, students, and their families. ● Conducted workshops for parents to provide training on supporting their child's academic success at home. ● Provided opportunities for family and community members to engage and take on leadership roles. ● Supported the English Learner Advisory Committee (ELAC) and the School Site Council (SSC) in fulfilling their legal responsibilities.
Action 4 SENI Investments towards Joy and Wellness	Whole Child - Source Suspension Rate 2025-2026 - 0% 2024-2025 - .73% 2023-2024 - .98% Whole Child - Source Referral Rate	Chatsworth Charter High School has taken several actions to improve overall student safety, including implementing new safety personnel, establishing clear student policies, conducting regular emergency drills, and offering various social-emotional support programs. The school used funding to support the following staff members: ● 3 additional academic counselors: A lower counselor-to-student ratio allows for more dedicated support to address students' social and emotional needs, contributing to their overall well-being and academic achievement. ● 1 Intervention Prevention Support Coordinator: This coordinator helped

	2025-2026 - 17 2024-2025 - 107	implement the Multi-Tiered System of Support (MTSS) framework. The role includes providing direct instructional support, developing intervention plans, and collaborating with families to address the needs of struggling students, including those with disabilities. ● 1 dean and 4 campus supervision aids: These personnel helped strengthen student supervision and enforce policies, like the strict anti-loitering policy, to ensure a safe and orderly campus environment. The dean and campus aids supported the school's safety plan and incident response. In addition to the specific staffing, the school implemented several measures that promote safety: ● The school maintains an emergency plan to guide staff during crises and regularly conduct emergency drills, including fire, earthquake, and lockdown exercises. This ensured the entire school community knows how to respond effectively. ● A published student handbook outlines expectations for behavior, such as a strict tardiness policy, a closed campus during school hours, a ban on prohibited items like weapons and illegal drugs, and a dress code. This promoted a predictable and safe learning environment. ● Policies are in place to manage student behavior and ensure safety, including procedures for entering and exiting campus, designated lunch areas, and rules for parking lots and drop-off zones. ● The school encouraged students to seek adult assistance for conflicts, with teachers, counselors, deans, and school police available to help. Peer mediation is also offered as a conflict resolution tool.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Chatsworth Charter High will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Chatsworth Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $121,258	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Chatsworth Charter High will also provide supplemental school climate support staffing.	District Cost: $40,422	Y
4	SENI Investments towards Joy and Wellness	Will to create a safe and welcoming environment for all students, especially our low-come, English learners and foster youth, by increasing the number of school staff to supervise students when they are out of the classroom.	**School Discretionary Fund Cost: $373,736**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our families and communities were critical partners in preparing students to be College and Career Ready. We recognized the incredible knowledge, traditions, and resources the partners contribute. Working closely with families and community partners, the District engaged, develop, and empower students to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 69.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 68.9% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 71.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 72.0%	**All Parents:** +2.2%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 67.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 68.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 72.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.0%	**All Parents:** +4.4%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 72.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 73.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 76.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 77.0%	**All Parents:** +3.7%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023 All Parents:** 85% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 82.9% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 83.1% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 84.0%	**All Parents:** -1.9%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **SENI Investments towards Engagement and Collaboration**	Chatsworth Charter High School implemented SENI-funded strategies to strengthen family engagement, communication, and collaboration, resulting in improved parent survey outcomes by taking the following steps: 1. Parent support staff served as primary points of contact to assist families with the Parent Portal, and IT and clerical staff ensured systems were functional, accessible, and up to date. 2. CCHS maintained regular communication through an updated website, online calendar, social media platforms, emails, and phone outreach to ensure families had timely access to school information and resources. 3. Parent workshops and meeting were coordinated collaboratively to support families and ease transitions, particularly for incoming ninth graders.

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

No material differences.

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

Action	Metrics/Data	Effectiveness
Action 1 **SENI Investments towards Engagement and Collaboration**	School Experience Survey “This school includes me in important decisions about my child's education.” 2023-2024 Parents: 69% 2024-2025 Parents: 72% School Experience Survey	An analysis of Chatsworth's most recent School Experience Survey data revealed significant positive trends. The school recorded improvements, from the last two school years 2023-24 and 2024-25, on three of the four key metrics, while the remaining metric showed consistent performance. This outcome proves that the goal-oriented Initiatives and action steps implemented throughout the year have been effective. Our roadmap for success included: Parent Portal: The parent support team, including the Parent Resource Assistant and Parent Center Director, is the primary point of contact for families needing access to the Parent Portal. The IT support staff ensured the portal is functional, secure, and integrated with the necessary student information systems. When parents have trouble logging in or navigating the system, clerical and parent support

	"I can easily find information about parent workshops or other programs offered at this school." 2023-2024 Parents: 68% 2024-2025 Parents: 72% School Experience Survey "This school provides instructional resources to help me support my child's education." 2023-2024 Parents: 73% 2024-2025 Parents: 76% School Experience Survey "This school provides me with information (verbal and written) I can understand." 2023-2024 Parents: 83% 2024-2025 Parents: 83%	staff provide direct assistance, while IT staff handle more complex technical issues. Website and online calendar: The instructional technologists and clerical staff managed and updated the school website and event calendar with crucial information about meetings, workshops, and school events. Social media: Staff collaboratively promoted and managed the school's various social media accounts to reach parents and students on multiple platforms. Direct outreach: The parent support and clerical staff sent emails and made phone calls to reach families and provided personalized assistance with technology or school communications. The IT team supported this by ensuring school email lists are up-to-date and that contact databases are accurate and accessible Parent workshops: The parent support staff organized various workshops in the Fall, such as the Title I meetings and "Coffee with the Principal" events. ● IT support: IT staff assisted with the technical setup for virtual components of these workshops, such as Zoom meetings. ● Clerical staff: The clerical team helped with logistics, including scheduling and sending out mass communications to announce the workshops. Linked Learning Summer Bridge, Charter & Schools for Advanced Studies Summer Bridge Programs: The school's Fall Linked Learning, Charter, and SAS programs for incoming 9th graders was a collaborative effort involving parent engagement, which parent support staff helped to facilitate. This program helped families navigate the transition to high school. Wellbeing outreach: School-wide initiatives like Wellbeing Center Outreach were supported by the IT and clerical teams, who assisted with logistical arrangements and promotion through official communication channels.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Chatsworth will continue to invest in engagement and collaboration to support our low income, students in foster care and English learners.	**School Discretionary Fund Cost: $125,294**	Y

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe in the boundless potential of each of our students, and realizing that potential is only possible when we recognize, empower, and support our staff. We invested in sustaining staff wellness and building pathways for ongoing professional development, growth, and opportunities to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0.0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0.0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0.0

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 LAUSD Support for Affiliated Charter Operations	Chatsworth Charter High School implemented LAUSD-supported operational systems to maintain a safe, well-maintained, and compliant learning environment by taking the following steps: 1. CCHS upheld exemplary facility standards with prompt resolution of maintenance issues and full compliance with the Williams Act. 2. Continued collaboration with LAUSD ensured that facilities remained clean, accessible, and conducive to teaching and learning. 3. CCHS maintained a 100% rate of appropriately credentialed teachers.

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

No material differences.

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

Action	Metrics/Data	Effectiveness
Action 1 LAUSD Support for Affiliated Charter Operations	SARC Report: Exemplary Rating LAUSD Reporting: Teachers who are appropriately credentialed for the students they are assigned are at 100%	As reported in the latest School Accountability Report Card (SARC) -FIT Report for 2024-25, Chatsworth Charter High School had an “exemplary” rating. The school has maintained a high standard when it comes to the physical condition of the school facility. Our campus is clean, well-kept, and free from significant repairs. Deficiencies are addressed promptly, and any issues identified in previous inspections have been corrected. This year, the Williams Act is at 100%. Maintaining the exemplary operational standard for students and our school community creates an accessible teaching and learning environment to support them in reaching their full potential.

		Teachers who are appropriately credentialed for the students they are assigned are at 100%. Such a rate indicates that almost all classes are taught by instructors with the necessary credentials, authorization, and subject-matter competence for their specific assignments. Studies show that students taught by fully credentialed teachers tend to have better educational outcomes. Chatsworth's high rate is therefore a positive sign for student achievement. Additionally, a high credentialing rate means that the school is effectively managing its staffing and strong teacher pipeline, to comply with state requirements, which are designed to ensure teacher competence.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Chatsworth Charter High will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $6,762,076	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,504,735.00 (School Discretionary Funds- new S/C revenues) $6,575,621.80 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
116.64%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	116.64%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Chatsworth Charter. Scope: School-wide	Los Angeles Unified School District, including Chatsworth Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly	1A.S1 — Rigorous, standards-based, culturally responsive instruction Rigorous, standards-aligned teaching improves achievement (Hattie, 2012). Culturally responsive instruction increases engagement and outcomes for diverse learners (Gay, 2018). Citations: Hattie, 2012; Gay, 2018; TNTP, 2018. 1A.S2 — Technology integration and access to learning resources	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in

	the high-need student groups of English Learners, students from low income families, and students in foster care. Chatsworth Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Effective tech integration boosts engagement and accelerates learning (Cheung & Slavin, 2013). Digital tools enhance formative feedback and differentiation (Darling-Hammond et al., 2020). Citations: Cheung & Slavin, 2013; Darling-Hammond et al., 2020. 1A.S3 — Classroom observation, reflection, and feedback cycles Regular observations with feedback significantly improve instruction (Kraft & Blazar, 2018). Feedback is one of the highest-impact instructional practices (Hattie & Timperley, 2007). Citations: Kraft & Blazar, 2018; Hattie & Timperley, 2007. 1A.S4 — Ongoing, differentiated professional development Job-embedded PD leads to higher student achievement (Darling-Hammond et al., 2017). Effective PD requires modeling, practice, and collaboration (Gulamhussein, 2013). Citations: Darling-Hammond et al., 2017; Gulamhussein, 2013. 1A.S5 — Targeted professional learning for new teachers Induction and mentorship improve teacher effectiveness and reduce turnover (Ingersoll & Strong, 2011). Early feedback accelerates teacher growth (Smith & Ingersoll, 2004). Citations: Ingersoll & Strong, 2011; Smith & Ingersoll, 2004. 1A.S6 — Equitable grading, proficiency-based assessment, and personalized learning	Math - Grade 11 ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate

		Standards-based and equitable grading improves accuracy and fairness (Guskey, 2015; Feldman, 2018). Personalized instruction increases growth for struggling students (Pane et al., 2017). Citations: Guskey, 2015; Feldman, 2018; Pane et al., 2017. 1A.S7 — Data-driven instruction and assessment analysis Data-driven instruction significantly raises achievement (Hamilton et al., 2009). Formative assessment has a strong effect on learning (Black & Wiliam, 2009). Citations: Hamilton et al., 2009; Black & Wiliam, 2009. 1D.S1 — Access to A–G coursework Taking rigorous courses is one of the strongest predictors of college success (Adelman, 2006). Expanded access reduces opportunity gaps (Long et al., 2012). Citations: Adelman, 2006; Long et al., 2012. 1D.S2 — Career exploration, work-based learning, internships Work-based learning improves engagement and increases postsecondary readiness (Kemple, 2008). Career exposure boosts motivation and long-term outcomes (Symonds et al., 2011). Citations: Kemple, 2008; Symonds et al., 2011. 1D.S3 — Career Technical Education and Linked Learning Linked Learning increases A–G completion and college/career readiness (Oakes et al., 2018). High-quality CTE improves graduation and postsecondary enrollment (Dougherty, 2018). Citations: Oakes et al., 2018; Dougherty, 2018.	

		1D.S4 — Individualized Graduation Plans (IGPs) Individualized planning increases graduation and college enrollment (Plank et al., 2008). Early monitoring prevents dropout and credit loss (Allensworth & Easton, 2007). Citations: Plank et al., 2008; Allensworth & Easton, 2007. 1D.S7 — College knowledge, financial aid, and application support College advising improves FAFSA completion and enrollment (Bettinger et al., 2012). Structured guidance programs increase 4-year college attendance (Castleman & Page, 2014). Citations: Bettinger et al., 2012; Castleman & Page, 2014. 1A.S1 — Rigorous, standards-based, culturally responsive instruction This strategy ensures that all students, especially ELs and historically underserved subgroups, receive high quality, standards-aligned, culturally responsive instruction. Research shows rigorous instruction improves academic achievement (Hattie, 2012) and culturally responsive teaching increases engagement and outcomes for diverse learners (Gay, 2018). 1A.S2 — Technology integration and access to critical learning resources Providing technology and digital resources supports personalized instruction and accelerates learning for students who need additional support. Evidence shows tech-enhanced instruction increases engagement, differentiation, and literacy/math	

		growth (Cheung & Slavin, 2013; Darling-Hammond et al., 2020). 1A.S3 — Classroom observation, reflection, and feedback cycles Systematic observation with feedback improves teaching effectiveness and equity in the classroom. Research demonstrates feedback cycles have a high impact on teacher practice and student achievement (Kraft & Blazar, 2018; Hattie & Timperley, 2007). 1A.S4 — High-quality, differentiated, ongoing professional development Ongoing, job embedded PD builds teacher capacity to meet diverse student needs. Evidence indicates sustained PD, combined with collaboration and coaching, improves student outcomes (Darling-Hammond et al., 2017; Gulamhussein, 2013). 1A.S5 — Targeted professional learning for newly hired teachers Structured support for new teachers increases instructional effectiveness and retention. Mentoring and induction programs improve student outcomes, particularly in high needs schools (Ingersoll & Strong, 2011; Smith & Ingersoll, 2004). 1A.S6 — Equitable grading, proficiency-based assessment, and personalized instruction Standards based grading and personalized instruction ensures that all students can demonstrate mastery. Research shows equitable grading reduces bias and supports learning for historically underserved students (Guskey, 2015; Feldman, 2018; Pane et al., 2017).	

		1A.S7 — Data-driven instruction and assessment analysis Using assessment data to guide instruction allows schools to target interventions and support students who are below grade level. Data driven decision making and formative assessment increase student achievement (Hamilton et al., 2009; Black & Wiliam, 2009). 1D.S1 — Access to A–G coursework Equitable access to rigorous courses ensures students are prepared for college. Research demonstrates that A–G completion predicts postsecondary enrollment and reduces opportunity gaps (Adelman, 2006; Long et al., 2012). 1D.S2 — Career exploration, work-based learning, internships Career exploration and internships increase student engagement and motivation. Evidence indicates that work-based learning improves postsecondary readiness, particularly for low-income students (Kemple, 2008; Symonds et al., 2011). 1D.S3 — Career Technical Education and Linked Learning pathways CTE and Linked Learning pathways improve high school completion and college/career readiness. Research shows these programs increase graduation rates and postsecondary success for all students, especially underserved populations (Oakes et al., 2018; Dougherty, 2018). 1D.S4 — Individualized Graduation Plans (IGPs) IGPs provide early intervention and personalized planning, ensuring students stay on track for	

		graduation. Evidence shows individualized planning increases graduation rates and reduces dropout risk (Plank et al., 2008; Allensworth & Easton, 2007). 1D.S7 — College knowledge, financial aid, and application support Structured college advising and financial aid support increases college applications and enrollment, particularly for ELs, foster youth, and low-income students. Research shows these interventions improve postsecondary access and completion rates (Bettinger et al., 2012; Castleman & Page, 2014).	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Chatsworth Charter will also provide supplemental school climate support staffing. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Chatsworth Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as Low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		implemented Districtwide.	
Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	2A.S1 — Trauma-informed, affirming, and welcoming practices Trauma-informed practices create safe, supportive environments, improving engagement, behavior, and academic outcomes, especially for students with adverse experiences (Carello & Butler, 2015; SAMHSA, 2014). 2A.S2 — Staff awareness and support for SOGIE Inclusive practices for LGBTQ+ students reduce bullying, improve mental health, and increase engagement and academic performance (Kosciw et al., 2020). Professional learning builds staff capacity to create affirming environments. 2A.S3 — Safe and sustainable green/outdoor learning spaces Outdoor learning environments improve student well-being, engagement, and physical health, and can increase academic motivation (Chawla et al., 2014; Kuo et al., 2019). 2A.S6 — Inclusive celebrations and community events Culturally responsive school events strengthen school connectedness, reduce discrimination, and improve engagement and attendance (Gay, 2018; Reyes et al., 2012). 2D.S1 — Mentorship and community-building Mentoring programs improve student engagement, school connectedness, and attendance, particularly for historically underserved students (DuBois et al., 2011).	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		2D.S2 — Family engagement to support attendance Family engagement interventions increase student attendance and academic achievement; partnership between school and home is essential for consistent attendance (Epstein, 2018; Sheldon & Epstein, 2004). 2D.S3 — Root cause analysis and tiered attendance supports Tiered attendance interventions and early identification of absenteeism improve chronic attendance rates and overall student outcomes (Balfanz & Byrnes, 2012; Gottfried, 2014). 2D.S4 — Attendance incentive programs Recognition, incentives, and positive reinforcement increase student attendance and motivation, particularly when paired with supportive school culture (Lemke et al., 2017). 2D.S5 — Personalized outreach to families of students with low attendance Personalized family outreach, including phone calls and home visits, improves attendance and connects students to supports addressing barriers to school (Ginsburg et al., 2014; Chang & Romero, 2008). 2A.S1 — Trauma-informed, affirming, and welcoming practices This strategy is effective because trauma informed practices create safe, supportive learning environments that improve engagement, behavior, and academic outcomes, especially for students who have experienced adversity. Research demonstrates that trauma informed approaches in schools reduce stress	

		and increase academic and social-emotional growth (Carello & Butler, 2015; SAMHSA, 2014). 2A.S2 — Staff awareness and support for SOGIE Providing professional learning and resources to support LGBTQ+ students ensures that all staff can create inclusive, affirming environments. Evidence shows that inclusive practices reduce bullying, improve mental health, and increase engagement and academic performance for LGBTQ+ students (Kosciw et al., 2020). 2A.S3 — Safe and sustainable green/outdoor learning spaces Developing outdoor learning and shaded areas promotes student well being, engagement, and experiential learning. Studies indicate that access to green spaces increases physical and mental health, attention, and motivation, contributing to better academic outcomes (Chawla et al., 2014; Kuo et al., 2019). 2A.S6 — Inclusive celebrations and community events Inclusive school events and cultural celebrations strengthen school connectedness, reduce discrimination, and foster a sense of belonging. Research shows that culturally responsive school activities increase engagement and support positive social emotional and academic outcomes (Gay, 2018; Reyes et al., 2012). 2D.S1 — Mentorship and community-building Mentorship and structured relationship building increase student engagement, connectedness, and attendance. Evidence shows that mentoring programs significantly improve academic and social emotional outcomes, particularly for	

		students who are historically underserved (DuBois et al., 2011). 2D.S2 — Family engagement to support attendance Engaging families as partners in attendance monitoring improves student outcomes and reduces chronic absenteeism. Research demonstrates that strong school family partnerships increase attendance rates and support academic achievement (Epstein, 2018; Sheldon & Epstein, 2004). 2D.S3 — Root cause analysis and tiered attendance supports Identifying barriers and providing tiered attendance interventions ensures students receive targeted support to improve school participation. Evidence shows that early identification and structured intervention reduce absenteeism and support academic growth (Balfanz & Byrnes, 2012; Gottfried, 2014). 2D.S4 — Attendance incentive programs Recognition and incentive programs motivate students to maintain consistent attendance and reinforce positive behavior. Studies indicate that positive reinforcement and incentive systems improve attendance and engagement, particularly when paired with supportive school culture (Lemke et al., 2017). 2D.S5 — Personalized outreach to families of students with low attendance Personalized communication and outreach to families of students with chronic absenteeism is effective because it identifies barriers and connects families to supports. Research demonstrates that individualized outreach,	

		including phone calls and home visits, increases attendance and academic participation (Ginsburg et al., 2014; Chang & Romero, 2008).	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: Schoolwide	3A.S1 — Develop a cohort of school volunteers and parent leaders The school recruit, train, and support parent and community volunteers to serve as leaders and mentors. This approach strengthens home-school connections, supports student learning, and builds a sense of community. Research demonstrates that structured parent volunteer programs improve student engagement, attendance, and academic outcomes (Epstein, 2018; Henderson & Mapp, 2002). 3A.S2 — Promote regular school community events that engage family and staff The school implement regular, culturally responsive events to engage families, students, and staff. Evidence shows that family engagement events foster positive relationships, increase participation, and improve student social-emotional and academic outcomes (Henderson & Mapp, 2002; Fan & Chen, 2001). 3A.S3 — Link every student to a parent/guardian on the LAUSD App and Parent Portal The school ensures all students have at least one parent/guardian connected to the LAUSD App and Parent Portal, providing real-time access to grades, attendance, and assignments. Research shows that family access to student data supports engagement, advocacy, and academic achievement (Sheldon, 2007; Blank, Melaville, & Shah, 2003).	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” ● Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.” ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		3B.S1 — Enhance and streamline websites, communication channels, and social media The school maintains clear, accessible digital platforms and communication channels to provide families with timely, accurate information. Evidence indicates that effective communication fosters trust, strengthens home-school partnerships, and improves family engagement in learning (Epstein, 2018; Hoover-Dempsey & Sandler, 1997). 3B.S2 — Ensure all families have internet access and training for technology The school provides devices, internet access, and digital literacy training to families to ensure equitable participation in school communications and student learning. Research shows that access to technology and training improves parent engagement and supports student achievement (Warschauer & Matuchniak, 2010; Hsin & Wu, 2011). 3B.S6 — Communicate with families in multiple languages and modes The school provides multilingual and multimodal communication through emails, texts, phone calls, and in-person meetings to ensure accessibility for all families. Evidence demonstrates that linguistically responsive communication increases engagement, attendance, and student outcomes among EL and historically underserved families (August & Shanahan, 2006; Ramirez et al., 2017). 3A.S1 — Develop a cohort of school volunteers and parent leaders Parent and community volunteers strengthen home-school partnerships and support student engagement and achievement. Research shows	

		active volunteer programs improve academic outcomes, attendance, and school climate (Epstein, 2018; Henderson & Mapp, 2002). 3A.S2 — Promote regular school community events that engage family and staff Culturally responsive events increase family participation, foster positive relationships, and support student social-emotional and academic growth (Henderson & Mapp, 2002; Fan & Chen, 2001). 3A.S3 — Link every student to a parent/guardian on the LAUSD App and Parent Portal Connecting families to the Parent Portal empowers them to monitor progress and advocate for learning. Access to student data improves engagement and academic outcomes (Sheldon, 2007; Blank, Melaville, & Shah, 2003). 3B.S1 — Enhance and streamline websites, communication channels, and social media Clear and accessible communication builds trust, strengthens home-school partnerships, and ensures families are informed and engaged (Epstein, 2018; Hoover-Dempsey & Sandler, 1997). 3B.S2 — Ensure all families have internet access and training for technology Providing devices, internet, and digital literacy training reduces equity gaps and allows families to actively support student learning (Warschauer & Matuchniak, 2010; Hsin & Wu, 2011). 3B.S6 — Communicate with families in multiple languages and modes Multilingual and multimodal communication ensures all families can participate, improving	

		engagement, attendance, and academic outcomes (August & Shanahan, 2006; Ramirez et al., 2017).	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	Not Applicable	Not Applicable	Not Applicable

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.

Chatsworth Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. The school will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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	*Not applicable*	49.13 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,652 students (As of May 01, 2026) *Note that these figures are also included in the LAUSD LCAP.
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	118.38 LCFF-funded full-time equivalent certificated staff filled and vacant positions) serving 1,652 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Chatsworth Charter High School & G-STEAM Magnet Center 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Chatsworth Charter High School & G-STEAM Magnet Center	$ 1,290,058	$ 1,504,735	116.64%	0.000%	116.64%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,794,793	$ -	$ -	$ -	$ 2,794,793.00	$ 2,551,701	$ 243,092

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	3	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,182,735	$ 107,323	$ 1,290,058	$ -	$ -	$ -	$ 1,290,058	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 869,936	$ 135,769	$ 1,005,705	$ -	$ -	$ -	$ 1,005,705	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 373,736	$ -	$ 373,736	$ -	$ -	$ -	$ 373,736	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 125,294	$ -	$ 125,294	$ -	$ -	$ -	$ 125,294	0.000%

Chatsworth Charter High School & G-STEAM Magnet Center 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,290,058	$ 1,504,735	116.64%	0.000%	116.64%	$ 1,504,735	0.000%	116.64%	**Total:**	$ 1,504,735
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,504,735

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	3	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 1,005,705	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 373,736	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 125,294	0.000%

Chatsworth Charter High School & G-STEAM Magnet Center 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,521,864.00	$ 2,952,056.00

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	3	General Fund School Program	No	$ 1,428,728	$ 1,173,749
1	10	SENI Investments towards Academic Excellence	No	$ 1,443,037	$ 1,147,160
2	4	SENI Investments towards Joy and Wellness	Yes	$ 456,089	$ 421,848
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 194,010	$ 209,299

Chatsworth Charter High School & G-STEAM Magnet Center 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,093,136	$ 2,093,136	$ 1,778,307	$ 314,829	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	10	SENI Investments towards Academic Excellence	Yes	$ 1,443,03	$ 1,147,160	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 456,08	$ 421,848	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 194,01	$ 209,299	0.000%	0.000%

Chatsworth Charter High School & G-STEAM Magnet Center 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,428,728	$ 2,093,136	0.000%	146.503%	$ 1,778,307	0.000%	124.468%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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