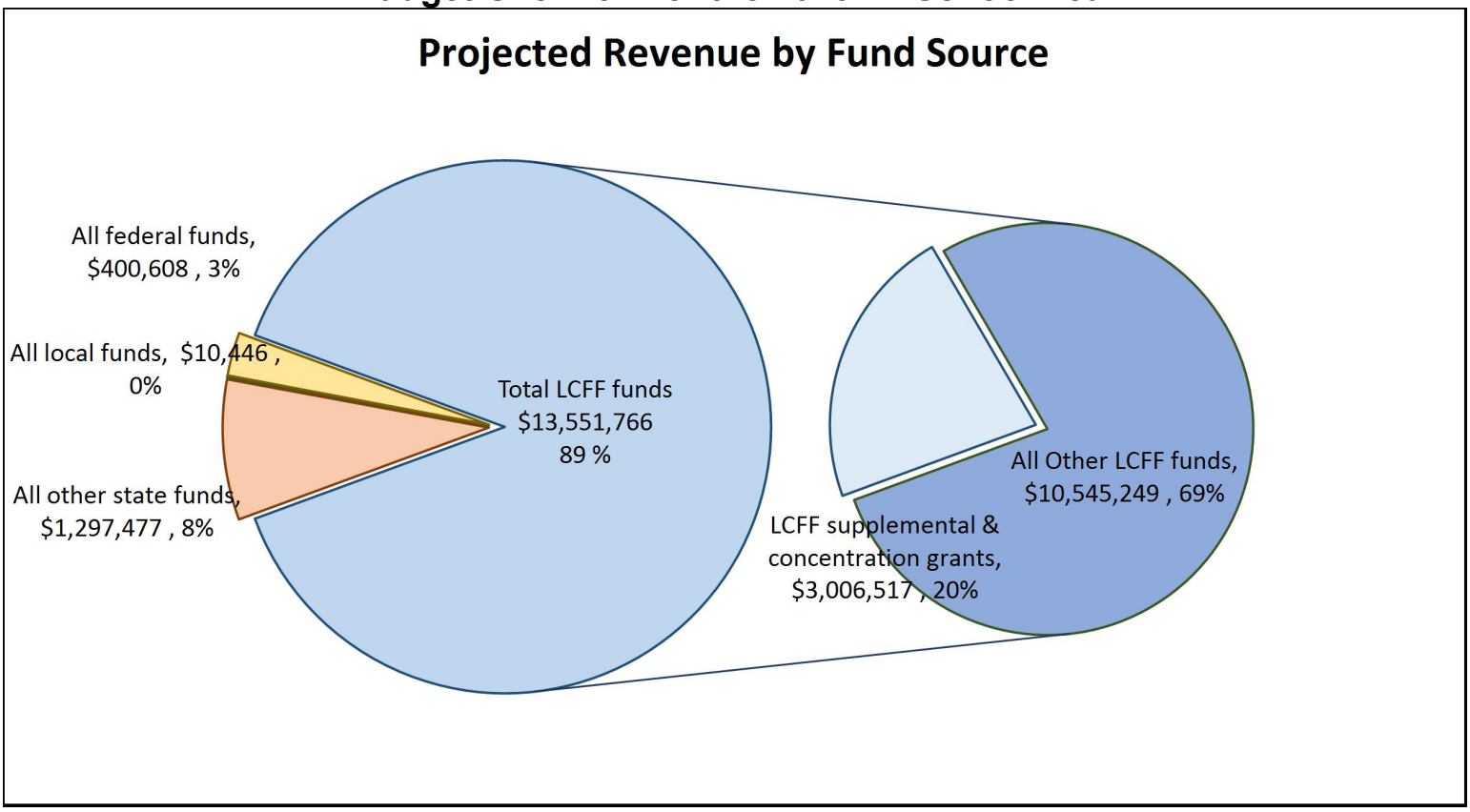
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at Kings
CDS Code: 16638750112698
School Year: 2026-27
LEA contact information:
Krista Mount
Director of Categorical Programs
kmount@caliva.org
805-581-0202

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

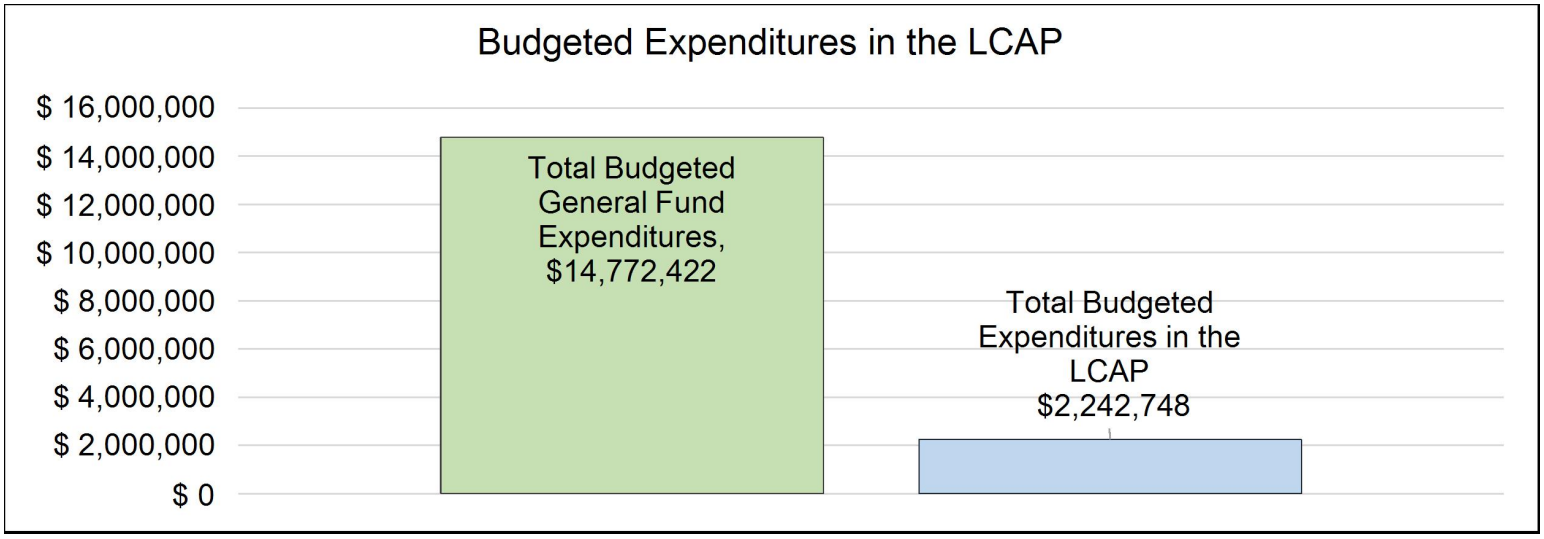


This chart shows the total general purpose revenue California Virtual Academy at Kings expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Kings is $15,260,297, of which $13,551,766 is Local Control Funding Formula (LCFF), $1,297,477 is other state funds, $10,446 is local funds, and $400,608 is federal funds. Of the $13,551,766 in LCFF Funds, $3,006,517 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 California Virtual Academy at Kings 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: California Virtual Academy at Kings plans to spend $14,772,422 for the 2026-27 school year. Of that amount, $2,242,748 is tied to actions/services in the LCAP and $12,529,674 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

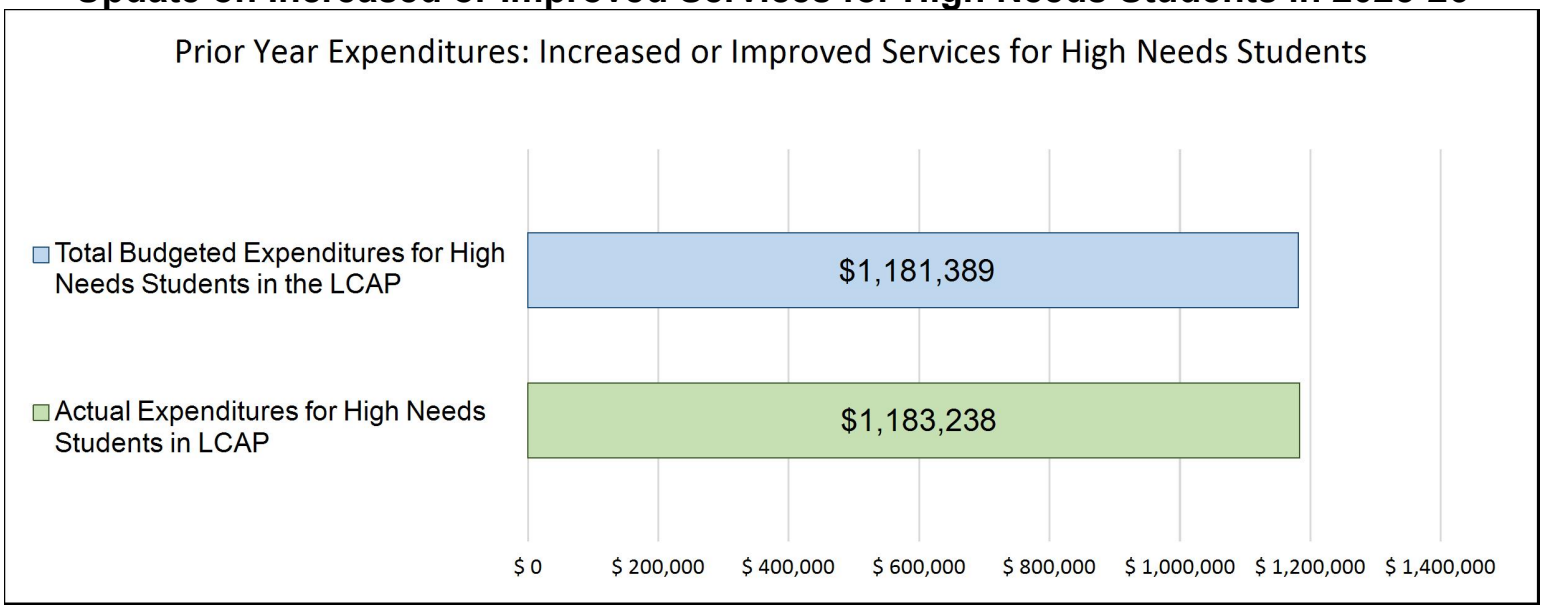
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Virtual Academy at Kings is projecting it will receive $3,006,517 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Kings must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Kings plans to spend $1,740,141 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

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



This chart compares what California Virtual Academy at Kings budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Virtual Academy at Kings 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, California Virtual Academy at Kings's LCAP budgeted $1,181,389 for planned actions to increase or improve services for high needs students. California Virtual Academy at Kings actually spent $1,183,238 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Virtual Academy at Kings	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

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.

California Virtual Academy at Kings is a charter school that provides a full-time online independent study program for TK–12 students. The WASC-accredited school offers innovative technology use, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to support different learning styles. The school serves students from the following counties: Kings, Monterey, San Luis Obispo, and Tulare. Students are offered an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to a rigorous curriculum and resources, and opportunities for a variety of social interactions to prepare them to become well-rounded citizens.

Student Demographics (Fall 2025)
11.7% English Learners (Number of students 100)
0.23% Foster Youth (Number of students 2)
3.6% Homeless Youth (Number of students 31)
1.52% Migrant Education (Number of students 13)
13.7% Students with Disabilities (Number of students 117)
73.3% Socioeconomically Disadvantaged (Number of students 625)

75.5% Unduplicated Students (Number of students 1,378)
Unduplicated students means that each pupil is counted only once, even if the pupil meets more than one of these criteria for Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups.

Total Enrollment: 853

Mission Statement: California Virtual Academy at Kings is dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Collective Commitments

- Facilitate meaningful connections & partnership between students, parents, and all school staff to achieve academic goals and foster social and emotional growth
- Engage in professional learning through collaborative practices
- Empower our students to become critical thinkers and take responsibility for their learning
- Develop and implement innovative teaching practices and strategies for learning
- Honor and celebrate the diversity in our schools

The charter school is not eligible to receive Equity Multiplier funding.

Reflections: Annual Performance

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

2023 Dashboard Performance
The ELA CAASPP results declined 14 points overall (41 below standard), the student groups of socioeconomically disadvantaged (55.7 below) declined 13.7, Hispanic declined 6.6 points (50.1 below), and white declined 30.1 points (37.5 below). Students with disabilities (100.6 below) were maintained. Even though students with disabilities maintained, they are still indicated Red on the dashboard because they are so far below standard. The student group of English Learners (79.2 below) increased 7.1 points. The math CAASPP (72.4 points below standard) declined 13.9. The student group of students with disabilities (121.9 below) declined 11.4 points and is indicated as Red on the Dashboard. The student group of English Learners (105.1 below) increased 32.3 points. The student group of Hispanic (74.78 below) also increased. The student groups of Hispanic (74.7 below), socioeconomically disadvantaged (85.6 below), and White (80.3 below) increased.

The goals in this plan were developed to increase student achievement, paying specific attention to closing the achievement gap. Even though English learners decreased in ELA and maintained in math, they increased their English language proficiency by 14.6%. English learners progressed in English language development but need additional support with grade-level curriculum. The College/Career Indicator (29.4%) is well below the state average of 43.9% prepared. The percentage of students completing a CTE pathway, 5.4%, is significantly lower than the state average of 18.7%. The graduation rate increased 5.1% and is now 70.3%. However, it is still below the state average of 86.4%. The Suspension Rate remains at 0%. Chronic Absenteeism is 7.8%, which is below the state average of 24.3%. The student groups of English learners and socioeconomically disadvantaged are above all students.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard.
Students with Disabilities: CAASPP ELA & Math

2024 Dashboard Performance
The overall (all students) ELA CAASPP results maintained (43.3 below standard), as well as the student groups of Socioeconomically Disadvantaged (55.4 below). English Learners (79.2 below) maintained but are now Red on the Dashboard. The student groups of students with disabilities (105.9 below) declined 5.3 and is still Red on the Dashboard. Hispanic students declined 8.8 points (59 below). The student groups of Long-Term English Learners (89.6 below) and White students (15.1 below) increased. The math CAASPP for all students (75.6 points below standard) declined by 3.2. The student groups of English Learners (93.2 below) and White students (54.2 below) increased. The student group of students with disabilities (146.7 below) declined 24.8 points and is indicated as Red on the Dashboard. The Hispanic students (86.8 below) also declined. The socioeconomically disadvantaged (86.6 below) were maintained.

The goals in this plan were developed to increase student achievement, paying specific attention to closing the achievement gap. English learners increased their English language (EL) proficiency by 11.3%, as well as Long-term EL, who increased by 8%. As mentioned above, EL maintained on CAASPP ELA (79.2 below); however, they are now Red on the Dashboard because they performed in the lowest status (below 70 points). On the CAASPP math, EL increased 11.9 points, to 93.2 below standards. The College/Career Indicator (18.8%) is well below the state average of 45% prepared. The percentage of students completing a CTE pathway is 8.6%. The graduation rate decreased by 1.7% and is now 68.6%. However, it is still below the state average of 86.7%. The Suspension Rate remains at 0%. Chronic Absenteeism is 9.5%, which is below the state average of 18.6%. The student groups of English learners and white students are below all students.

Student group within a school with the lowest performance level on one or more indicators on the 2024 Dashboard.
Students with Disabilities: CAASPP ELA & Math
English Learners: CAASPP ELA
Hispanic: Chronic Absenteeism Rate

2025 Dashboard Performance
The overall (all students) ELA CAASPP improved from "Low" to "Medium" on the Dashboard and increased 4.7 points. Overall, growth in ELA, 69% of students improved their score from the prior year. English learners increased 10.7 points and improved from "Very Low" to "Medium". Students with disabilities increased 17.2 points and improved from "Very Low" to "Low". Socioeconomically Disadvantaged increased 17.2 points and improved from "Low" to "Medium". The student group of Hispanic increased 15.3 points and improved from "Low" to "Medium".

On Math CAASPP, all students increased 25 points and improved from "Low" to "Medium". Overall, advanced Math growth, 67.1% of students improved their score from the prior year. English learners increased 5.3 points and remained in "Medium". Students with disabilities increased 36.8 points and improved from "Very Low" to "Low". Socioeconomically Disadvantaged increased 32.5 points and improved from "Low" to "Medium". The student group of Hispanic students increased 16.9 points and improved from "Low" to "Medium". White students increased 36.3 points and improved from "Medium" to "High".

This is the first year the Dashboard has assigned a performance level (color) to the CA Science Test. All students' performance level was "High" with 52.2 science points overall. The student groups were either "Medium" or "High". The College/Career readiness indicator remained "Low". Unfortunately, the Gradation Rate decreased 11.1% to 57.4% for all students.

42.3% of ELs made progress on the English Learner Progress Indicator, which is a decrease of 18%. Long-Term English Learners' progress decreased 25 percentage points. Despite this decline in progress rates, English Learners increased by 10.7 points on the ELA CAASPP, indicating growth in academic achievement.

Overall (all students) maintained the Chronic Absenteeism Rate at 9.6%. The school is well below the state's average Chronic Absenteeism Rate of 17.1%. Both the student groups of Students with Disabilities and Socioeconomically Disadvantaged improved from "Low" to "Medium".

The graduation rate declined 11.1 percentage points and is now 57.4%, which is well below the state average of 87.8%. There are no significant student groups in the graduation rate indicator because each group has fewer than 11 students.

Students with Disabilities were Red on the 2023 Dashboard for CAASPP ELA & Math. They are no Red on the 2025 Dashboard. However, Long-Term English Learners are now Red on the English Learner Progress indicator. All Students are also now Red on the Graduation Rate indicator.

Lowest Performing Student Groups: The school has Learning Recovery Emergency Block Grant (LREBG) funds to expend in the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 4 & 6; Goal 2, Actions 2 & 3; and Goal 5, Action 3.

All students (low) and the following student groups were identified as "Very Low" or "Low" on both the ELA and Math CAASPP assessments (2025 Dashboard).
Student Groups
English Learners (low)
Student with Disabilities (very low)
Socioeconomically Disadvantaged (low)
Hispanic (low)

The student group of white is "Low" on CAASPP ELA.

Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students were identified as "High" for Chronic Absenteeism.

Reflections: Technical Assistance

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

N/A - The school is not receiving technical assistance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Parents	The school implements a comprehensive, year-round process to engage parents in the development of the Local Control and Accountability Plan (LCAP), grounded in transparency, continuous improvement, and meaningful input. Parents participate in ongoing engagement opportunities throughout the year, including Parent Coffee Chats, Family-Teacher Organization (FTO) meetings, Parenting with a Purpose sessions, and other trainings designed to gather feedback and strengthen understanding of school programs and priorities. The Title I Annual Meeting in September provides an overview of programs and funding and includes opportunities for parent feedback through surveys and discussion. Formal parent engagement includes a January Parent Engagement Meeting to review LCAP priorities, funding, and student data and distribute the LCAP Needs Assessment Survey, as well as a Spring Parent Engagement Meeting to review the proposed LCAP and gather feedback prior to adoption. The Parent and Family Engagement Policy is reviewed and updated every two years with parent input. To ensure equitable access and participation, engagement opportunities are communicated in English and Spanish through ParentSquare and the LC Community platform, with RSVP opportunities and reminders provided prior to meetings. Recordings and presentation materials are shared following meetings, and

Educational Partner(s)	Process for Engagement
	surveys are distributed schoolwide in multiple languages. Parents are also provided with ongoing training and support to better understand the LCFF and LCAP process through on-demand recorded trainings, FTO meetings, Coffee Chats, and opportunities to submit questions through surveys, the LC Community, and info@caliva.org. Targeted outreach and engagement efforts were conducted to ensure participation from unduplicated pupil groups, including English Learners, foster youth, homeless youth, and socioeconomically disadvantaged families. Parent feedback collected through the LCAP Needs Assessment Survey, Title I Survey, Climate Survey, and engagement meetings is reviewed by leadership teams and directly informs LCAP actions, budget priorities, program design, and continuous improvement planning. Summaries of parent input are shared with leadership teams and the Governing Board to support alignment and timely decision-making.
Students	The school provides students with multiple opportunities throughout the year to provide input regarding school climate, engagement, academic supports, and overall educational experiences. Student voice is incorporated into the development of the LCAP through the Annual Climate Survey administered to students in grades 2, 5, 7, 9, and 11, as well as through participation opportunities connected to parent engagement and advisory activities. Student feedback gathered through surveys and engagement activities is reviewed by school leadership and used to identify areas of need, evaluate current programs and services, and guide the development of LCAP goals, actions, and supports. Student input contributes to continuous improvement efforts related to academic achievement, school connectedness, engagement, and social-emotional supports.
Teachers and other staff	Teachers and other staff participate in the LCAP development process through surveys, educational partner engagement meetings, department meetings, and leadership and guiding coalition discussions held throughout the school year. Staff provide feedback

Educational Partner(s)	Process for Engagement
	regarding instructional programs, professional development, student supports, intervention systems, school climate, and operational effectiveness. Educational partner feedback from teachers and staff is reviewed by school leadership teams to evaluate the effectiveness of current programs and identify priorities for improvement. Staff input directly informs the development and refinement of LCAP goals, actions, expenditures, and implementation strategies to support student achievement and equitable access to programs and services.
Principals and Administrators	Principals and administrators play an ongoing role in the development, implementation, and evaluation of the LCAP through regular data review, leadership meetings, and analysis of educational partner feedback. School and department leaders review student achievement data, attendance trends, engagement metrics, survey results, and program outcomes throughout the year to identify areas of need and monitor progress toward LCAP goals. Administrators collaborate with leadership teams, principals, teachers, and other staff to evaluate the effectiveness of programs and services and determine priorities for continuous improvement. Feedback collected from parents, students, and staff is incorporated into discussions regarding resource allocation, program implementation, and development of actions and expenditures within the LCAP. Leadership teams also review summaries of educational partner engagement and provide updates to the Governing Board to support informed decision-making prior to LCAP adoption.
LCAP Advisory Committee	The LCAP Advisory Committee participates in the development and review of the LCAP through formal consultation meetings held twice annually. The committee includes parents and middle school and high school students and reviews student outcome data, LCAP goals, proposed actions and services, expenditures, and educational partner feedback to provide input regarding school priorities and continuous improvement efforts. Committee members provide feedback on the effectiveness of current programs and supports, identify areas of need, and make recommendations regarding proposed services and resource allocation prior to LCAP adoption.

Educational Partner(s)	Process for Engagement
	The LCAP Advisory Committee includes parent representation from multiple grade spans and student groups and serves as an important forum for collaboration and consultation regarding the school's educational program and accountability priorities. Feedback and recommendations provided by the PAC are reviewed by school leadership and incorporated into the development and refinement of LCAP goals, actions, and expenditures. The Committee met in February in connection with the mid-year LCAP revision and reapproval process. Prior to readoption, the Governing Board held a public hearing on the proposed LCAP and provided an opportunity for public comment in accordance with applicable legal requirements. The Committee will also meet in June prior to the 2026-27 LCAP being presented to the Governing Boards for adoption. The Governing Board will again provide an opportunity for public comment before approval of the LCAP.
English Learner Advisory Committee & District English Learner Advisory Committee	The school implemented a comprehensive process to engage educational partners, including parents of English Learners, in the development of the Local Control and Accountability Plan (LCAP). Engagement opportunities were provided throughout the school year to gather input, review student achievement data, discuss program effectiveness, and identify areas of need related to services and supports for English Learners. As a single-school LEA, the school operates a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) to support engagement and consultation with parents of English Learners. In September, an English Learner Parent Meeting was held to provide families with information regarding the English Language Proficiency Assessments for California (ELPAC), strategies for helping students succeed, an overview of the school's English Language Development (ELD) Program, and reclassification requirements. Information

Educational Partner(s)	Process for Engagement
	regarding participation in the combined DELAC/ELAC was also provided. In October, an ELAC/DELAC meeting was held to review the responsibilities of the committee, review LCAP priorities and student achievement data, provide training on formal meeting requirements and elected positions, discuss the Uniform Complaint Procedures, and review election information. Educational partners were also provided opportunities for public comment, feedback, and suggestions. In November, the committee meeting included elections, review of Quarter 1 ELD Wildly Important Goal (WIG) progress, discussion regarding the importance of attendance, proposed revisions to the ELD curriculum, and proposed revisions to the Reclassification to Fluent English Proficient (RFEP) criteria. Educational partners were again provided opportunities for comments and suggestions to support continuous improvement efforts. In March, the final committee meeting included officer voting, discussion of the LCAP Needs Assessment Survey, and review of ELPAC information. Parents and educational partners provided feedback regarding student needs, program effectiveness, and priorities for the upcoming LCAP. Feedback gathered through these meetings, surveys, public comments, and discussions was used to inform the development of LCAP goals, actions, services, and expenditures designed to improve outcomes for English Learners and all student groups.
MKV/Foster Administrators & Staff	In addition to gathering feedback from all educational partners, the McKinney-Vento (MKV) and foster youth team meets monthly with families to identify emerging student needs and determine additional supports and resources. Feedback from these meetings has led to increased access to transportation for school events, connectivity to online classes and platforms, ensuring students experiencing housing instability or in foster care can fully participate in school activities. It

Educational Partner(s)	Process for Engagement
	has also informed the allocation of resources aimed at reducing barriers to access and engagement.
Career and College Prep Advisory Board	The Career and College Prep Advisory Board is a non-voting board of volunteer members from Business & Industry. The purpose of the board is to provide insight, feedback, and industry perspective related to program ideas, initiatives, and program operations when needed. Members do not hold formal officer positions such as president or vice president; all participants serve simply as board members. The Advisory Board meets at least once per semester, with additional meetings sometimes occurring during the second semester depending on program needs, upcoming initiatives, or curriculum discussions. Meetings are generally focused on reviewing program updates, discussing workforce and industry trends, gathering input on pathway alignment, and identifying opportunities for student engagement and program improvement. In addition to formal meetings, engagement with educational and industry partners occurs throughout the year through email communication, individual consultations, and collaborative discussions regarding curriculum, pathway development, student opportunities, and program evaluation. This ongoing communication helps ensure that programs remain aligned with current workforce expectations and community needs.

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

The planned modifications to goals and actions were informed by analysis of implementation and student outcome data, including CAASPP, ELPAC, STAR 360, attendance, graduation, course pass rate, and engagement data, as well as input from educational partners, including parents, students, teachers, staff, administrators, and advisory committees. This review process helped identify areas of success and areas needing refinement to better support student outcomes across student groups.

Goal 1 modifications focus on strengthening academic achievement through more consistent instructional practices, expanded data-driven decision-making, and targeted intervention systems. Planned changes include enhanced professional development in SEL, writing instruction, and data analysis tools (1.1); improved instructional coaching and progress monitoring systems (1.2); strengthened Tier 2 and Tier 3 intervention structures (1.4); and expanded CTE pathways with increased monitoring and alignment to workforce demands (1.5).

Goal 2 modifications focus on increasing family engagement, accessibility, and communication with diverse student populations. Planned changes include providing multilingual Canvas directions and translatable parent resources (2.1), as well as additional professional development for staff on culturally responsive engagement practices and strategies to support families with low participation (2.2).

Goal 3 modifications focus on improving equitable access, staffing stability, curriculum implementation, and data-driven systems. Planned changes include increasing ISP reimbursement outreach and funding amounts, from $40 to $65 per month for low-income families (3.1); expanding teacher recruitment and retention efforts (3.2); strengthening MTSS and progress monitoring professional development and implementing a real-time Dashboard of Success (3.3); and refining curriculum implementation and standards alignment across grade spans and content areas (3.4).

Goal 4 modifications focus on improving attendance monitoring accuracy. Planned changes include refining attendance tracking processes and improving alignment between Canvas and PowerSchool to ensure timely, accurate data for interventions and student support (4.2).

Goal 5 modifications focus on strengthening graduation outcomes, college and career readiness, and intervention effectiveness through improved data systems and monitoring tools. Planned changes include revising the credit sufficiency tracking matrix (5.2), implementing enhanced real-time data reporting systems for counselors and targeted interventions (5.2), and developing a centralized graduation planning tool to improve monitoring of A-G completion, graduation progress, and College and Career Indicator outcomes (5.2, 5.4).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement and proficiency for all students, including unduplicated pupils and those with disabilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was developed using the 2023 CA School Dashboard data. The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below) and English learners (97.2 below) are below all students (41) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.6 below) and English learners (105.1 below) are below all students (77.3) in math. Students with Disabilities are 100.6 below standard in ELA and 121.9 below in math. 73% of student with disabilities as also socioeconomically disadvantaged. Student with Disabilities are indicated Red on the Dashboard in both CAASPP ELA and math.

EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students.
The percentage of students completing a CTE pathway, 3%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.7%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 17.7%, which is below the state average of 43.9%.
Action 1.4, Instructional Support, was developed to address the Red indicators for the student groups of African American, English learners, and Students with Disabilities. English learners are also specifically addressed in 1.3. Even though the student group of socioeconomically disadvantaged isn't indicated as Red, it is still below all students. This goal will also support all students working below standard. ELA and math overall are lower than the state average. ELA is 28 points and math is 34 points lower than the state average.

English learners (EL) increased in English language proficiency by 15%, however, EL are below all students in ELA and math. EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students.

The percentage of students completing a CTE pathway, 5.4%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 6%. An increase in CTE completion will also increase the College & Career Indicator, 29.4%, which is below the state average of 43.9%.

Action 1.4, Instructional Support, was developed to address the Red indicators for the student group of Students with Disabilities. English learners are also specifically addressed in 1.3. Even though the student group of socioeconomically disadvantaged isn't indicated as Red, it

is still below all students. This goal will also support all students working below standard. ELA and math overall are lower than the state average. ELA is 39.4 points and math is 23.3 points lower than the state average.

CAASPP Grades 3-8, 11 Points from Standard

ELA 41 below standards (261Students Tested) State average 13.6 below
English Learners 79.2 below (35 students) State average 66.7 below
Socioeconomically Disadvantaged 55.7 below standard (171 Students Tested) State average 42.6 below
Students with Disabilities 100.6 below (51 Students) State average 96.3 below (Red Dashboard Indicators)

Math 72.4 below standard (260 students) State average 49.1 below
English Learners 105.1 below (35 students) State average 93.4 below
Socioeconomically Disadvantaged 85.6 below standard (171 Students Tested) State average 85.6 below
Students with Disabilities 121.9 below (51 Students) State average 127.3 below (Red Dashboard Indicators)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 41 below standard English Learners 79.2 below Student with Disabilities 100.6 below (Red) Socioeconomically Disadvantaged 55.7 below Hispanic 50.1 below White 37.5 below	2024 43.3 below standard English Learners* 79.2 below Long-Term English Learners** 89.6 below Student with Disabilities* 105.9 below Socioeconomically Disadvantaged 55.4 below Hispanic 59 below White 15.1 below	2025 30.3 below standard English Learners 68.6 below Long-Term English Learners** 73.7 below Student with Disabilities 95.8 below Socioeconomically Disadvantaged 38.2 below Hispanic 43.7 below White 7.1 below Asian** 0.6 below	20 Below Standard	 Increased 10.7 English Learners increased 10.6 Student with Disabilities increased 4.8 Socioeconomically Disadvantaged increased 17.5 Hispanic increased 6.4 White increased 30.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races** 18.9 below	Two or More Races** 57.2 below		
1.2	Math CAASPP Grades 3-8, 11 Points from Standard * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 77.3 below standard English Learners 105.1 below Student with Disabilities 121.9 below (Red) Socioeconomically Disadvantaged 85.6 below Hispanic 81.9 below White 80.3 below	2024 75.6 below standard English Learners 93.2 below Long-Term English Learners** 113 below Student with Disabilities* 146.7 below Socioeconomically Disadvantaged 86.6 below Hispanic 86.8 below White 54.2 below Two or More Races 77.2 below	2025 50.6 below standard English Learners 87.9 below Long-Term English Learners** 117.5 below Student with Disabilities 110 below Socioeconomically Disadvantaged 54.1 below Hispanic 70 below White 18 below Asian** 8 above Two or More Races** 81.9 below	60 Below	Increased 26.7 English Learners increased 17.2 Student with Disabilities increased 11.9 Socioeconomically Disadvantaged increased 31.5 Hispanic increased 11.9 White increased 62.3
1.3	CA Science Test Source: Dataquest	2023 27.4% English Learners 7.1% Students with Disabilities 28.9% Socioeconomically Disadvantaged 21.3% Hispanic 22.7% White 38%	2024 22.4% English Learners 0.0% Student with Disabilities 15.8% Socioeconomically Disadvantaged 18.6% Hispanic 19.2% White 30.0%	2025 52.2 English Learners** 46.0 Long-term English Learner** 45.8 Student with Disabilities** 40.0 Socioeconomically Disadvantaged 50.2	40%	The data differ in units, so comparing them would not produce a valid or accurate conclusion about performance over time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic 48.8 White 60.7		
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 29.4%	2024 18.8%	2025 15.6% Socioeconomically Disadvantaged** 14.6% Hispanic** 17.9%	45%	Decreased 13.8%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 21.6% CTE Pathway Completion 5.4% Both CTE & a-g Completion 2.7% Passage of AP Exam 2.9% Early Assessment Program (EAP) 14.7%	2024 a-g Completion 25.7% CTE Pathway Completion 8.60% CTE SED Only 8.30% Both CTE & a-g Completion 2.90% Passage of AP Exam 0% Early Assessment Program (EAP) 15.60%	2025 a-g Completion 6.4% CTE Pathway Completion 0.0% CTE SED Only 0.0% Both CTE & a-g Completion 0.0% Passage of AP Exam 2.2% Early Assessment Program (EAP) 28.9%	a-g Completion 35% CTE Pathway Completion 20% Both CTE & a-g Completion 17% Passage of AP Exam 18% Early Assessment Program (EAP) 30%	a-g Completion decreased 15.2% CTE Pathway Completion decreased 5.4% Both CTE & a-g decreased 2.7% Passage of AP Exam increased 15.1% Early Assessment Program (EAP) increased 15.3%
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 40.4%	2024 51.7% Long-Term English Learners 58.1%	2025 42.3% Long-Term English Learners* 43.5%	55%	Increased 1.9 percentage points
1.7	English Learner Reclassification Rate	2023 5.4%	2024 6.9%	2025 10.8%	20%	Increased 5.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reclassified from English Leaner to Fluent English Proficient Source: Dataquest					
1.8	Early Literacy/Reading Proficiency (Star 360) K/1st Early Literacy 2nd Reading Proficient & Advanced (at/above grade level) Source: Internal	2023 K N/A 1st 70.9% 2nd 61.8%	2024 50.4% K 66.7% 1st 56.5% 2nd 56%	205 60.4% K 70.7% 1st 71.1% 2nd 43.4%	70%	 K 4% 1st 1.1% 2nd -18.4%
1.9	Math Proficiency (Star 360) Grades K-2 Proficient & Advanced (at/above grade level) Source: Internal	2023 71.9%	2024 56.8%	2025 57.1%	70%	 Decreased 14.8 percentage points
1.10	Reading Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 41.2% English Learners 43.8% Student with Disabilities 34.9% Socioeconomically Disadvantaged 41.8% African American 45.5% Hispanic 39.6% White 44.4%	2024 52.9% English Learners 45.8% Student with Disabilities 47.5% Socioeconomically Disadvantaged 52.8% African American 28.6% Hispanic 48.8% White 53.4%	2024 55.0% English Learners 63.5% Student with Disabilities 38.4% Socioeconomically Disadvantaged 54.9% African American 33.3% Hispanic 55.1% White 56.9%	65%	Increased 19.7 percentage points English Learners increased 19.7% Students with Disabilities increased 3.5% Socioeconomically Disadvantaged increased 13.1% African American decreased 12.2% Hispanic increased 15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White increased 12.5%
1.11	Math Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 51.2% English Learners 56.7% Student with Disabilities 36.9% Socioeconomically Disadvantaged 51.1% African American 38.5% Hispanic 48.9% White 60.5%	2024 57.4% English Learners 54.2% Student with Disabilities 50.0% Socioeconomically Disadvantaged 55.6% African American 50.0% Hispanic 55.3% White 59.0%	2025 55.4% English Learners 55.8% Student with Disabilities 36.0% Socioeconomically Disadvantaged 57.0% African American 33.3% Hispanic 56.0% White 52.8%	65%	Increased 4.2 percentage points English Learners decreased 0.9% Students with Disabilities decreased 0.9% Socioeconomically Disadvantaged increased 5.9% African American decreased 5.2% Hispanic increased 7.1% White decreased 7.7%

Goal Analysis [2025-26]

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

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

Implementation remained consistent with the planned actions in this goal, with no substantive differences between planned and actual implementation; all actions were implemented, with some targeted modifications to strengthen effectiveness.

Successful Implementation:
Action 1.1: Professional development was implemented across all grade spans, focusing on PLC practices, data-driven instruction, and improving ELA and math outcomes. Teachers and leaders engaged in regular collaboration to analyze data, identify essential standards, and use common assessments to guide instruction. Instructional and MTSS Coaches supported implementation through coaching, classroom observations, and collaborative team time, strengthening Tier 1 instruction and intervention planning. Staff increased capacity in using data systems to monitor student progress and adjust instruction. Social Emotional Learning (SEL) training aligned to CASEL 3 Signature Practices and CAVA BEAR Expectation supported student engagement and access to instruction.

Action 1.2: Instructional Coaches effectively implemented partnership principles by setting student-focused goals and identifying research-based strategies during quarterly class visits and coaching conversations. Ongoing collaboration with leaders during monthly all-leader meetings supported the identification of targeted supports for teachers and students, contributing to consistent implementation and alignment across the school.

Action 1.3: English Learner (EL) Support was largely implemented as planned, which resulted in positive outcomes for English Learners, including improved access to instruction, targeted interventions, and increased family engagement.

Action 1.4: To provide interventions, the MTSS framework was implemented across all grade spans to deliver Tier 1, 2, and 3 supports based on multiple data sources, including STAR, DIBELS, CAASPP, and formative assessments. Systems were established to identify students for intervention, monitor progress, and ensure participation in supplemental programs such as Skills Arcade, Reading Eggs, Mathseeds, Read 180, and Amira. Instructional Leads, MTSS Coaches, and teachers used data cycles and conferences to adjust instruction and determine next steps, including SST referrals. Professional learning supported consistent implementation of assessment, data analysis, and intervention practices. Students demonstrated improved access to targeted supports and measurable growth in ELA and math. Additional supports, including paraprofessional services during Specialized Academic Instruction (SAI) classes, ensured access for students with disabilities.

Action 1.5: The CTE program was effectively implemented across middle and high school, creating a clear, aligned pathway for students to build career readiness skills over time. High school students consistently accessed courses, leadership opportunities, and work-based learning, while middle school students benefited from early exposure and the ability to earn high school credit. Implementation was supported by CTE leadership and staff, with ongoing efforts to address equitable access across student groups. Overall, the program demonstrated strong progress in expanding participation and supporting college and career readiness outcomes.

Action 1.6: The Summer School program was implemented across all grade spans, providing targeted academic support and extended learning opportunities aligned to MTSS. The Jump Start program was implemented in grades TK-2 to support onboarding for new students and build foundational skills and school connection. Elementary students received structured reading, math, and SEL support, while middle school students engaged in Summer Bridge programming that front-loaded grade-level content and built foundational skills. High school implementation focused on credit recovery and maintaining progress toward graduation and A-G requirements.

Action 1.7:
Under the Instructional Interventions action, teams implemented weekly WIG meetings and Tier 2 and Tier 3 intervention sessions as planned. Teams engaged in structured data review processes to identify student needs and provide targeted support aligned to Mathematics and ELA standards within the guaranteed and viable curriculum (GVC).

The TK–2 teams used collaboration time to implement dedicated remediation blocks to strengthen Tier 2 and Tier 3 supports and improve alignment across teams. The 3-5 team increased emphasis on monitoring Tier 3 Stride Skills usage and developing targeted, high-impact commitments focused on specific instructional strategies aligned to essential standards. As a result, systems for identifying student needs and delivering focused Tier 2 and Tier 3 support were implemented with fidelity, strengthening alignment to GVC standards and consistency in intervention practices. Through Tier 2 and Tier 3 supports, middle school students received focused instruction and timely interventions to address skill gaps, based on the quarterly common summative assessment.

In high school, the implementation of academic actions focused on building shared accountability and precise data use. Teachers engaged in bi-weekly data meetings to analyze student performance on the guaranteed and viable curriculum (GVC) and develop targeted intervention plans for specific standards. Targeted professional development expanded ownership of Math and ELA proficiency across content areas. Initial challenges with scheduling and data alignment were addressed by prioritizing meeting times and streamlining reporting tools, resulting in a more unified instructional approach and increased integration of literacy and numeracy support across disciplines.

Modified Implementation:
Action 1.1: Adjustments in professional development were made to address variability in staff readiness with PLC structures, data analysis, and SEL implementation. Additional coaching, structured PLC time, and modeling were provided to improve consistency. SEL implementation requires continued support to ensure full integration.

Action 1.2: Instructional Coaches effectively implemented partnership principles by setting student-focused goals and identifying research-based strategies during quarterly class visits and coaching conversations. Ongoing collaboration with leaders during monthly all-leader meetings supported the identification of targeted supports for teachers and students, contributing to consistent implementation and alignment across the school.

Action 1.4: To increase instructional support, additional training, coaching, and modeling were provided to strengthen data analysis, assessment practices, and intervention planning. Systems were refined to improve student identification, progress monitoring, and consistency across teams.

Implementation Challenges:
Action 1.1: Challenges in professional development included inconsistent staff readiness in implementing PLC practices and data analysis, as well as the need for more consistent SEL integration across classrooms. There is a need for more targeted and differentiated professional development. Additionally, there is a need for more consistent integration of SEL practices across classrooms, indicating an opportunity to strengthen professional development and support in this area.

Action 1.3: There were challenges in consistently implementing all planned family engagement opportunities for families of English learners. Especially the Arabic Coffee Chats, we were not able to find a proper interpreter.

Action 1.4: Challenges in instructional interventions included inconsistent implementation across teams, particularly in data use, referral processes, progress monitoring, and ensuring participation in assessments and intervention programs. Student engagement and consistent use of Tier 3 supports also remained areas for improvement.

Action 1.6: Student attendance during summer school was inconsistent across grade levels, particularly among high-need students, limiting access to instruction and overall impact. At the high school level, implementation was further affected by system and platform challenges, including course availability, enrollment errors, and integration issues with Canvas and gradebooks, resulting in some students being unable to participate or complete assigned coursework.

Action 1.7: Under the Instructional Interventions action, TK–2 teams experienced challenges with timely data reporting and staff familiarity with intervention tools, which limited the consistency and responsiveness of implementation.

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

Action 1.3: Estimated Actual Expenditures for English Language Support were lower than Budgeted Expenditures because projected English Learner support needs were higher than what was ultimately needed during the year.

Action 1.4: Instructional Support
Estimated Actual Expenditures for Tutor.com were lower than Budgeted Expenditures because the program was prepaid based on projected student participation; however, actual student usage was lower than anticipated. As a result, the full level of planned services and related expenditures was not utilized during the year.

Action 1.6: Estimated Actual Expenditures for Summer School were lower than Budgeted Expenditures because student enrollment and participation in the summer program were lower than originally projected. As a result, fewer instructional and operational resources were needed to support the program, leading to reduced overall expenditures.

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

Based on analysis of state and local data, the implementation of Goal 1 actions was largely effective in improving student achievement and academic growth across multiple student groups.

Effective
Action 1.1: Professional development contributed to improved student achievement outcomes, as evidenced by increases in CAASPP (Metrics 1.1 & 1.2) and Dashboard indicators (Metric 1.3), as well as local assessment data (Metrics 1.10 & 1.11). Staff survey results indicate that professional development was effective in increasing understanding of PLC practices, including Tier 2 supports, data analysis, and use of common assessments. Instructional coaching data shows a high level of implementation of ELA and math-focused goals, supporting improved instructional practices aligned to student outcomes. English learner outcomes demonstrated strong effectiveness, with students meeting or exceeding proficiency and growth targets (Metrics 1.6 & 1.7), indicating that ELD-focused professional development supported access to instruction. Additionally, SEL professional development was effective, as evidenced by high staff confidence and recall rates related to safety protocols and student support strategies.

Action 1.2: Based on analysis of metrics and outcomes, the implementation of the instructional coaching action proved to be effective. Teachers reported that partnership principles were present 99.8% of the time when setting goals with their coach, as indicated on the instructional coaching mid-year survey. This school year, coaches partnered with teachers to reflect on instructional practices, with 79.24% of goals aligned to the school’s wildly important goals. Instructional Coaches attended monthly leadership meetings and used department trackers to monitor teacher and student support. This process guided goal setting, helping teachers identify targeted areas of focus and implement instructional strategies to improve student outcomes.

Action 1.3:

The school's actions to support English Learners were effective in improving academic outcomes in language proficiency, reading, and mathematics, as evidenced by both state and local assessments. While enrollment of English Learners increased, the school saw continued growth in the percentage of students making progress toward English proficiency (Metric 1.6) and in reclassification rates (Metric 1.7). CAASPP Reading (Metric 1.1) results reflect this progress, with English Learners increasing by 10.7 points and Long-Term English Learners increasing by 15.9 points from 2024 to 2025.

Action 1.4:
The implementation of MTSS actions for grades TK-2 was effective in improving student outcomes in ELA, as STAR 360 proficiency increased from the 2023-24 to the 2024-25 school year (Metric 1.9). Additionally, mid-year 2025-26 ELA proficiency rates were 12.4 percentage points higher than mid-year 2024-25 results, demonstrating continued academic growth and early literacy progress.

Data analysis for grades 3-12 indicates that MTSS actions contributed to increased student growth and improved ELA and math proficiency, particularly among targeted student groups. CAASPP (Metrics 1.1 & 1.2) results show increases in ELA for the student groups of Socioeconomically Disadvantaged and Hispanic students, and increases in math for the student groups of Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, and White students.

Middle school students were assigned the supplemental Gizmos lab program, which improved student performance, with over 80% of students passing and notable gains on the CAASPP Science assessment (Metric 1.3), as each school is at or above the state average.

Paraprofessional Support for students with disabilities demonstrated effectiveness based on CAASPP and local assessment data. Students with Disabilities showed improvement on both the ELA and Math CAASPP (Metrics 1.1 & 1.2) assessments in 2025, indicating positive academic growth for a student group that historically performs below state standards. Local assessment data also reflected positive outcomes. Internal STAR 360 data indicate that 70.5% of students served by paraprofessionals made at least 1 year's growth in ELA, while 82.3% made at least 1 year's growth in Math. The data supports that targeted academic assistance contributed to improved student performance and academic growth.

Action 1.6: Middle School Summer School was effective, as evidenced by strong student growth across content areas. Summer assessment data showed ELA growth for 57% of 6th-grade students, 81% of 7th-grade students, and 81% of 8th-grade students. Math growth was demonstrated by 82% of 6th-grade students, 81% of 7th-grade students, and 90% of 8th-grade students. In science, 89% of 7th-grade students demonstrated growth. These outcomes, along with increased CAASPP proficiency, indicate the program was successful in supporting student achievement.

Action 1.7
STAR 360 Early Literacy/Reading Proficiency (Metric 1.9) data increased from 2024 to 2025, demonstrating growth in foundational literacy and math skills among students receiving targeted instructional support and intervention services. The improvement in local assessment data indicates that data-driven instruction and intervention structures supported student progress toward grade-level proficiency.

CAASPP ELA and Math (Metrics 1.1 & 1.2) results increased from 2024 to 2025, indicating that the systematic use of assessment data, alignment to GVC standards, and timely, targeted interventions supported student, grades 3-12, progress toward mastery of essential standards.

Partially Effective:
Action 1.1: The action was only partially effective in fully implementing deeper PLC practices, including consistent reassessment cycles and advanced data analysis. Variability in staff readiness and time constraints limited the overall impact in these areas. While staff perception data indicates a positive impact, continued focus is needed to ensure consistent implementation and sustained academic growth across all student groups.

Action 1.4:
MTSS in grades K-2 has proven partially effective, with our STAR 360 math proficiency maintained from 2023-2024 to 2024-2025 (Metrics 1.9 and 1.10). However, in comparing Middle of the Year (MOY) data from the 24-25 to 25-26 school year, math proficiency is higher midyear this school year than last year, by 10.4 percentage points. K-2 STAR 360 ELA proficiency has improved from 2024 to 2025 (Metrics 1.9 and 1.10). There is also an improvement in the middle of the year data comparing 24-25 and 25-26, 2.1 percentage points.

Action 1.5:
Although the CTE pathway completion rate (Metrics 1.4 & 1.5) decreased from 23-24 to 24-25, indicating that the desired outcome was not fully achieved, high school CTE course pass rates increased from 66.57% in Quarter 1 to 78.94% in Quarter 2 during the 2025-2026 school year, a 12.37 percentage point increase. The increase in course performance, along with expanded middle school course access and continued implementation of career readiness supports, indicates promising progress toward improving long-term pathway completion outcomes.

Action 1.6:
Summer school in grades 3-5 was partially effective, as students demonstrated progress in several areas but did not meet all intended outcomes. Summer assessment data showed strong gains, with 47% of Grade 3 and 79% of Grade 4 students meeting targets, and writing growth, with 60% of Grade 3 and 84% of Grade 4 students meeting expectations. SEL outcomes also showed success in some areas, with up to 86% of students meeting goals, though results were inconsistent across traits. However, performance in multiplication remained low, with only 5% of Grade 3 and 30% of Grade 4 students meeting targets, indicating a need for more targeted instruction and increased time on complex skill development.

High School Summer School was partially effective, as participation and overall pass rates increased, though expected growth was not fully achieved. Students passed 88.5% of standard courses, a slight decrease from 90% in 2024 but an improvement from 76% in 2023. Credit recovery course pass rates increased to 88.3%, up from 87% the previous year, indicating continued progress in supporting credit-deficient students. However, implementation challenges related to the adoption of a new platform at the start of the term impacted program effectiveness and limited overall growth. Student participation included 8% English Learners, 13% Students with Disabilities, 58% Socioeconomically Disadvantaged, 16% African American, 47% Hispanic, and 61% White, demonstrating access across student groups. Plans are in place to improve implementation and platform access to strengthen outcomes in summer 2026.

Action 1.7
In grades K-2, STAR 360 Math (Metric 1.9) proficiency was maintained from 2024 to 2025, indicating that targeted instructional supports and intervention structures helped sustain student performance in math but did not result in increased proficiency outcomes.

Ineffective
Action 1.6: Summer school was ineffective in grades TK-2, as low attendance and participation during summer school limited student access to instruction and assessment. As a result, proficiency growth was minimal, and some students were unable to complete assessments, preventing measurable progress toward early literacy and math outcomes.

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

Based on the analysis of implementation and outcome data, several Goal 1 actions will be modified, refined, or discontinued to improve effectiveness and address identified areas of need. Changes focus on strengthening targeted interventions, increasing consistency in instructional practices, improving use of data systems, and reallocating resources toward strategies demonstrating the greatest impact on student outcomes.

Modify Actions:
Action 1.1: Professional development will be modified to include additional targeted training to ensure consistent implementation of Social Emotional Learning (SEL) strategies aligned to CASEL, focusing on Signature Practices, BEAR Expectations and CAVA's SEL Benchmarks and Learning Targets. Additional professional development will also be provided in writing instruction to establish a shared understanding of the writing process and strengthen alignment to essential standards within PLCs. Professional development will be expanded to include deeper training on data analysis systems and tools, including the use of Pear Assessment and AI-supported instructional planning tools such as Gemini, Notebook, and Brisk, to improve real-time instructional decision-making. Department or Data Analysis Protocol documents will be developed and implemented to ensure consistency in data analysis practices across grade spans and teams.

Action 1.2: The instructional coaching team will be working toward a support referral process that is student data-focused, with improved role clarity among other support teams and roles. Additional progress monitoring will include expanded use of local data systems, including ConnectHub and internal data tracking tools, to measure student progress and instructional impact better.

Action 1.3 will be modified to include the adoption of a new English Learner curriculum that provides students and families with 24/7 access to language development supports and lessons. In addition, reclassification criteria have been updated, and the Board approved to identify students who meet reclassification requirements more accurately.

Action 1.4: The action will be modified to strengthen the consistency and effectiveness of targeted academic interventions based on analysis of CAASPP, STAR 360, and intervention implementation data. The instructional schedule will be revised to include designated Tier 3 instructional blocks multiple times per week to ensure students receive consistent, targeted intervention aligned to identified academic needs. Middle school intervention structures will also be refined through re-assignment of intervention blocks within the master schedule to provide Tier 2 supports two times per week and Tier 3 supports four times per week.

Additional modifications will include increased monitoring of intervention program usage, targeted skill instruction, and expanded use of STAR, common assessment, and intervention progress monitoring data to guide placement, reteaching, and instructional decision-making. Professional development and instructional coaching will shift toward implementation-focused support, including modeling, classroom

examples, and collaboration focused on literacy strategies and writing across content areas. Additional coaching and instructional resources will also be provided based on assessment and intervention data to improve implementation consistency and student outcomes.

Action 1.5: The school will modify and expand existing CTE pathways during 2026-27 to improve access and participation across student groups, including the addition of new pathway opportunities such as Engineering and Architecture to better align with student interests and workforce demands. Planned changes also include strengthening CTE curriculum and instruction through a content-focused support model led by a dedicated CTE Lead, implementation of teacher CTE Wildly Important Goals (WIGs) with weekly administrative oversight, and use of a CTE WIG workbook updated weekly to support data transparency and informed decision-making. Collaborate with counselors to monitor pathway completion progress through ongoing weekly progress monitoring. Provide targeted support for seniors at risk of not completing required CTE coursework.

Action 1.6: The TK-5 Summer School programs will be discontinued as a planned action, based on an analysis of outcomes and the need to reallocate resources toward more effective, in-year interventions and supports.

The Middle School Summer School program will be refined to increase effectiveness and student participation. Based on prior attendance trends, the program will be shortened to a two-week session and narrowed to focus on one high-priority GVC standard per subject. Instruction will emphasize targeted remediation in ELA and Math, with Math focusing on 1 standard and one to two key learning objectives, and ELA centered on a writing standard and the writing process. These changes will allow for more focused instruction, increased engagement, and improved opportunities for mastery before the next grade level. Science Summer Virtual Camp will not take place in the summer of 2026. Although it proved successful for those who attended, attendance data did not support continuing the program.

For high school, system issues experienced in the prior year are not expected to persist, as the system has now been in use for a full year. Plans have been adjusted to include assigning backup courses at the time of initial course placement to prevent delays in course access and completion. This adjustment will support potential graduates by ensuring immediate access to all required courses at the start of the summer term.

Action 1.7:
In TK–2, the action will be strengthened to require the implementation of research-based Tier 3 instruction in Math and ELA, ensuring consistent delivery of intensive, targeted support for students with the greatest needs.

In grades 3–5, the action will be revised to include targeted Tier 3 professional development focused on effective instructional strategies, along with classroom observations and coaching to monitor implementation of tiered instruction and improve student outcomes.

In high school, the instructional intervention action will be revised to clarify that office hours are not considered permissible live instructional sessions and that targeted sessions must focus on specific content instruction. CTE Content WIGs will be separated from CTT workbooks to strengthen the focus on Career and College Readiness data. Additional clarity and training will be provided at the beginning of the year to define expected outcomes, in coordination with the Principal and MTSS for accountability and oversight. The administrative team will reinforce expectations during professional development and will refine the data documentation process to ensure simplicity and clarity, improving staff data tracking, analysis in Content WIG meetings, and alignment with MTSS and schoolwide WIG goals.

Add Actions:
Action 1.8: Student-to-teacher ratios will be reduced to increase opportunities for individualized and small-group instruction, targeted intervention, and ongoing progress monitoring. This change is intended to address persistent performance gaps (student groups performing lower than all students) by strengthening differentiation, providing timely feedback, and supporting data-driven instruction aligned to individual student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	$55,144.00	Yes
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	$230,662.00	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these	$173,834.00	Yes

Action #	Title	Description	Total Funds	Contributing
		state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in multiple other primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year. Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success.		

Action #	Title	Description	Total Funds	Contributing
		Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum using an ELD standards-aligned program, Tier 2 program – supplemental software that targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		
1.4	Instructional Support	Learning Recovery Emergency Block Grant (LREBG) Action The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based	$250,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
		framework shown to improve student outcomes by identifying and addressing academic, behavioral, and social-emotional needs early (McDaniel & Flower, 2015). Teachers use formative and summative assessments to monitor core instruction (Tier 1) and identify students requiring additional support through small-group (Tier 2) or individualized (Tier 3) interventions (Fitzpatrick & Knowlton, 2009). Instructional Leads oversee student progress in Math and English Language Arts, monitor participation in supplemental instructional programs, and provide training and additional instructional support to ensure effective implementation. Special education paraprofessionals support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California's ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized as an evidence-based implementation support that significantly increases the fidelity and sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2013).. These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Student with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, and Two or More Races were identified as "Very Low" or "Low" on the ELA and Math CAASPP assessments. (Metrics 1.1 & 1.2). These metrics will also be used to measure effectiveness.		

Action #	Title	Description	Total Funds	Contributing
		This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 26-27: $103,159		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	$210,565.00	Yes
1.6	Summer School	Learning Recovery Emergency Block Grant (LREBG) Action The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills and remediation, to prevent learning loss. The high school will offer students who are credit-deficient	$12,661.00	No

Action #	Title	Description	Total Funds	Contributing
		credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students with the opportunity to meet other students and begin to feel a part of the school community. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), mathematics, and credit completion, particularly among all students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, and Two or More Races for ELA & math. (Metrics 1.1 & 1.2) For chronic absenteeism: All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students were identified as "High" for Chronic Absenteeism. (Metric 4.2) This action aligns with the allowable use in the area of increasing instructional time. To address these areas of need, the school selected a comprehensive Summer School Program as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students who participated in high-quality, voluntary summer learning programs experienced statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school's design, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. The program is for students in grades K-12 and Learning Recovery Emergency Block Grant (LREBG) funds will be used. Key metrics from the needs assessment included: Below-grade-level proficiency in ELA and Math as measured by CAASPP assessments. (Metric 1.1 & 1.2) Elevated chronic absenteeism rates in the following student groups: Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. (Goal 4, Metric 4.2)		

Action #	Title	Description	Total Funds	Contributing
		Credit deficiencies among high school students put them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness. LREBG Funds 26-27: $12,661		
1.7	Instructional Intervention	In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter. LREBG Funds 26-27: $404	$404.00	Yes
1.8	Class Size Reduction	Reduce student-to-teacher ratios to increase opportunities for individualized and small-group instruction, targeted intervention, and ongoing progress monitoring. This action is designed to address persistent performance gaps. Through smaller instructional groupings, teachers will be able to more effectively differentiate instruction, provide immediate feedback, and implement data-driven strategies aligned to individual student needs. This approach supports increased access to grade-level content, scaffolding for language development, and targeted reteaching based on formative assessment results.	$143,004.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide safe and effective learning environments that foster positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them wit information and resources to support student learning. The home language of all English learners and those EL reclassified is 15.9% Spanish and 19.4% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 74% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."	2025 (100%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."	Increase parental involvement	Increased parental involvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.	(88%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community." Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance teachers and staff provide and the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any academic hurdles.	(100%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community."		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			They appreciate the school's diverse and extensive curriculum, which offers numerous courses and effective teaching. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.			
2.2	Efforts to seek participation of parents of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications	2024 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is	2025 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is	Increase participation of parents of unduplicated pupils	Participation continues to increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.	provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and	provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			online school activities.	online school activities		
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System	Increase participation of parents who have a child with exceptional needs	Participation continues to increase
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	0%	Goal Met
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	0%	Goal Met
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1% School fosters and appreciation of differences and diversity 100%	2024 Overall, respondents indicated the school has a favorable climate that promotes learning. Positive trends include students feeling that adults at the school genuinely care about them,	2025 Climate Survey 4 point scale Response Rate: 21.3% Grades 2 & 5 Student–Staff Caring Relationship: 3.6 School Safety: 3.7	Increase parent and student participation in the climate survey. Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class. MS/HS - Increase peer connectedness by	Continue to move towards Target Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.	support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more opportunities for peer interaction, building student	School Connectedness: 3.1 Student Peer Relationships: 3.5 Physical and Emotional Safety: 3.8 Harassment and Bullying: 3.7 Self-Management: 3.5 Grades 7, 9, 11 Student–Staff Caring Relationship: 4.3 School Safety: 4.4 School Connectedness: 4.4 Student Peer Relationships: 4.1 Physical and Emotional Safety: 4.4 Perceived Safety: 4.6 Harassment and Bullying: 4.4 Substance Use: 4.2 Self-Management: 4.2	creating opportunities for students to interact, collaborate, and help each other.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			connections, and helping others.			

Goal Analysis [2025-26]

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

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

Implementation remained consistent with the planned actions in this goal, with no substantive differences between planned and actual implementation.

Successful Implementation:
Action 2.1: Interpreter and translation services were successfully implemented to engage families who speak a language other than English through a third-party provider and support from a Spanish-speaking Bilingual Engagement Coach. These efforts increased access to school communication and resources for multilingual families.

Action 2.2: Implementation remained aligned with planned actions, including the use of LREBG funds to support student achievement through family engagement, pupil supports, and staff training. Staff consistently implemented two-way communication strategies and provided resources to empower families, particularly within the independent study model. These efforts strengthened family-school partnerships, increased access to mental health and enrichment supports, and improved student engagement. Within the Special Education Department, staff prioritized communication and connection with families, with required quarterly staff-to-student connections documented in PowerSchool.

Action 2.3: The Social Emotional Learning (SEL) and Prevention and Intervention team supported a safe learning environment by responding to student safety concerns and equipping staff with resources and protocols. Counseling Specialists participated in Homeroom and Paw Pride instructional rounds to monitor and strengthen the implementation of CASEL's three Signature SEL Practices.

Implementation Challenges
Action 2.2: Challenges included expanding inclusive engagement strategies and addressing persistently high chronic absenteeism across student groups. While communication efforts remained strong, continued focus is needed to ensure all families are meaningfully engaged.

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

Action 2.3: Estimated Actual Expenditures for SEL, Prevention, and Intervention were higher than Budgeted Expenditures due to additional staffing and supports needed to implement and monitor K12 Zone services during the year.

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

Based on analysis of metrics and outcomes, the implementation of actions demonstrated strong overall effectiveness in making progress toward Goal 2, as evidenced by both quantitative data and qualitative indicators.

Action 2.1 This action was highly effective in increasing access to communication in families' preferred language. The use of Smore translation for EL newsletters, a third-party phone translation service, a Spanish-speaking Bilingual Engagement Coach, and two ELD paraprofessionals resulted in increased parent satisfaction, as evidenced by the responses to the Needs Assessment survey (Metric 2.2).

Action 2.2: This action was effective in improving family engagement and student connection. Effectiveness is demonstrated through positive educational partner feedback and favorable results on the California Dashboard Local Indicator for Parent and Family Engagement (Metric 2.1). Engagement actions for pupils with exceptional needs also demonstrated effectiveness, as evidenced by increased student connections, as reflected in internal connection data reports (Metric 2.3).

Action 2.3: Based on the data collected and outcomes measured, the actions implemented this year demonstrated effectiveness. Schoolwide safety referrals were responded to within 24 hours at a 97.9% rate, and Paw Pride Instructional Rounds observations showed 94% Inclusive Welcome and 95% Engaging Strategies implementation schoolwide. In addition, Student Perception of School Safety and Connectedness, as measured by the School Climate Survey, indicates that students feel safe, supported, and that adults respond appropriately to student needs (Metric 2.6).

This continues to be 0% suspensions and expulsions (Metrics 2.4 & 2.5)

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

Based on our analysis, here are the planned adjustments for the 2026-27 LCAP cycle.

Action Modification
Action 2.1
Create directions for Canvas in multiple languages so that learning coaches can access all lessons.
Offer a parent website that can be translated into any language, with resources on how to translate communication and our platforms into the language of their choosing.

Action 2:2
To address identified challenges in student engagement, we will provide additional professional development focused on effectively engaging families with low participation and those from diverse or challenging backgrounds, in alignment with Compass Goal 1 Action 1. This will build on and strengthen our current engagement strategies by equipping staff with targeted tools, culturally responsive practices, and proactive communication approaches. These efforts are intended to increase meaningful family connections, improve student engagement, and ensure all students feel supported and connected to their learning experience.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$7,910.00	Yes
2.2	Engagement	Learning Recovery Emergency Block Grant (LREBG) Action. To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson & Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016). Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman & Matjasko, 2005). The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1–2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented	$64,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families, are heard and valued. All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students were identified as "High" for Chronic Absenteeism. (Metric 4.2) These metrics will also be used to measure effectiveness. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 26-27: $4,073		
2.3	Social Emotional Learning, Prevention, and Intervention	Learning Recovery Emergency Block Grant (LREBG) Action The SEL, Prevention & Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020). The 2024 school climate survey results indicated that students generally feel supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also expressed a desire for more opportunities to build peer connections, strengthen engagement, and contribute to school and class activities. In response, the SEL, Prevention & Intervention Department is expanding its efforts to enhance supportive adult-student relationships, scaffold learning to promote self-efficacy, and provide explicit social-emotional learning instruction. Additionally, the department is implementing specialized support and targeted resources to students and families dealing with	$66,567.00	No

Action #	Title	Description	Total Funds	Contributing
		trauma. As well as identifying and implementing protocols to ensure school and student safety. This action directly addresses the areas of need identified in the school's needs assessment, focusing on building a positive, inclusive school culture and increasing opportunities for meaningful student engagement and connection. The effectiveness of this action will be measured through the Student Perception of School Safety and Connectedness, as captured by the annual School Climate Survey (Metric 2.6), allowing the school to monitor progress and make data-informed adjustments to further strengthen its approach. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 26-27: $6,787		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in a well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below standard) and English learners (97.2) below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.6 below standard) and English learners (105.1 below standard) are below all students (77.3 below standard) in math. Students with Disabilities are 100.6 below standard in ELA and 121.9 below in math. 73% of student with disabilities as also socioeconomically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0%	2022-2023 Fully Credentialed and Properly Assigned 96.9% Teachers Without Credentials and Misassignment 0.0%	2023-2024 Fully Credentialed and Properly Assigned 98.0% Teachers Without Credentials and Misassignment 0.2%	100%	Fully Credentialed and Properly Assigned 1.4% Teachers Without Credentials and Misassignment 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field 2.5% Unknown/Incomplete 0.9%	Credentialed Teachers Assigned Out-of-Field 2.2% Unknown/Incomplete 0.3%	Credentialed Teachers Assigned Out-of-Field 1.5% Unknown/Incomplete/Intern 0.3%		Credentialed Teachers Assigned Out-of-Field -1% Unknown/Incomplete -0.6%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2025 100% of students have Standards–Aligned instructional materials for all core classes.	100%	Goal Met
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual	N/A Virtual	N/A	N/A
3.4	Implementation of State Standards Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2024 ELA (3) ELD (3) Mathematics (3) Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3) Visual and Performing Arts (3) World Language (2)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4) World Language (4)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4) World Language (4)	Full Implementation and Sustainability (5)	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Rating Scale (lowest to highest):1 - Exploration and Research Phase2 - Beginning Development3 - Initial Implementation4 - Full Implementation5 - Full Implementation and SustainabilitySource: Dashboard	2023 Progress in providing professional learning for teaching to ELD standard. (3) Progress in making instructional materials that are aligned to the ELD standards. (4)	2024 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)	2025 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)	ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	Maintained
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple	Fall 2025 Students in grades 2-5 have access to 2 levels of Spanish and 3 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple	Maintain Offerings	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade-specific art and music course each year.	levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.		
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2024 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2025 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Maintain	Goal Met
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are	Maintain	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			provided in person by outside vendors.	provided in person by outside vendors.		
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%	2024-25 21.8%	18%	Decreased 2.6 percentage points
3.10	Teacher Retention Rates % of new teachers that completed the year % of returning teachers that completed the year Source: Internal	New, Baseline Data will be for 23-24.	2023-2024 86.1% of new teachers that completed the year 83.7% of returning teachers that completed the year	2024-2025 85.8% of new teachers that completed the year 91.0% of returning teachers that completed the year	90% for both	Decreased 0.3% (New teachers completing the year) Increased 7.3% (Returning teachers completing the year)

Goal Analysis [2025-26]

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

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

While the majority of Goal 3 actions were successfully implemented, several challenges emerged that impacted full implementation and consistency. These challenges primarily relate to participation rates, staff capacity in data use, and the complexity of coordinating systems and supports to meet diverse student needs.

Successful Implementation
Action 3.2: The successfully implemented salary increases attracted and retained highly qualified, fully credentialed teachers and educational specialists. These efforts supported staffing stability and ensured students had access to appropriately assigned teachers. Implementation was largely successful, though variability in new hire rates (Metric 3.9) across years, 24.4% (22–23), 20.3% (23–24), and 21.8% (24–25), reflects ongoing hiring needs and market competition.

Action 3.3: The action of Equity, Access, & Accountability was successfully implemented through collaboration among administrators and staff to ensure equity, accessibility, and accountability. Systems were established to collect and analyze data on student achievement, school climate, and teacher effectiveness. An MTSS framework was implemented to support students across tiers, and schedules ensured access to standards-aligned, a-g coursework, including advanced options. English learner supports were routinely monitored, and all students had access to standards-aligned instructional materials.

Action 3.4: Across TK–2, Grades 3–5, Middle School, and High School, Curriculum Specialists ensured the successful alignment and implementation of essential standards to state standards and testing blueprints, including vertical alignment from TK–12. In TK–2, this supported foundational alignment to upper elementary standards; in Grades 3–5, it included the development of Student Achievement Plan pacing guides that strengthened instructional clarity and consistency; in Middle School, Student Achievement Plans highlighted prioritized and Guaranteed and Viable Curriculum standards within Canvas to focus instruction on high-priority learning goals; and in High School, Curriculum Specialists supported onboarding, evaluations, PLC facilitation, and course alignment while ensuring access to A-G, Honors, AP, and CTE pathways. Collectively, this work increased coherence in instruction, strengthened alignment to grade-level expectations, and promoted equitable outcomes for all students.

Action 3.5: McKinney-Vento and Foster Youth Liaisons ensured students experiencing homelessness and foster youth had equitable access to school programs, academic support, and necessary resources through a responsive, need-based approach. Supports included hotspots for online access, school supplies, and hygiene kits, enabling students to engage more consistently in their education.

Action 3.6: The Staff Training action was successfully implemented by providing comprehensive, multi-level support for new teachers and leaders. New staff began the school year early to receive training on school systems and operations, and were supported through assigned instructional teacher leaders, mentorship from veteran teachers, and, when applicable, participation in an induction program. New administrators were similarly supported through mentorship with experienced leaders. These structures ensured that new staff were equipped to deliver standards-aligned instruction and effectively support student learning.

Implementation Challenges
Action 3.1: The internet subsidy for students who qualify for free and reduced-price meals was implemented to ensure access to virtual instruction and standards-aligned coursework. The percentage of eligible families who completed address verification was 28%, indicating implementation challenges in achieving full participation, as checks cannot be mailed without verifying a family’s address.

Action 3.3: The Equity, Access, & Accountability action challenges included ensuring consistent data literacy among staff to effectively analyze and apply data to instructional decisions, as well as maintaining clarity and consistency in MTSS implementation across teams. Additionally, coordinating schedules to balance a-g requirements, intervention supports, and advanced coursework options required ongoing refinement.

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

Action 3.1: Estimated Actual Expenditures for Student ISP were higher than Budgeted Expenditures due to a higher number of families requesting internet service reimbursements than originally projected.

Action 3.5: Estimated Actual Expenditures for McKinney-Vento and Foster Youth services were lower than Budgeted Expenditures because the student population remained stable and did not increase as originally projected, resulting in lower service and support costs during the year.

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

Overall, the actions aligned to Goal 3 were largely effective in increasing access to standards-aligned instruction, strengthening staffing stability, and promoting equitable access to programs and services for all student groups. Evidence across multiple metrics demonstrates progress in teacher retention, credentialing, instructional materials access, and implementation of state standards, while also highlighting targeted areas where effectiveness is still being determined or requires refinement to ensure full impact. Additionally, all students had access to a broad course of study (Metric 3.6), including standards-aligned core academic courses, Career Technical Education pathways, Advanced Placement opportunities, and college and career readiness programs designed to support diverse student interests and postsecondary goals.

Effective
Action 3.2: The action was effective in maintaining strong teacher retention and staffing stability. Retention data shows (Metric 3.10) that 86.1% of new teachers and 83.7% of returning teachers completed the 2023–24 school year, and 85.8% of new teachers and 91.0% of returning teachers completed the 2024–25 school year, indicating improved retention among returning staff. The new hire rate (Metric 3.9) decreased 2.9 percentage points since baseline (22-23), demonstrating the effectiveness of compensation strategies in retaining qualified staff and supporting continuity of instruction.

Action 3.3: The Equity, Access, & Accountability action was effective in ensuring equitable access to standards-aligned courses, programs, and services for all student groups (Metrics 3.2 & 3.6). Unduplicated pupils (Metric 3.7) and students with exceptional needs had the same access to programs and services as their peers, with additional supports provided through IEP accommodations and services, including services delivered by outside vendors when required (Metric 3.8). Part of the action's effectiveness has not yet been determined. Professional development focused on Long-Term English Learners, including targeted data on student rosters and identifying barriers to reclassification, has been implemented but cannot yet be measured, with outcomes to be evaluated in the following year based on new data systems and professional development. Additionally, the development of a reliable Dashboard of Success is still in progress, limiting consistent access to real-time English learner data and delaying full evaluation of effectiveness.

Action 3.4: The Curriculum Specialist action was effective in ensuring students had access to standards-aligned instructional materials. Access to standards-aligned instructional materials was fully achieved, with 100% of students having materials for all core classes (Metric 3.2). Progress in implementing state standards was strong, with most content areas rated at Level 4, indicating full implementation (Metric 3.4). Additionally, progress in supporting English learners was strong, with professional learning for teaching to the ELD standards and instructional materials aligned to the ELD standards demonstrating full implementation (Metric 3.5). Overall, these outcomes demonstrate effective implementation of standards-aligned instruction.

Action 3.5: The McKinney Vento and Foster Youth Liaison action was effective in removing barriers and improving access and engagement for student experinceing homeless and foster care. Liaisons successfully identified and addressed individual student needs, allowing students to participate in online learning and access academic supports, contributing to increased opportunities for academic success.

Action 3.6: The Staff Training action was effective in ensuring students had access to appropriately assigned and credentialed teachers. The percentage of fully credentialed and properly assigned teachers (Metric 3.1) increased from 96.9% (22–23) to 98.0% in (23–24), while teachers without credentials or with misassignments decreased from 0.6% to 0.2%, demonstrating improved staffing alignment. Although the percentage of credentialed teachers assigned out-of-field decreased from 2.2% to 1.5%, a small percentage of teachers remained assigned outside their primary field, while overall staffing conditions supported access to qualified educators.

Partially Effective
Action 3.1: The internet subsidy action was partially effective in increasing equitable access to instruction and supporting student engagement in a virtual learning environment. The stipend is available to all socioeconomically disadvantaged students; however, the percentage of families who follow through to receive the stipend is low.

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

Based on the analysis of implementation and effectiveness data, targeted modifications have been identified to strengthen the impact of Goal 3 actions. These changes are designed to improve access, enhance data-driven decision making, increase consistency in implementation, and better address the diverse needs of student groups, while building on areas of demonstrated success.

Action Modifications
Action 3.1: The ISP reimbursement action will be modified to include a targeted outreach and communication plan to increase participation among eligible families. Enhancements will include clearer guidance on address verification requirements, expanded communication through multiple platforms, and proactive follow-up with families who have not completed the process. The monthly ISP reimbursement will increase from $40 to $65.

Action 3.2: The High Quality Teachers action will continue with targeted refinements to strengthen recruitment and retention efforts. Hiring and retention trends will be monitored to support staffing stability and ensure all students have access to appropriately credentialed teachers. The school will hire a Senior Manager of Talent Acquisition and expand the recruiting team to strengthen recruitment capacity, improve hiring processes, and support the attraction and retention of highly qualified teachers.

Action 3.3: The Equity, Access, and Accountability action will be modified to strengthen data-driven decision-making by providing ongoing professional development focused on data analysis, MTSS implementation, and progress monitoring. Additionally, a reliable Dashboard of Success will be finalized and implemented to ensure consistent, real-time data access for all staff.

Action 3.4: The Curriculum Specialist action will be modified to strengthen full implementation and sustainability of state standards across all content areas, with a specific focus on advancing History-Social Science from initial implementation to full implementation. In TK–2, access to standards-aligned curriculum will be enhanced through improved course accessibility (Metric 3.6), including an updated online school

dashboard for students and the addition of assessments and assignments within lessons to ensure accurate progress monitoring. In Middle School, Student Achievement Plans for Math, ELA, and Science will be upgraded to clearly identify high-priority standards, domains, learning targets, lesson alignment, instructional pacing, and assessment timelines, supporting stronger Tier 1 instruction and improved teacher clarity. In High School, modifications include strengthening PLC structures with clearer expectations and accountability, refining CFA processes to ensure consistent data use, expanding MTSS collaboration, and increasing targeted support for underperforming student groups, along with additional professional development focused on data-driven instruction and math achievement. Redundant monitoring systems and less effective support structures will be removed to improve coherence, consistency, and measurable outcomes across all grade spans.

Action 3.5: Due to the variability and urgency of student needs, the McKinney Vento and Foster Youth Liaison action will be refined to strengthen ongoing outreach and collaboration with students and families. This will improve identification of needs, communication, and timely delivery of supports, ensuring continued equitable access and engagement aligned to Goal 2, Action 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$215,346.00	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	$107,378.00	Yes
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS	$176,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
		framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student. LREBG Funds 26-27: $6,678		
3.4	Curriculum Specialist	Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	$70,898.00	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	$19,595.00	Yes
3.6	Staff Training	All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being	$34,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Decrease the chronic absenteeism rate by 2% overall and for each significant student group by the end of the year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused action was developed to decrease chronic absenteeism. Students can only learn if they attend school. The Chronic Absenteeism data shows the student group of socioeconomically disadvantaged (10.5%) is higher than all students, 7.8%, and English learners, 15.3%. The group of students with disabilities, 10.1%, and African American, 36.4%, are also higher.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 96.8% English Learners 96.2% Student with Disabilities 96.8% Socioeconomically Disadvantaged 96.6% African American 95.8% Hispanic 96.4% White 96.8%	2024 96.9% English Learners 97.2% Student with Disabilities 95.5% Socioeconomically Disadvantaged 97.1% African American 94.4% Hispanic 96.6% White 96.1%	2025 97.1% English Learners 96.3% Long Term EL N/A Student with Disabilities 96.6% Socioeconomically Disadvantaged 96.9% Homeless 91.1% African American 97.9% Hispanic 96.8% White 97.6%	98%	Increased 0.3 percentage points English Learners -0.1% Student with Disabilities 0.2% Socioeconomically Disadvantaged 0.3% African American 2.1% Hispanic 0.4% White -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Chronic Absenteeism Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 7.8% English Learners 15.3% Student with Disabilities 10.1% Socioeconomically Disadvantaged 10.5% African American 36.4% Hispanic 7.8% White 4.3%	2024 9.5% English Learners 4.4% Long-Term English Learners** 11.5% Student with Disabilities 11.3% Socioeconomically Disadvantaged 14.5% African American** 5.3% Hispanic* 11.5% White 7.5% Asian** 0.0%	2025 9.6% English Learners 7.3% Long-Term English Learners** 9.1% Student with Disabilities 11.3% Socioeconomically Disadvantaged 10.7% Homeless** 36.8% African American** 0.0% Hispanic 11.2% White 8.0% Asian** 4.2%	5.8% English Learners 13.3% Student with Disabilities 8.1% Socioeconomically Disadvantaged 8.5% African American 34.4% Hispanic 5.8% White 2.3%	1.8 percentage points English Learners -2% Student with Disabilities -2% Socioeconomically Disadvantaged 0.2% African American** -36.4% Hispanic 3.4% White -3.7%
4.3	High School Dropout Rate Source: SARC	2023 29.4% Socioeconomically Disadvantaged 30.0% Hispanic 20.0% White 45.5%	2024 31.3% Socioeconomically Disadvantaged 38.1% Hispanic 38.5% White 25.0%	2025 31.1% Socioeconomically Disadvantaged 31.7% Hispanic 35.7%	15%	Increased 1.7 percentage points Socioeconomically Disadvantaged increased 1.7% Hispanic 15.7%

Goal Analysis [2025-26]

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

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

Overall, Actions 4.1 and 4.2 were implemented largely as planned to support student engagement and reduce chronic absenteeism across all grade levels. Systems and structures were established to monitor attendance, identify barriers, and provide targeted, timely interventions for students and families, with adjustments made as needed to address implementation challenges and ensure continuity of support.

Successful Implementation

Action 4.1: Overall implementation of the Compass Program remained aligned with the planned actions, with incoming students and families receiving targeted information, orientation sessions, and troubleshooting support to facilitate a successful transition to the virtual learning environment. Compass Quick Connect was implemented as a 1:1, short-term support option of up to four weeks for students and families needing additional help with engagement, attendance habits, or issue resolution. Students were referred to Quick Connect when they did not successfully exit initial onboarding, when staff identified a concern, or when families requested support. In addition, Compass Targeted Engagement Support provided support for students experiencing challenges with daily attendance, consistent work in the OLS, and social-emotional learning needs. Implementation successes included providing timely, individualized assistance to address barriers early, while challenges included varying family needs and balancing the intensity of support required across students.

Action 4.2: The attendance interventions action was implemented across all grade levels as planned, including Wildly Important Goal (WIG) meetings, ongoing attendance monitoring, and targeted intervention strategies to address chronic absenteeism. Teachers consistently monitored student work completion and live class attendance, developed high-impact commitments, and used upstream reports and trackers to identify and support students needing additional engagement. Structured systems, including Homeroom WIGs, principal communications with campus scoreboards, and targeted outreach to students and families, supported consistent implementation. At the middle school level, a structured process was followed that included student success plans, family communication, meetings, and non-compliance letters to ensure students received appropriate and timely support. Academic supports were provided both during and outside of homeroom, with resources and follow-up aligned to student needs.

Implementation Challenges:
Action 4.2: The barriers to attendance interventions included inaccurate reporting and system issues between Canvas and PowerSchool, which impacted the accuracy of attendance tracking and the timeliness of responses to student needs.

Modified Implementation:
Action 4.2: Implementation of the attendance interventions was adjusted to incorporate alternative reporting methods and, when necessary, manual tracking processes to ensure accurate monitoring of attendance and student engagement.

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.

N/A, no material differences.

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

The actions were effective in reducing chronic absenteeism and improving attendance outcomes. The attendance rate (Metric 4.1) increased, and the chronic absenteeism rate (Metric 4.2) decreased, remaining well below the state average of 17.1%, demonstrating meaningful progress toward the goal.

Implementation of structured systems, including Leadership Wildly Important Goal (WIG) tracking, streamlined non-compliance processes, and a multi-tiered intervention approach across teachers, leads, and principals, strengthened monitoring and responsiveness to student engagement. The use of trackers and the Academic Probation program improved identification of students of concern, increased

accountability for course progress and attendance, and supported timely, targeted interventions. Collectively, these efforts increased consistency, accountability, and student engagement, contributing to improved attendance outcomes.

Within the 3–5 department, the Engagement Lead role further strengthened attendance monitoring and intervention systems by supporting consistent implementation of engagement practices across teachers, leads, and principals. Through systematic tracking, streamlined intervention processes, and targeted student support, the department increased accountability, improved responsiveness to students of concern, and contributed to positive trends in reducing absenteeism and improving student engagement.

The actions for reducing the dropout rate were effective, as the school saw a decrease in the dropout rate (Metric 4.3) from 2024 to 2025. At the high school level, early identification and intervention for late-start students, supported by homeroom teachers and the Compass support team, contributed to improved student persistence. Additionally, the implementation of a structured graduation support program, including regular academic probation meetings with high school leads, catch-up plans, and ongoing monitoring by homeroom teachers, strengthened accountability and supported continued student progress toward graduation.

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.

Overall, minimal modifications to the action are necessary to strengthen data accuracy, improve system alignment, and ensure more targeted support for student outcomes. Adjustments focus on enhancing attendance monitoring processes and refining high school strategies to better support graduation, proficiency, and credit attainment.

Attendance monitoring systems will be refined to improve accuracy and alignment between Canvas and PowerSchool, ensuring timely and reliable data for responsive interventions. Implementation of high-impact commitments will be strengthened through increased consistency and monitoring.

At the high school level, actions will be adjusted to strengthen alignment with student outcomes. Grades 10–12 will have an increased focus on graduation rate and proficiency, while maintaining efforts to reduce chronic absenteeism. Grade 9 actions will emphasize grades and credit sufficiency after the first semester to support early identification and intervention. The Academic Probation process will be refined to include more frequent monitoring, structured catch-up plans, and clearer accountability for attendance and course completion. Targeted supports, including after-hours programming and one-on-one interventions, will continue with increased alignment to student groups with higher rates of absenteeism and dropout.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	$141,757.00	Yes
4.2	Attendance Intervention	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.	$76,802.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the graduation rate by 5% in each significant student group and overall, by the end of the school year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to focus on increasing the graduation rate. The grad rate increased 5.1% to 70.3%, and the student groups of socioeconomically disadvantaged and Hispanic also increased. The student group of White decreased 23% to 58.3%. However, we are still below the state average of 86.4%. Implementing the actions in this goal should continually increase the rate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate ** Not a significant student group Source: Dashboard	2023 70.3% Socioeconomically Disadvantaged 69.7% Hispanic 77.3% White 58.3%	All 68.6% Socioeconomically Disadvantaged** 66.7% Hispanic** 61.5% White** 73.7%	2025 57.4% Socioeconomically Disadvantaged** 58.1% Hispanic** 56.7%	80%	Decreased 12.9% Socioeconomically Disadvantaged** decreased 11.6% Hispanic** decreased 20.6%
5.2	High School Course Pass Rate Source: Internal	2023 74.4% English Learners 60.9% Student with Disabilities 75.8% Socioeconomically Disadvantaged 71.7% African American 56.5% Hispanic 70.3%	2024 77.1% English Learners 65.1% Student with Disabilities 83.3% Socioeconomically Disadvantaged 76.6%	2025 86.4% English Learners 74.9% Long Term EL n/a Student with Disabilities 83.6%	80%	Increased % English Learners increased % Student with Disabilities increased %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 77.7%	African American 63.9% Hispanic 74.0% White 79.4%	Socioeconomically Disadvantaged 83.9% Homeless n/a African American n/a Hispanic 84.1% White 90.1%		Socioeconomically Disadvantaged increased 12.2% Hispanic increased 13.8% White increased 12.4%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2024 61.1% English Learners 37.9% Student with Disabilities 48.8% Socioeconomically Disadvantaged 66.6% African American 40.0% Hispanic 55.5% White 63.3%	N/A Starting 2024, using a new system to calculate credit sufficiency.	2025 67.9% English Learners n/a Student with Disabilities n/a Socioeconomically Disadvantaged 64.3% Hispanic 62.7% White 68.7%	Increase 10% overall and for each student groups	Increased 6.8% Socioeconomically Disadvantaged decreased 2.3% Hispanic increased 7.2% White increased 5.4%
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 20.1% Socioeconomically Disadvantaged 21.2% Hispanic 22.7% White 25%	2024 42.9% Socioeconomically Disadvantaged 30.8% Hispanic 37.5% White 36.4%	2025 6.4% Socioeconomically Disadvantaged 4.7% Hispanic 3.3%	35%	Decreased 13.7% Socioeconomically Disadvantaged decreased 16.5% Hispanic decreased 19.4%

Goal Analysis [2025-26]

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

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

The school made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation
Action 5.1: Transcript translation processes were implemented as planned, ensuring accurate course placement and supporting credit sufficiency by preventing duplicate coursework. Transcripts were consistently translated within 3 to 5 days, allowing timely enrollment and appropriate academic placement for students.

Action 5.2: The Guidance Program action was implemented through the Professional Learning Community (PLC) process and the Guaranteed and Viable Curriculum (GVC), aligned with the American School Counselor Association (ASCA) domains, with counselors consistently supporting students through quarterly Engageli sessions focused on postsecondary planning, credit sufficiency, and course enrollment. Counselors also conducted homeroom sessions on state-mandated topics, collaborated with grad coaches to ensure accurate transcripts and credit recovery, and utilized weekly data digs to monitor graduation progress and support targeted student groups, including implementation of a reduced credit graduation waiver policy for eligible students.

Action 5.3: The Math Lab Program (Math Lab 1, 2, and 3) was implemented as planned, providing targeted support for students in Algebra and Geometry, while the LitLab/READ 180 program was launched to support reading intervention and student engagement.

Action 5.4: The A-G Completion action, including staff training, student monitoring, and family outreach, was implemented as planned to promote college readiness and maintain A-G eligibility.

Implementation Challenges
Action 5.2: The Guidance Program saw some implementation challenges with the transition to Canvas and PowerSchool, which created challenges with student attendance in live counseling sessions and delays in communication due to system issues, limiting consistent student engagement. Additionally, inaccurate reporting and the lack of an effective graduation planning tool resulted in counselors relying on manual tracking for caseload management and four-year plans.

Action 5.3: The LitLab/READ 180 program experienced delays in student access due to Classlink and rostering issues, and both programs faced challenges with inconsistent student participation and incomplete data collection

Action 5.4: The A-G Completion action had some implementation challenges as a high number of students enrolled were severely credit deficient, particularly late cohort and spring start students, and some seniors deprioritized A-G completion in favor of meeting minimum graduation requirements.

Modified Implementation:
Action 5.3: The LitLab/READ 180 program was adjusted through manual rostering, use of STAR 360 data for baseline placement, and implementation of engagement strategies such as reading incentives and family outreach to increase participation.

Action 5.4: A-G completion monitoring and support were strengthened through weekly Wildly Important Goal (WIG) meetings, targeted outreach, and increased collaboration among counselors, teachers, and leadership to identify and support students at risk of falling off the A-G track.

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

Action 5.1: Estimated Actual Expenditures for Transcript Evaluation Services were higher than Budgeted Expenditures due to an increase in students enrolling from outside the United States, requiring additional evaluation of non-U.S. transcripts to ensure accurate course placement and credit recognition.

Action 5.4: Estimated Actual Expenditures for A-G Completion was lower than Budgeted Expenditures due to lower-than-anticipated student participation and intervention needs during the year.

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

Overall, the actions aligned to Goal 5 were generally effective in improving student progress toward graduation through increased course completion, credit accumulation, and academic intervention supports. While multiple metrics demonstrated positive growth across student groups, declines in graduation rate and A–G completion indicate a need for additional targeted supports and stronger alignment between intervention efforts, credit attainment, and long-term postsecondary readiness outcomes.

Effective
Action 5.2: Guidance Program
This action was effective in improving student outcomes related to course completion and credit accumulation. HS Course Pass Rate (Metric 5.2) increased by 9.3% overall across all students, and Credit Sufficiency (Metric 5.3) also increased across subgroups, including Students with Disabilities and English Learners. These gains reflect the impact of consistent counseling, transcript monitoring, and targeted supports. However, the decline in Graduation Rate (Metric 5.1) indicates a need for more intensive supports for students approaching graduation.

Action 5.3: Math/ELA Intervention
This action was effective. Improvements in course pass rates and credit sufficiency were observed across all student groups, including English Learners and Students with Disabilities. Additionally, all student groups demonstrated increased proficiency in math and ELA on CAASPP and Star360 assessments, indicating that intervention supports and credit recovery opportunities contributed to improved academic outcomes. Despite these gains, Graduation Rate (Metric 5.1) declined, suggesting the need for stronger alignment between intervention efforts and graduation outcomes.

Partially Effective
Action 5.1: Transcript Evaluation Service
This action was partially effective. Credit Sufficiency (Metric 5.3) increased by 8.4% overall, with substantial gains among Students with Disabilities (+17.9%) and English Learners (+12.1%), indicating that transcript evaluation supported equitable credit placement and accumulation. However, the Graduation Rate (Metric 5.1) declined across the student population, indicating that improved credit accumulation did not fully translate into on-time graduation for all student groups.

Ineffective
Action 5.4: A–G Completion

This action was ineffective or in need of significant refinement. The A–G Completion Rate (Metric 5.4) declined substantially by 19.3% overall, with declines observed across the majority of student groups. This indicates that, despite implementation of college readiness supports, the action did not effectively support students—particularly historically underserved groups—in completing A–G requirements.

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.

The school identified areas requiring refinement to strengthen graduation outcomes, college and career readiness, and intervention effectiveness.

Metric Modification Needed
Action 5.2 (Guidance Program): The credit sufficiency tracking matrix will be revised to address inaccuracies in 9th-grade reporting that previously inflated early-year credit sufficiency data.

Action & Metric Modification Needed
Action 5.2 (Guidance Program): Enhanced data reporting systems and data team support will be implemented to provide counselors with accurate, real-time data for weekly monitoring and targeted student interventions.

Action 5.2 (Guidance Program) & 5.4 (A-G Completion): A centralized graduation planning tool will be implemented to improve tracking of A-G completion, credit sufficiency, graduation rate, and College and Career Indicator metrics.

Action 5.4 (A-G Completion): Data collection systems for postsecondary plans will be strengthened to improve monitoring of college and career readiness outcomes and inform targeted interventions.

Action Modification Needed
Action 5.2 (Guidance Program): Professional development will be expanded to strengthen staff understanding and use of data to support student progress toward graduation and college and career readiness outcomes.

Action 5.3: The Lit Lab/READ 180 program will be modified to include barrier analysis using student surveys, peer modeling strategies, and structured onboarding supports, including technical assistance and reading logs, to improve student access and engagement. The Math Lab program will be refined through summer collaboration among credentialed teachers to enhance course design, intervention strategies, and alignment of instruction based on prior assessment and participation data.

Action 5.4 (A-G Completion): Professional development and training for staff, students, and families will be expanded to strengthen awareness and support for A-G readiness. Increase A-G approved courses in the CTE pathways.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	$209.00	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	$115,006.00	Yes
5.3	Math/ELA Intervention	Learning Recovery Emergency Block Grant (LREBG) Action To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and credit-deficient students (Kidron & Lindsay, 2014; Allensworth & Easton, 2007).	$52,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018). This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that the overall graduation rate declined, demonstrating that challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, & 5.4. These metrics will also be used to measure effectiveness. By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 18,186		
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	$16,056.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,006,517	$327,008

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
28.511%	4.773%	$458,027.38	33.284%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below standard) and English learners (97.2) below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.6 below	We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math). This action is being provided on an LEA-wise basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) and English learners (105.1 below standard) are below all students (77.3 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below standard) and English learners (97.2) below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.6 below standard) and English learners (105.1 below standard) are below all students (77.3 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency.	Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement. This action is being provided on an LEA-wise basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Instructional Support **Need:** Additional student groups to be served: Students with Disabilities The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below standard) and English learners (97.2) below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.6 below standard) and English learners (105.1 below standard) are below all students (77.3 below standard) in math. Students with Disabilities are 100.6 below standard in ELA and 121.9 below in math. 73% of student with disabilities as also socioeconomically disadvantaged. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** LEA-wide	The school will increase the percentage of students demonstrating proficiency in ELA and Math, as measured by the CAASPP, including increases in the percentage of English Learners, Students with Disabilities, and African American students scoring proficient. This will be accomplished through increased and targeted professional development for all teachers and specialists, and supplemental programs to target students' specific content area needs at tiers 2 and 3 in ELA and Math. This action is designed to address the identified needs of unduplicated students; however, it will be provided on an LEA wide basis because all students preforming below grade level can benefit from these opportunities.	Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, African American, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback.
1.5	**Action:** Career & Technical Education (CTE)	The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides	Progress in increasing the CTE pathway completion rate of our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The percentage of students completing a CTE pathway, 5.4%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 6%. An increase in CTE completion will also increase the College & Career Indicator, 29.4%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority. **Scope:** LEA-wide	students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. This action will create an opportunity to significantly increase the CTE Completion rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, the action is being provided on an LEA-wide basis to maximize its impact on increasing overall CTE Completion rates for all students.	socioeconomically disadvantaged students as well as all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.
1.8	**Action:** Class Size Reduction **Need:** State and local data, including CAASPP and STAR 360, indicate that unduplicated pupils, including English learners, low-income students, and foster youth, perform below standard in English Language Arts and mathematics at higher rates than all students. These student groups demonstrate lower levels of academic growth, require additional	Reducing student-to-teacher ratios in core content areas increases opportunities for individualized and small-group instruction, which directly addresses the academic needs of unduplicated pupils. Smaller instructional groupings allow teachers to provide targeted support, scaffold instruction for language development, and implement data-driven interventions based on student performance. This results in more frequent feedback, increased engagement, and improved access to grade-level content.	Progress will be monitored through the school's ELA and mathematics assessments (STAR 360). Effectiveness will be measured using CAASPP results, STAR 360 data, and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional support, and benefit from increased access to differentiated instruction, targeted intervention, and ongoing progress monitoring. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and programs within the LEA, including the independent study model. Implementing this strategy systemwide ensures equitable access to increased instructional support and consistent implementation of differentiated instruction and intervention practices. The action is principally directed toward unduplicated pupils and is effective in increasing and improving services by providing more intensive and responsive academic support than is provided to all students.	
2.2	**Action:** Engagement **Need:** Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 74% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education. **Scope:** LEA-wide	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. **Scope:** LEA-wide	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.
3.3	**Action:** Equity, Access & Accountability **Need:** There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes.	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials. Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 74%, while it is only 61% for English learners and 72% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). **Scope:** LEA-wide	because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	access of standards and a broad course of study.
3.4	**Action:** Curriculum Specialist **Need:** Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below standard) and English learners (97.2) below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.6 below standard) and English learners (105.1 below standard) are below all students (77.3 below standard) in math. Students with Disabilities are 100.6 below standard in ELA and 121.9 below in math. 73% of student with disabilities as also socioeconomically disadvantaged. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium).	Curriculum Specials ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it; however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Staff Training **Need:** During 22-23, 27% of teachers were new to our school. During the first semester of this year, 20% of teachers were new to our school. Being a virtual independent study program our school has unique systems and teachers need additional training. Teachers at-will employees and can resign at any time during the year. Parents and students have voiced concern when they have to change teachers in the middle of the year. This happens when a teacher leaves the school during the school year. Teachers have stated they need additional support after their initial training. **Scope:** LEA-wide	Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators. This action is designed to ensure teachers are prepared to provide support to unduplicated pupils, however, it is being provided on a LEA basis because all student groups will benefit from high-quality teachers who are fully credentialed and appropriately assigned.	Progress will be monitored through teacher turnover rate and percentage of new hires each year as well as the percentage of fully credentialed and appropriately assigned teachers. The school will also investigate the possible of collecting data on why teacher resign. We will continue to seek feedback from educational partners.
4.1	**Action:** Compass **Need:** The chronic absenteeism data shows the student groups of socioeconomically disadvantaged (10.5%) and English learners (15.3%) are higher than all students, 7.8%.	Students who are having difficulty meeting enrollment requirements due to a lack of engagement with the school will receive support from the Compass team. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and attendance rate for English Learners; however, it will also benefit all students who are not participating in school.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide		
5.2	**Action:** Guidance Program **Need:** The graduation rate of the student group of socioeconomically disadvantaged (69.7%) was below all students (70.3%). The course pass rate for all students is 74.4%, the student group of English learners is 60.9%, and socioeconomically disadvantaged is 71.7%. The credit sufficiency for English learners (50%) and socioeconomically disadvantaged (72.7%) are below all students (76.2%). Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority. **Scope:** LEA-wide	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.
5.3	**Action:** Math/ELA Intervention **Need:**	Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	High school students can not graduate without completing math and ELA courses. The graduation rate of the student group of socioeconomically disadvantaged (69.7%) was below all students (70.3%). The course pass rate for all students is 74.4%, the student group of English learners is 60.9%, and socioeconomically disadvantaged is 71.7%. The credit sufficiency for English learners (50%) and socioeconomically disadvantaged (72.7%) are below all students (76.2%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:** LEA-wide	English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	rate, and feedback from educational partners.
5.4	**Action:** A-G Completion **Need:** The A-G completion rate for Socioeconomically Disadvantaged students was below the all-student rate of 6.4%, with Socioeconomically Disadvantaged students achieving a completion rate of 4.7%. These data indicate disparities in college readiness and access to rigorous coursework for unduplicated pupils. **Scope:** Schoolwide	This action address the greater needs of unduplicated pupils by increasing access to academic advising, college and career readiness support, and advanced coursework opportunities. Although provided on an LEA-wide basis to maximize access and impact, these services were developed principally to support unduplicated students who face greater barriers to postsecondary planning and participation in rigorous academic programs.	The effectiveness of the action will be monitored with a-g course completion rates, and feedback from educational partners.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Language Support **Need:** English learners (EL) increased in English language proficiency by 15%, however, EL are below all students in ELA and math. EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. **Scope:** Limited to Unduplicated Student Group(s)	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum for tier 1, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will be used to measure overall progress.
1.7	**Action:** Instructional Intervention **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (55.7 below standard) and English learners (97.2) below standard) are below all students (41 below standard) in ELA. The CAASPP data also shows the student groups of	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged (85.6 below standard) and English learners (105.1 below standard) are below all students (77.3 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)		
2.1	**Action:** English Language Services **Need:** The home language of all English learners and those EL reclassified is 15.9% Spanish and 19.4% percentage of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. **Scope:** Limited to Unduplicated Student Group(s)	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.
3.1	**Action:** Student ISP **Need:**	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Progress will be monitored through educational partner feedback, internet subsidy requests, and the Dashboard local indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access. **Scope:** Limited to Unduplicated Student Group(s)		of implementation of state academic standards.
3.5	**Action:** MKV/FY **Need:** Students experiencing homelessness and foster youth face barriers that negatively impact attendance, academic progress, engagement, access to technology and basic needs, and overall educational stability. Data indicates that homeless students perform below all students in multiple academic and college readiness indicators, demonstrating the need for targeted supports and interventions. **Scope:** Limited to Unduplicated Student Group(s)	The LEA will provide targeted supports and services to students experiencing homelessness and foster youth, including academic intervention, school supplies, technology access, community resource referrals, counseling support, transportation assistance when applicable, and individualized case management to reduce barriers to school participation and improve educational outcomes.	Progress will be monitored by reviewing student access to standards-aligned instructional materials, participation in a broad course of study that includes all required subject areas, and the effectiveness of targeted supports and services provided to students experiencing homelessness and foster youth. We will continue to seek feedback from educational partners.
4.2	**Action:** Attendance Intervention	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The chronic absenteeism data shows the student groups of socioeconomically disadvantaged (10.5%) and English learners (15.3%) are higher than all students, 7.8%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)		attendance rates and educational partner feedback.
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

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.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to $394,632. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by

the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the cost to $388,755. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted 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.

As a single-school LEA with an unduplicated pupil percentage greater than 55%, the LEA does not have comparison schools for purposes of demonstrating the use of Concentration Grant Add-On funding. Therefore, the LEA is using these funds to increase and retain certificated staff who provide direct services to students based on identified student needs and performance data.

The LEA is implementing Goal 1, Action 1.8 to reduce student-to-teacher ratios in order to increase opportunities for individualized instruction, small-group intervention, targeted academic support, and ongoing progress monitoring. Additional staffing support is directed toward instructional areas and student populations demonstrating persistent academic performance gaps, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Staffing decisions are informed by student achievement data, intervention needs, course performance, assessment results, and student engagement indicators.

The LEA is also implementing Goal 3, Action 3.2 to hire and retain highly qualified, fully credentialed teachers through competitive compensation, including salary increases and/or retention incentives. This action supports continuity of instruction and ensures students have access to appropriately credentialed educators capable of delivering targeted academic interventions and differentiated instruction aligned to student needs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

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 certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$10,545,249	$3,006,517	28.511%	4.773%	33.284%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,740,140.00	$151,948.00	$0.00	$350,660.00	$2,242,748.00	$1,857,412.00	$385,336.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$11,617.00	$43,527.00	$16,307.00			$38,837.00	$55,144.00	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$230,362.00	$300.00	$230,662.00				$230,662.00	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$170,194.00	$3,640.00	$162,963.00			$10,871.00	$173,834.00	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$208,483.00	$41,809.00	$94,412.00	$103,159.00		$52,721.00	$250,292.00	
1	1.5	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$203,849.00	$6,716.00	$210,565.00				$210,565.00	
1	1.6	Summer School	All	No			All Schools	26-27	$12,661.00	$0.00		$12,661.00			$12,661.00	
1	1.7	Instructional Intervention	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income		26-27	$404.00	$0.00		$404.00			$404.00	4.56%
1	1.8	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$143,004.00	$0.00	$143,004.00				$143,004.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$0.00	$7,910.00	$7,910.00				$7,910.00	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$40,239.00	$24,592.00	$39,333.00	$4,073.00		$21,425.00	$64,831.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	26-27	$63,309.00	$3,258.00		$6,787.00		$59,780.00	$66,567.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27	$0.00	$215,346.00	$215,346.00				$215,346.00	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$106,521.00	$857.00	$107,378.00				$107,378.00	
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$150,153.00	$26,243.00	$140,986.00	$6,678.00		$28,732.00	$176,396.00	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$65,609.00	$5,289.00	$70,898.00				$70,898.00	
3	3.5	MKV/FY	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income		26-27	$17,396.00	$2,199.00	$5,743.00			$13,852.00	$19,595.00	
3	3.6	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$34,856.00	$0.00	$32,457.00			$2,399.00	$34,856.00	
4	4.1	Compass	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$141,489.00	$268.00	$70,012.00			$71,745.00	$141,757.00	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student	English Learners Low Income	All Schools	26-27	$76,802.00	$0.00	$76,802.00				$76,802.00	5.71%

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
					Group(s)											
5	**5.1**	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	26-27	$0.00	$209.00	$209.00				$209.00	
5	**5.2**	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High school	26-27	$115,006.00	$0.00	$82,425.00			$32,581.00	$115,006.00	
5	**5.3**	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	26-27	$49,512.00	$3,063.00	$16,758.00	$18,186.00		$17,631.00	$52,575.00	
5	**5.4**	A-G Completion	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools High School	26-27	$15,946.00	$110.00	$15,970.00			$86.00	$16,056.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,545,249	$3,006,517	28.511%	4.773%	33.284%	$1,740,140.00	10.270%	26.772 %	**Total:**	$1,740,140.00
								LEA-wide Total:	$1,255,197.00
								Limited Total:	$468,973.00
								Schoolwide Total:	$15,970.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,307.00	
1	**1.2**	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,662.00	
1	**1.3**	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$162,963.00	
1	**1.4**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,412.00	
1	**1.5**	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,565.00	
1	**1.7**	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	Low Income			4.56%
1	**1.8**	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth	All Schools	$143,004.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,910.00	
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,333.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$215,346.00	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,378.00	
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,986.00	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,898.00	
3	3.5	MKV/FY	Yes	Limited to Unduplicated Student Group(s)	Low Income		$5,743.00	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,457.00	
4	4.1	Compass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,012.00	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$76,802.00	5.71%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	$209.00	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High school	$82,425.00	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth	All Schools High School	$16,758.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	**5.4**	A-G Completion	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools High School	$15,970.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,634,954.00	$1,615,509.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$35,152.00	38,455
1	**1.2**	Instructional Coaching	Yes	$213,594.00	216,136
1	**1.3**	English Language Support	Yes	$135,974.00	119,528
1	**1.4**	Instructional Support	Yes	$151,830.00	109,871
1	**1.5**	Career & Technical Education (CTE)	Yes	$161,396.00	157,605
1	**1.6**	Summer School	No	$16,801.00	10,273
1	**1.7**	Instructional Intervention	Yes		
2	**2.1**	English Language Services	Yes	$11,774.00	12,305
2	**2.2**	Engagement	Yes	$42,131.00	45,338
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	No	$42,142.00	48,823
3	**3.1**	Student ISP	Yes	$79,815.00	105,595

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)
3	3.2	High Quality Teachers	Yes	$209,496.00	204,644
3	3.3	Equity, Access & Accountability	Yes	$130,430.00	136,234
3	3.4	Curriculum Specialist	Yes	$63,845.00	61,947
3	3.5	MKV/FY	No Yes	$17,203.00	14,401
3	3.6	Staff Training	Yes	$53,900.00	61,960
4	4.1	Compass	Yes	$99,248.00	104,656
4	4.2	Attendance Intervention	Yes	$0.00	
5	5.1	Transcript Evaluation Service	Yes	$652.00	805
5	5.2	Guidance Program	Yes	$102,310.00	105,713
5	5.3	Math/ELA Intervention	Yes	$38,724.00	35,664
5	5.4	A-G Completion	No	$28,537.00	25,556

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,708,468	$1,181,389.00	$1,183,237.65	($1,848.65)	9.950%	11.120%	1.170%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$1,832.00	5,252.91		
1	1.2	Instructional Coaching	Yes	$210,864.00	207,558.71		
1	1.3	English Language Support	Yes	$122,529.00	114,879.29		
1	1.4	Instructional Support	Yes	$8,150.00	7,951.56		
1	1.5	Career & Technical Education (CTE)	Yes	$154,501.00	152,084.52		
1	1.7	Instructional Intervention	Yes			4.38%	4.94%
2	2.1	English Language Services	Yes	$11,774.00	12,304.64		
2	2.2	Engagement	Yes	$22,758.00	22,391.77		
3	3.1	Student ISP	Yes	$79,815.00	105,595.33		
3	3.2	High Quality Teachers	Yes	$209,496.00	204,643.77		
3	3.3	Equity, Access & Accountability	Yes	$103,390.00	106,326.30		
3	3.4	Curriculum Specialist	Yes	$63,845.00	61,947.40		
3	3.5	MKV/FY	Yes	$3,195.00	3,139.20		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Staff Training	Yes	$43,692.00	36,471.15		
4	**4.1**	Compass	Yes	$52,491.00	49,089.16		
4	**4.2**	Attendance Intervention	Yes	$0.00		5.57%	6.18%
5	**5.1**	Transcript Evaluation Service	Yes	$652.00	805.01		
5	**5.2**	Guidance Program	Yes	$79,665.00	80,445.13		
5	**5.3**	Math/ELA Intervention	Yes	$12,740.00	12,351.80		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,597,149	$2,708,468	0	28.222%	$1,183,237.65	11.120%	23.449%	$458,027.38	4.773%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024