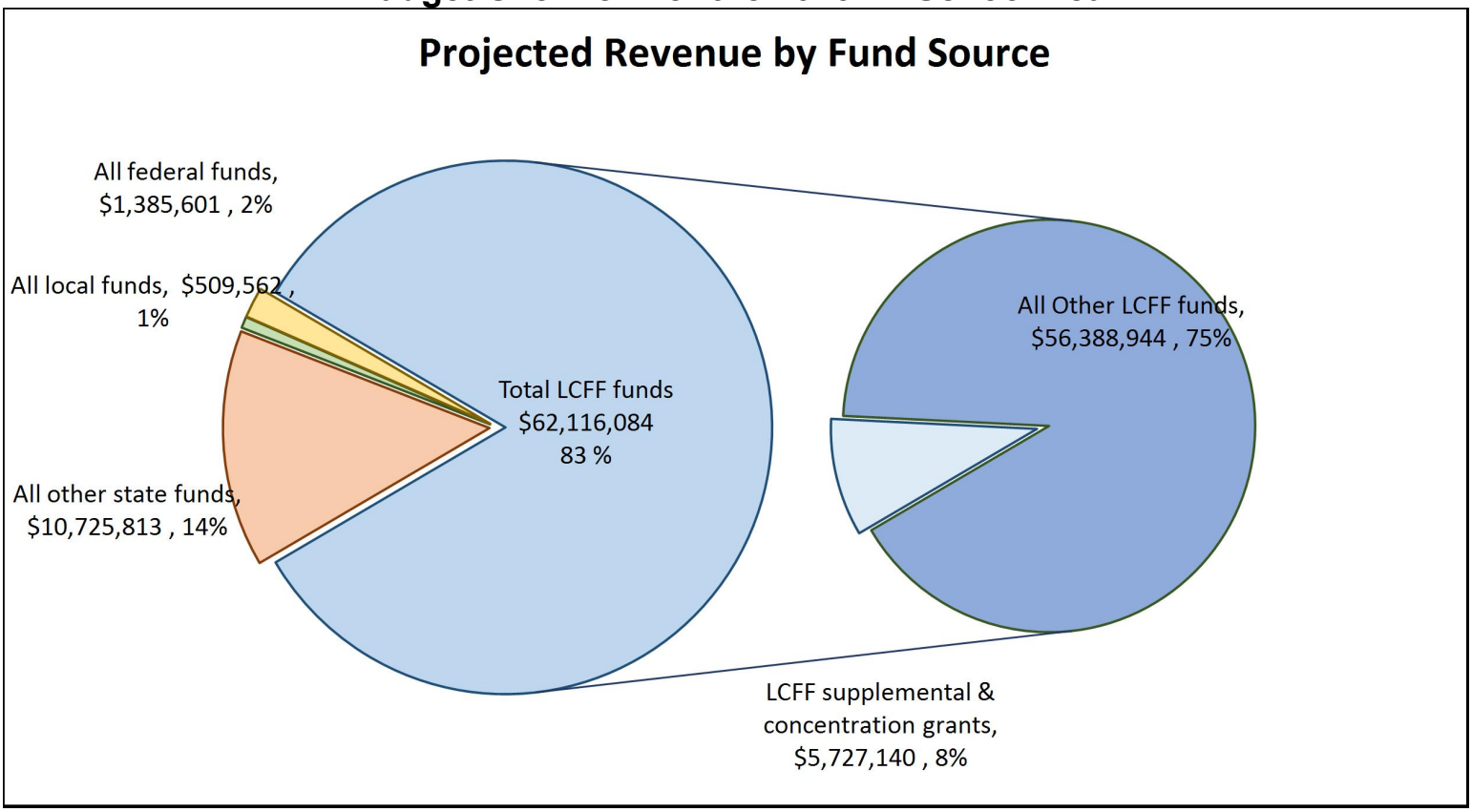
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sage Oak Charter School
CDS Code: 36-67736-0136069
School Year: 2026-27
LEA contact information:
Krista Woodgrift
Superintendent
kwoodgrift@sageoak.education
888-435-4445

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

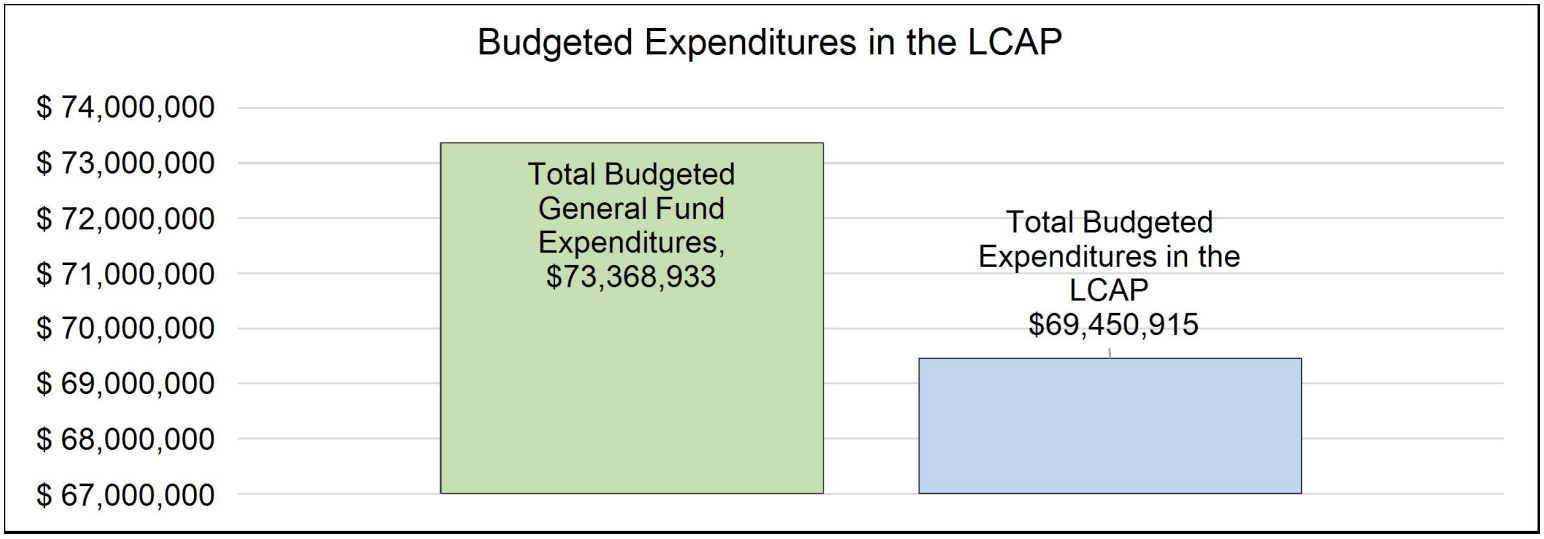


This chart shows the total general purpose revenue Sage Oak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sage Oak Charter School is $74,737,060, of which $62,116,084 is Local Control Funding Formula (LCFF), $10,725,813 is other state funds, $509,562 is local funds, and $1,385,601 is federal funds. Of the $62,116,084 in LCFF Funds, $5,727,140 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 Sage Oak Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sage Oak Charter School plans to spend $73,368,933 for the 2026-27 school year. Of that amount, $69,450,915 is tied to actions/services in the LCAP and $3,918,018 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

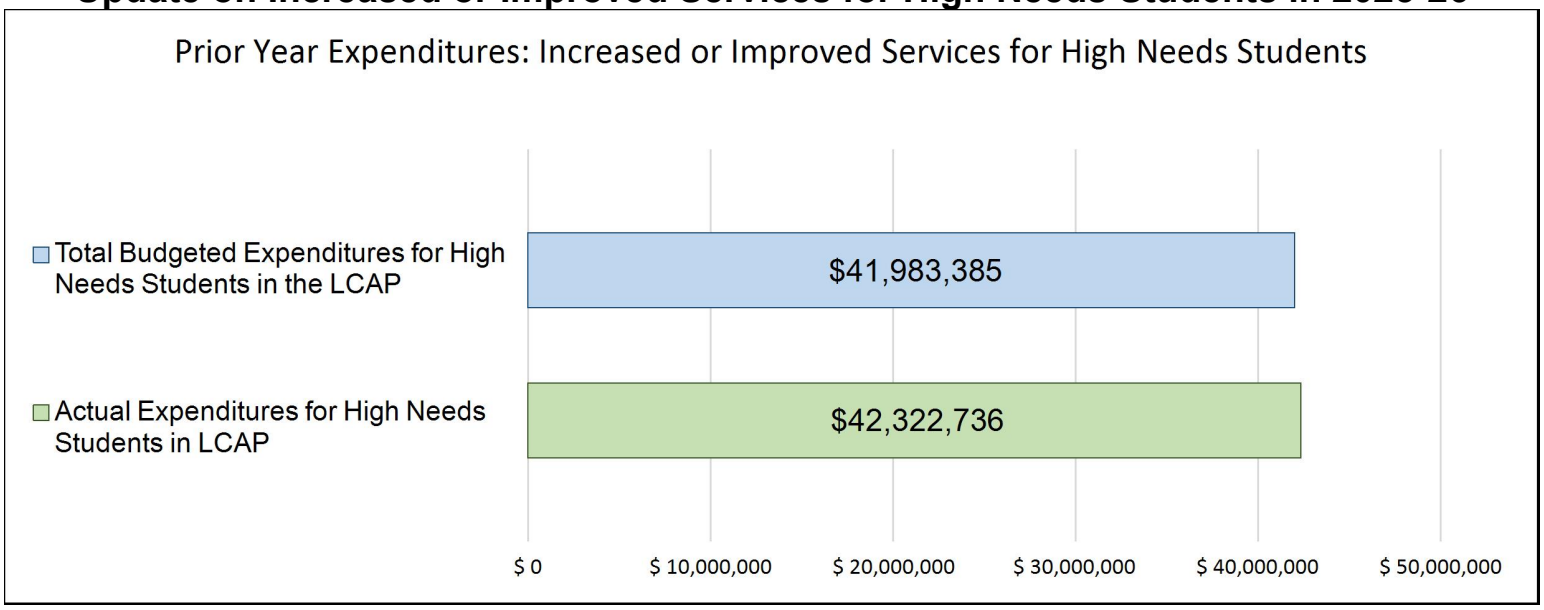
Certain expenditures such as charter oversight fees, human resources administration, legal and compliance services, insurance, rent, and utilities, are necessary operational costs incurred to maintain Sage Oak's educational program and organization infrastructure.

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

In 2026-27, Sage Oak Charter School is projecting it will receive $5,727,140 based on the enrollment of foster youth, English learner, and low-income students. Sage Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sage Oak Charter School plans to spend $52,051,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Sage Oak Charter School's LCAP budgeted $41,983,385 for planned actions to increase or improve services for high needs students. Sage Oak Charter School actually spent $42,322,736 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
Sage Oak Charter School	Krista Woodgrift Superintendent	kwoodgrift@sageoak.education 888-435-4445

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.

Sage Oak Charter School (Sage Oak) educates students through a personalized and collaborative learning approach, offering students from transitional kindergarten through 12th grade an empowering education designed to prepare them for purposeful and productive lives. At Sage Oak, we cherish the individuality of each student, inspiring them to leverage their unique potential and contribute positively to their communities. Our commitment to our students is encapsulated in our core values: Service, Accountability, Growth Mindset, and Excellence, which guide our educational approach and community interactions.

Operating across a diverse geographical region that includes San Bernardino, Inyo, Kern, Los Angeles, Orange, and Riverside. Sage Oak offers a unique balance of flexibility, accountability, and academic excellence. Our educational model emphasizes the importance of partnership between educators and families, ensuring that each student's personal academic goals are achieved through a tailored educational experience.

Sage Oak is dedicated to harnessing the power of flexible learning environments and advanced educational technologies to cater to a wide range of learners. Our approach is characterized by personalized learning pathways that accommodate students' diverse backgrounds and aspirations, providing them with a stimulating and supportive alternative to traditional education models. Through the integration of a varied curriculum, individualized support, and high academic standards, Sage Oak fosters an environment where students are encouraged to become self-motivated, competent, lifelong learners poised to make a meaningful impact in their communities. Sage Oak's student input is comprehensive, spanning academics, well-being, testing, and targeted populations. This data set is a cornerstone for school improvement.

Our educational philosophy prioritizes the development of open, curious, and alert minds, preparing students to thrive in any learning situation. By offering the flexibility to learn anytime and anywhere, combined with adaptable teaching and curricular models, Sage Oak empowers students to take ownership of their education. This approach equips them with not only the necessary knowledge and skills but also the confidence, creativity, and resourcefulness to navigate the challenges and opportunities of the 21st century.
As of the most recent data reporting period, Sage Oak serves a vibrant and diverse student body, with enrollment reflecting a broad spectrum of cultural and socio-economic backgrounds. Our commitment to inclusivity and excellence is evident in our dedicated staff, innovative programs, and the supportive community that makes Sage Oak a leader in personalized education.

Based on the Fall 1 Census data reporting on October 1, 2025, to be reported on the California Dashboard, there were 4180 students enrolled. Other student groups are as follows: 54.9% are classified as Socioeconomically Disadvantaged (SED). Students with Disabilities (SWD) make up 10.33% of the population, and English Learners (EL) make up 2.1%. The ethnic diversity of Sage Oak includes students who are White (37.9%), Hispanic (44.5%), Two or More Races (6.7%), Asian (4.7%), African American (3%), Filipino (1.5%), American Indian/Alaskan Native (.4%), and Native Hawaiian/Other Pacific Islander (.2%).

Reflections: Annual Performance

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

Reflecting on Sage Oak's annual performance through the California School Dashboard and local data reveals both notable strengths and areas for continued growth. Sage Oak performs above the state in all Dashboard indicators, demonstrating the strength of its academic program and overall support systems. Key areas of success include high graduation rates and strong college and career readiness, as well as very low rates of chronic absenteeism, suspension, and expulsion. These outcomes reflect a safe, supportive, and engaging learning environment for students.

At the same time, state and local data highlight ongoing challenges in academic performance for specific student groups, particularly English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. While SED performance increased in both English Language Arts and Mathematics, this student group remains an area of focus.

English Learners showed growth in Mathematics and maintained performance in English Language Arts, with ELPAC scores increasing by 16.2%—moving the dashboard indicator from Red to Blue. However, achievement levels for English Learners remain low overall and still require targeted support, particularly in language development and differentiated instruction. Mathematics continues to be a significant area of need, especially for Students with Disabilities, whose performance remains in the Red on the dashboard, indicating a critical need for intensive intervention and support.California School Dashboard Analysis

ELA Distance from Standard (DFS):

- Overall : 3.4
- EL: -52.3
- SWD: -68
- SED: -15.6

Math DFS:

- Overall: -27.9
- EL: -63.5
- SWD: -103.1
- SED: -48.8

Chronic Absenteeism: 1.7%
Graduation Rate: 96.4%
Suspension: 0%
Expulsion: 0%
College and Career Readiness: 59.6% (High)
EL Progress (ELPI): 56.9%

iReady Local Assessment Analysis
ELA (on or above grade level):

- Overall : 67%
- EL: 36%
- SWD:33%
- SED: 62%
- Foster (3 students): 67%
- Homeless : 60%

Math (on or above grade level):

- Overall: 60%
- EL: 34%
- SWD: 27%
- SED: 54%
- Foster (3 students): 67%
- Homeless : 47%

In response to these outcomes, Sage Oak continues to align its improvement efforts to its LCAP goals. Strategic actions include targeted interventions, expanded professional development opportunities, integration of advanced technologies, and personalized learning pathways to better meet individual student needs. In addition, the school remains focused on strengthening college and career readiness pathways so that students are well prepared for future academic and career opportunities. This comprehensive approach is intended to improve outcomes for all students, with a particular emphasis on those student groups requiring additional academic and social-emotional support.
Learning Recovery Emergency Block Grant (LREBG) and Title I, Part A
Sage Oak utilized unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year. Additionally, LREBG and Title I, Part A funded actions can be found in Goal 1, Action 2; Goal 1, Action 5; and Goal 2, Action 4. A review of state and local data, along with stakeholder engagement feedback, indicates an ongoing need to strengthen Multi-Tiered System of Supports (MTSS) and counseling services for qualifying students. These efforts are intended to maintain small teacher-to-student ratios and address the

engagement and academic needs of all student groups.
During this school year, Sage Oak used these funds to support the hiring of reading specialists and an intervention teacher. The school has strategically invested LREBG and Title I, Part A funding to expand staff capacity and strengthen intervention programs and resources for students, particularly in English Language Arts and Mathematics through small-group instruction. These actions align with allowable uses of funds in the areas of staff hiring and professional support and are designed to improve access, intervention, and academic outcomes for students in need of additional support. See action descriptions for additional details.

Reflections: Technical Assistance

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

n/a

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
Parent Advisory Committee	The Parent Advisory Committee (PAC) played a pivotal role in shaping the Local Control and Accountability Plan (LCAP) by participating in key meetings on October 2, 2025; December 4, 2025; January 15, 2026; and May 7, 2026. These meetings fostered open dialogue and provided valuable opportunities for parents to learn, share insights, and offer thoughtful feedback. Throughout the year, parents engaged in discussions and contributed input on a range of key initiatives, including the launch of Power Standards, Sage Oak's Safety Plan, the English Learner Program, the counseling program, and the Program for Advanced and Gifted Education (PAGE). They also provided feedback on technology support efforts, including the introduction of new Chromebooks and the Self-Help IT Portal. In addition, parents reviewed and provided input on the LCAP mid-year and end-of-year reports, as well as the local indicators presentation, helping ensure the plan reflects the needs and priorities of the school community.
English Learner Advisory Committee	The English Learner Advisory Committee (ELAC) made contributions to the development of the LCAP through key meetings held on October 2, 2025; December 4, 2025; January 15, 2026; and May 7, 2026. Their input focused on improving educational outcomes for English Learners, with an emphasis on academic achievement through data-driven results, language proficiency, and equitable access to educational opportunities. Committee members recommended organizing study groups, expanding the use of online resources, celebrating students who reclassify, and promoting the

Educational Partner(s)	Process for Engagement
	benefits of English Language Development (ELD) programs. Additionally, the committee emphasized the importance of parent involvement, teacher training, and the expanded use of technology. These recommendations helped inform the LCAP and strengthen its responsiveness to the needs of English Learners.
Student Advisory Committee	The Student Advisory Committee (STAC) played a meaningful and collaborative role in supporting the development of the LCAP through active participation in meetings on October 2, 2025; December 4, 2025; January 15, 2026; and May 7, 2026. These meetings fostered open dialogue and provided valuable opportunities for students to learn, share insights, and offer thoughtful feedback. Throughout the year, students contributed input on a range of key initiatives, including the launch of Power Standards, the introduction of new Chromebooks and the Self-Help IT Portal, the counseling program, the Program for Advanced and Gifted Education (PAGE), and key LCAP topics such as student supports, school safety, technology access, and college and career readiness. Students also participated in a Chromebook trial to help ensure that devices are appropriate across grade levels and support a variety of learning needs and uses. In addition, students provided feedback on the LCAP mid-year and end-of-year reports, as well as the local indicators presentation, helping ensure the plan reflects the needs and priorities of the school community.
Parents, Students, Teachers, Staff	In the development of the LCAP, a comprehensive approach was employed to engage parents, staff, and students, ensuring their voices were integral to the plan. This inclusive process utilized various survey platforms, such as Parsec Reals survey platform, to gather in-depth feedback including an AI-led interview regarding parent input. "Question of the Month” surveys were instrumental in capturing ongoing input, while educational partner surveys provided broader insights into the needs and perspectives of the school community. Additionally, climate surveys were conducted to understand the overall environment and satisfaction levels within the educational setting. This multifaceted engagement strategy ensured a diverse range of feedback, which was crucial in shaping a well-rounded and effective LCAP.
Principals, Leadership, Administrators	Principals, the leadership team, and administrators played an essential role in shaping the LCAP by engaging in strategic planning

Educational Partner(s)	Process for Engagement
	and collaborative review throughout the year. Through regular "Question of the Month" surveys, leadership gathered valuable staff feedback that provided important insights for informed decision-making and continuous improvement. In addition, during key meetings held on May 8, 2025; September 3, 2025; October 1, 2025; October 30, 2025; November 12, 2025; January 14, 2026; February 4, 2026; and April 15, 2026, the leadership team participated in both half-day and full-day sessions focused on examining the school's specific needs, analyzing student achievement data, reviewing feedback from educational partners, and developing and monitoring the annual strategic plan as it relates to the LCAP. These sessions were critical to aligning the LCAP with the school's broader goals and ensuring the plan remained responsive, strategic, and grounded in data. Leadership also used these opportunities to review progress toward LCFF priorities and assess how schoolwide initiatives and resource decisions support student outcomes. This collaborative and methodical approach helped ensure a well-structured LCAP that reflects the diverse needs of the student body and supports continuous improvement across the organization.
Title 1 Parents/Guardians	In the development of the LCAP, Sage Oak Charter Schools prioritized meaningful engagement with Title I parents and guardians through a range of outreach and participation opportunities grounded in its Parent and Family Engagement Policy. One key activity was the annual Title I Parent/Guardian Information Meeting, held virtually during the Parent Summit on August 11, 2025, to maximize accessibility for families. Parents were also invited to participate in quarterly ELAC meetings, English Language Proficiency Assessments for California (ELPAC) information sessions in November, and intervention class information sessions in September. These meetings created opportunities for two-way communication, allowing families to learn more about Title I services, ask questions, and provide input on school programs and student needs. Sage Oak also offered a flexible range of engagement opportunities, including recorded sessions, parent and guardian webinars, and a school-parent compact process that invited family feedback.

Educational Partner(s)	Process for Engagement
	Together, these efforts helped foster an inclusive and supportive school culture. Through ongoing communication, such as personalized emails, the weekly Sage News, and targeted outreach to families of Title I students, Sage Oak worked to ensure that parents remained informed and meaningfully involved in their child's education. These strategies reflect Sage Oak's continued commitment to strong family-school partnerships and to ensuring that parent voice helps inform educational priorities, support academic success, and strengthen outcomes for students.
Community Partners	In the development of the LCAP, the school's partnership with Parsec Education marked a significant enhancement in strategic planning and program evaluation. Parsec Education's expertise was particularly instrumental in developing 'Street Data Metrics,' a set of advanced, nuanced measures designed to provide a deeper understanding of educational impact and student outcomes. This collaboration represents a commitment to incorporating expert external insights and data-driven methodologies into the LCAP. The involvement of Parsec Education not only introduced innovative perspectives to the planning process but also ensured that the evaluation of programs was thorough and reflective of real-world educational scenarios. This partnership, especially in the development of these tailored 'Street Data Metrics,' underscores the school's dedication to employing comprehensive, expert-driven strategies to achieve its educational goals and enhance the overall learning experience.

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

The adopted LCAP for Sage Oak Charter School was meaningfully shaped by feedback gathered throughout the year from parents, students, staff, leadership, Title I families, advisory committees, and community partners. Input from the PAC, ELAC, STAC, and the newly added Sage Connections committee helped confirm the importance of maintaining strong systems for communication, student support, and school connectedness. Educational partners consistently emphasized the value of meaningful opportunities for involvement, high-quality counseling and social-emotional supports, safe and respectful learning environments, improved onboarding for new students, strong technology access and support, and continued attention to college and career readiness. Parent and student feedback also informed decisions related to Power Standards, the English Learner Program, the counseling program, PAGE, new Chromebooks, the Self-Help IT Portal, and other efforts designed to improve access, responsiveness, and the overall student experience. Mid-year reporting also reflected

that Sage Oak's engagement work included PAC, STAC, ELAC, and Sage Connections, as well as targeted events and expanded opportunities for connection across the school community.
The LCAP was also influenced by broader survey and planning data collected through Parsec Reals, Question of the Month surveys, climate surveys, staff feedback tools, and strategic planning sessions with principals, leadership, and administrators. These data sources helped the school identify both strengths and areas for refinement, including the continued need to strengthen multilingual learner access, improve math support through engaging formats and tutoring, expand live and synchronous instructional quality, and build out college and career readiness experiences and community connection opportunities. Feedback from staff and leadership also supported continued investment in professional development, operational efficiency, technology integration, and systems that improve service delivery while preserving Sage Oak's relationship-based model. In addition, educational partner feedback reinforced the value of events, engagement opportunities, and experiential learning experiences that help students build connection, explore interests, and access college and career pathways. Together, this feedback ensured that the adopted LCAP remained responsive, data-informed, and aligned to the priorities most clearly expressed by the school community.
Ultimately, Sage Oak's LCAP reflects a collaborative, transparent, and evolving strategy designed to meet the diverse needs of its learners. Through intentional and recurring engagement with families and staff, Sage Oak continues to position itself as a leader in personalized, inclusive education—preparing all students, especially those with the greatest needs, to thrive academically and personally.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: Academic Achievement and College and Career Readiness To improve academic performance and College and Career Readiness for all students, we will implement comprehensive, grade-appropriate College and Career Readiness programs. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the heart of this goal lies a commitment to holistic education. Through its standout programs, Sage Oak not only offers an excellent academic foundation but also fosters a love for learning and a commitment to serving the community. These programs are designed to be immersive, innovative, and integrated, ensuring that every student gets a chance to shine and find their passion. Whether it's through advanced academic curricula, extracurricular activities, or real-world application projects, the objective is clear: to produce graduates who are not only academically adept but also critical thinkers, problem solvers, and community leaders.

At Sage Oak, our commitment to data informed practices drives our focus on tangible academic achievements and readiness. Currently, 52% of our high school students have completed A-G requirements. With that and only a small number of students completing CTE pathways, our strategies include enhancing college and career readiness support through high school counselors and the development of additional CTE pathways. Sage Oak also specifically tailors its educational approach to support socio-economically disadvantaged students, English Learners, foster youth, and students with disabilities. For our socio-economically disadvantaged students and students with disabilities, CAASPP scores and iReady growth show a need for improvement. In addition, since 47% of students with disabilities are 2 or more grade levels below in iReady Math, and only 56.9% of English Learners progressed in proficiency as measured by ELPAC with a 27%

reclassification rate, an improvement from last year but still a drop from our baseline percentage, our efforts are geared towards ensuring all students reach their fullest potential. With the further development of our AVID program and increasing participation in synchronous instruction, professional development opportunities and a specific focus on supporting our LTELS and students qualifying for intervention, we aim to lift these scores.

By embedding education within immersive, innovative, and integrated programs, and utilizing the Learning Recovery Emergency Block Grant (LREBG) and Title 1-A funds with increased staffing, this goal directly supports all students, enhancing their academic proficiency, critical thinking, college and career readiness, and leadership skills. This inclusive strategy demonstrates Sage Oak's commitment to equitable, high-quality educational opportunities, ensuring all students have the resources and support needed to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Completion of A-G Requirements: % of students successfully completing the A-G requirements	39.1% Source: Dataquest 22-23	51.1%	51.82%	44.%	12.72%
1.2	Career Technical Education (CTE) Pathway Completion # of students completing CTE pathways	2 students Source: Dataquest 22-23	2 students	5 students	30 students	3 students
1.3	Percentage of Students Achieving a Score of 3 or Higher on AP Exams	72% Source: College Board 22-23	100%	73%	70% or higher	1%
1.4	College and Career Indicator (CCI) Performance	56.9% Source: CA Dashboard 22-23	59.6%	59.8%	62%	1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students considered college and career prepared according to the CA Dashboard					
1.5	Graduation Rate Maintenance % of graduated students on the CA Dashboard	92% Source: CA Dashboard 22-23	96.5%	96.4%	80% or higher	4.4%
1.6	Maintenance of Low Middle School Dropout Rates # of middle school dropouts	0.39% Source: Internal 22-23	.52%	.22%	0	-.17%
1.7	Maintenance of Low High School Dropout Rates % of high school dropouts according to DataQuest cohorts	2% Source: Dataquest 22-23	1.42%	2.2%	2% or less	.2%
1.8	Expansion of K-8 Live Synchronous Instruction Courses Aligned with CTE Pathways # of K-8 synchronous course offerings that align with the CTE pathways	79 course offerings Source: Internal 22-23	198 course offerings	280 course offerings	200 course offerings	201

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Performance in iReady Assessments for ELA and Math % of students achieving at or above grade level in iReady assessments for English Language Arts (ELA) and Mathematics	Math- 55% ELA -65% Source: i-Ready 23-24 Spring	Math- 56% ELA -66%	Math - 60% ELA - 67%	Math- 58% ELA -68%	Math 5% ELA 2%
1.10	California Assessment of Student Performance and Progress (CAASPP) Achievement % of students who have met or exceeded standards in CAASPP assessments for English Language Arts (ELA) and Mathematics	Math- 37.95% ELA -54.32% Source: Dataquest 22-23	Math - 37.65% ELA - 49.53%	Math - 40.54% ELA - 52.43%	Math- 41% ELA -57%	Math 2.59% ELA 2.68%
1.11	CAASPP Performance for Socio-Economically Disadvantaged (SED) Students % of socio-economically disadvantaged students meeting or exceeding CAASPP standards in English Language Arts (ELA) and Mathematics	Math- 28.99% ELA- 43% Source: Dataquest 22-23	Math - 28.55% ELA-41.31%	Math - 32.24% ELA -44.73%	Math- 31% ELA- 46%	Math 3.25% ELA 1.73%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Accessibility to Instructional Materials % of students with full access to necessary instructional materials	100% Source: SARC 23-24	100%	100%	100%	0%
1.13	Alignment with State Standards % of students whose education is fully aligned with state standards	100% Source: SARC 23-24	100%	100%	100%	0%
1.14	Community Belief in Robust Curriculum % of parents, students, and staff who believe that students have access to a challenging and comprehensive curriculum supported by resources that enable them to meet and exceed grade-level standards in core content areas.	Parents- 98% Students- 98% Staff- 99% Source: Internal 23-24	Parents - 98% Students - 97% Staff - 94%	Parents - 98% Students -98% Staff - 97%	Parents- 90% or higher Students- 90% or higher Staff- 90% or higher	Parents 0 Students 0 Staff -2%
1.15	Growth in ELA and Math Among Intervention Students % of students receiving interventions who demonstrate growth equivalent to one year or	Math- 56% ELA- 40% Source: Internal 22-23	Math - 56% ELA - 53%	Math - 58% ELA - 56%	Math- 61% ELA- 45%	Math 2% ELA 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more in English Language Arts (ELA) and Mathematics					
1.16	Increased Participation Rate in Math Interventions for Students with Disabilities (SWD) # of SWD participating in math intervention programs	54% Source: Internal 23-24	64%	66.2%	60%	12.2%
1.17	Increased iReady Math Achievement for Students with Disabilities (SWD) Decrease % of SWD in Tier 3 in iReady math assessments	49% Source: i-Ready 22-23	50%	47%	46%	-2%
1.18	Improved CAASPP Performance for SWD in Math Achievement Increase in DFS in Math for SWD 3 points annually	-102.7 DFS Source: CA Dashboard 22-23	-100.6 DFS	-103.1 DFS	-93 DFS	-.4
1.19	Increased Teacher Preparedness for Student Articulation	78% Source: Internal 23-24	98%	97%	90% or higher	19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of teachers who feel equipped to effectively prepare and transition their students to the next grade level band					
1.20	Increased Progress Toward English Proficiency % of English learners making progress toward English proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC).	60% Source: CA Dashboard 22-23	40.7%	56.9%	65%	-3.1%
1.21	Increased English Learner Reclassification Rate % reclassification rate of English learners	38% Source: Internal 22-23	18%	27%	41%	-11%
1.22	Maintain Participation in ELD Synchronous Instruction	67% Source: Internal 23-24	93%	93%	75%	26%
1.23	Maintain Belief That EL Students Have Access to Resources % of parents, students, and staff affirming	Parents- 100% Students- 87% Staff- 78%	Parents - 100% Students - 95% Staff - 93%	Parents - 100% Students - 94% Staff - 97%	Parents- 90% or higher Students- 90% or higher	Parents 0 Students 7% Staff 19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to a variety of resources effectively supporting English Learner students' achievement	Source: Internal 23-24			Staff- 90% or higher	
1.24	% of LTEL students making progress toward English proficiency as measured by ELPAC ELPI levels	40% Source: CA Dashboard 23-24	N/A (metric added year one)	52.4%	45%	12.4%
1.25	Increased number of professional development opportunities supporting ELD and LTEL instruction	1 Source: Internal 24-25	N/A (metric added year one)	6	6	5

Goal Analysis [2025-26]

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

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

Academic Achievement: Advancing Student Outcomes Through Pathways, Targeted Support, and Instructional Alignment

During the 2025–26 school year, Sage Oak continued implementation of Goal 1 with a focus on improving academic achievement, college and career readiness, personalized intervention, math support for students with disabilities, articulation across grade spans, and English Learner progress. Implementation remained aligned with the planned actions and reflected the school's continued commitment to preparing students for success through comprehensive K–12 pathways, data-informed supports, and responsive instructional practices. Core efforts included integrating career, community, and life skills into student pathways, refining a personalized multi-tiered system of support, expanding math intervention for students with disabilities, strengthening articulation across grade bands, and increasing support for English learners and long-term English learners.

A major success in implementation was the school's continued effort to carry out all five planned actions in a coordinated way. College and career readiness work included increased focus on decisions after high school graduation, expanded college and career week experiences,

career spotlight opportunities, financial literacy learning, and pathways-based course offerings. Live synchronous instruction directly aligned to CTE pathways continued to expand significantly, helping students connect their interests and future goals to available coursework. Sage Oak also continued to strengthen its academic systems through the use of Power Standards, Quick Checks, evaluation of core curriculum, and the Professional Development Passport, all of which supported stronger alignment, more consistent instructional expectations, and improved teacher capacity. Sage Oak's recognition on the ERP (Educational Results Partnership) Honor Roll also highlights the strength of the school's academic program and reinforces that the systems and supports implemented under Goal 1 are contributing to a culture of high expectations, strong achievement, and college and career readiness. I-Ready local assessment results also showed meaningful academic progress, with Math increasing from a 55% baseline to 60% in Year 2 and Reading increasing from a 65% baseline to 67% in Year 2, indicating that Sage Oak is making steady progress toward its three-year goal of increasing performance by 3 percentage points from baseline. Intervention and support systems also expanded through additional staffing, including added math support in grades 3–5 and high-dose tutoring for high school algebra students. These combined efforts helped reinforce a schoolwide focus on academic growth, access, and readiness.

Implementation also revealed several important areas for continued refinement. Although many college and career readiness outcomes remained strong, CTE pathway completion remained below the long-term target, and staffing changes affected pathway participation in Art, Media, and Entertainment. College preparedness indicators also continue to be influenced by the high number of 11th-grade transfer students, which presents a challenge for CCI performance. In Action 3, participation in math interventions for students with disabilities increased, but achievement results remained mixed, suggesting that increased access alone has not yet translated into consistent growth in performance.

English Learner outcomes also showed meaningful progress across the cycle, with several important gains from baseline to Year 2 that place the school within reach of its three-year goals. Participation in English Learner Development (ELD) synchronous instruction increased substantially and remained well above target, while Long Term English Learner (LTEL) progress toward proficiency rose significantly and surpassed the Year 3 goal. Although ELPAC progress and reclassification rates remain below Sage Oak's three-year target, both showed improvement from Year 1 to Year 2, indicating positive momentum and the impact of strengthened supports.

Overall, Goal 1 was implemented successfully, with zero difference in planned and actual implementations including strong evidence of progress in college and career readiness structures, intervention systems, instructional alignment, and English learner supports. Taken together, the gains made from baseline to Year 2 suggest that the school is well-positioned to continue accelerating progress in the final year of the cycle. Ongoing community input, use of real-time data, and strategic design will ensure implementation evolves to meet the needs of all learners—preparing every student for college, career, and life success.

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

The school spent materially less on action 1.1 and 1.2 related to budgeted, but unfilled positions. The school spent materially more on action 1.3, which supports students with disabilities.

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

Overall Assessment: Effective to Highly Effective

The actions under Goal 1 have been effective to highly effective in making progress toward the goal of improving academic achievement, college and career readiness, intervention systems, articulation, and English learner support. Year 2 results show strong performance in graduation rate, A–G completion, AP exam pass rates, live CTE-aligned course access, intervention growth in ELA, access to instructional materials and standards, teacher articulation confidence, and English learner resource access. At the same time, a number of metrics show forward progress but remain below long-term targets, especially in CTE completion, CCI, math outcomes for some student groups, and EL progress indicators.

K–12 Pathways, College and Career Readiness, and Postsecondary Preparation – Effective with Areas of Strong Performance

This action has been effective in increasing access to college and career readiness opportunities and expanding pathways-based learning experiences for students. A–G completion increased from a baseline of 39.1% to 51.82% in Year 2, exceeding the Year 3 target of 44.1%. AP exam performance remained effective, with 73% of students attempting AP exams earning a score of 3 or higher, exceeding the target to maintain 70% or higher. Graduation rates also remained highly effective at 96.4%, well above the 90% target, and the middle school dropout rate improved substantially from .39% at baseline to .22% in Year 2. In addition, live synchronous instruction directly aligned with CTE pathways expanded from a baseline of 79 offerings to 280, exceeding the Year 3 target of 200 class offerings. These results suggest that Sage Oak has been highly effective in expanding access to academic and career-aligned opportunities for students.
At the same time, some related metrics show only forward progress or mixed results. CTE pathway completion increased from 2 students at baseline to 5 in Year 2, which reflects improvement but remains well below the target of 30 students. College and career indicator performance declined slightly from 59.6% in Year 1 to 58.8% in Year 2 and remains below the target of 62%, though still above baseline. High school dropout also increased to 2.2%, slightly above the goal to maintain 2% or less. These results suggest that this action is broadly effective, while also highlighting the need for continued focus on pathway completion, support for transfer students, and stronger alignment between pathway participation and postsecondary readiness outcomes.

Personalized, Data-Informed Multi-Tiered System of Support – Effective to Highly Effective

This action has been effective to highly effective in strengthening access to challenging curriculum, intervention supports, and academic growth systems. Access to instructional materials and state standards remained at 100%, and perception data remained very strong, with parents, students, and staff continuing to report that students have access to a robust and challenging curriculum supported by resources across core content areas. Intervention outcomes also showed positive results, particularly in English Language Arts, where the percentage of intervention students growing one year or more increased from a baseline of 40% to 56% in Year 2, exceeding the target of 45%. Math intervention growth also increased from 56% at baseline to 58%, reflecting continued progress toward the Year 3 target. These outcomes indicate that Sage Oak's intervention model continues to provide meaningful support to students and is contributing positively to growth.
CAASPP outcomes showed mixed but generally positive progress, and California's new growth model provides important additional context. Overall student growth was rated Average in both ELA at 73.5% and Math at 67.7%. Within that overall picture, several student groups demonstrated especially strong results. In ELA, African American students demonstrated Exceptional growth at 88.9%, and Hispanic students demonstrated Accelerated growth at 75.3%. In Math, English learners demonstrated Accelerated growth at 78%, African American

students at 77.8%, Asian students at 76.6%, and Filipino students at 68.8%. These subgroup results suggest that Sage Oak's supports are helping several student groups make strong progress, even when broader proficiency outcomes still reflect areas for continued improvement. At the same time, the growth model identified a continued area of need in Math for students with disabilities, whose growth was rated Moderate at 64%, reinforcing the importance of ongoing refinement in targeted math support for this group.
State assessment proficiency data also reflected positive movement in several areas. CAASPP Math performance improved from 37.95% at baseline to 40.54% in Year 2, and socioeconomically disadvantaged students improved in Math from 28.99% to 32.24%. ELA performance remained slightly below baseline overall at 52.43% compared to 54.32%, though it improved from Year 1, and socioeconomically disadvantaged students exceeded baseline in ELA at 44.73% compared to 43%.Updated i-Ready local assessment results provide additional evidence of progress under this action. In Math, the percentage of students performing at or above grade level increased from a baseline of 55% to 60% in Year 2, already surpassing the three-year target of 58%. In Reading, the percentage of students performing at or above grade level increased from a baseline of 65% to 67% in Year 2, reflecting continued progress toward the three-year target of 68%. These local assessment results reinforce that Sage Oak's multi-tiered system of support is contributing to improved academic performance and helping place the school within reach of its long-term growth goals.
Overall, this action is effective to highly effective, with strong evidence that Power Standards, ongoing core curriculum evaluation, the growing PAGE program, expanded intervention staffing, and high-dose tutoring are contributing to greater instructional consistency and academic growth. In addition, project-based learning was established and implemented this year for PAGE students, further enriching learning experiences through deeper engagement, critical thinking, and application of skills. The California growth model adds important context to these results, showing encouraging progress in ELA across multiple student groups and accelerated or exceptional growth for several student groups in both ELA and Math. At the same time, the data also make clear that broader Math outcomes, particularly for some student groups, still require continued refinement, targeted support, and sustained attention in the final year of the cycle.

Math Proficiency for Students with Disabilities – Effective with Continued Need for Refinement

This action has been effective in increasing access to math interventions for students with disabilities, but the impact on achievement outcomes remains mixed. The percentage of students participating in math interventions increased from 54% at baseline to 66.2% in Year 2, exceeding the target of 60%. This indicates successful implementation in expanding access and participation. However, i-Ready math achievement for students with disabilities in Tier 3 declined slightly from 49% at baseline to 47% in Year 2, although this still exceeds the Year 3 target of 46%. CAASPP distance from standard in math for students with disabilities worsened slightly from -102.7 at baseline to -103.1 in Year 2 after improving in Year 1. These results suggest that while the action has been effective in increasing participation and maintaining some benchmark measures, the school has not yet seen consistent improvement in overall math achievement for students with disabilities. Continued refinement of intervention design, intensity, and alignment will remain important.

Articulation Across Grade Bands – Highly Effective

This action has been highly effective. Teacher confidence in articulating expectations and preparing students for the next grade span increased from a baseline of 78% to 97% in Year 2, exceeding the target of 90%. Notes from implementation indicate that examining data in PLCs and increasing cross-grade-level and grade-band collaboration have contributed to this growth. These results suggest that Sage Oak has made strong progress in developing a more unified and data-informed articulation process that supports smoother transitions across grade levels.

English Learner and LTEL Progress – Effective with Forward Progress

This action has been effective with forward progress. Participation in ELD synchronous instruction increased from a baseline of 67% to 93% in both Year 1 and Year 2, exceeding the target of 75%. Resource access for English learner families and staff also remained strong, with Year 2 results at 100% for parents, 94% for students, and 97% for staff, all above the target of 90%. LTEL progress toward proficiency increased significantly from 40% to 52.4%, exceeding the target of 45%, and the number of professional development opportunities supporting ELD and LTEL instruction increased from 1 to 6, meeting the target. These outcomes indicate meaningful growth in instructional support, participation, and resource access for English learners.
Implementation evidence also helps explain the progress made under this action. Parent engagement in support of live instruction increased, with 42.6% parent submissions and 56.9% student submissions, reflecting a growing investment in English learner participation and support. During 2025–26, staff engaged in six targeted professional development opportunities supporting EL and LTEL instruction, including three Summit trainings, two virtual PLCs, and one teacher ELPAC bootcamp. Feedback from families and staff reinforced the value of smaller-group instruction, flexible tutoring, dedicated ELD and intervention classes, and continued access to school-provided online programs and learning apps. Staff professional learning also emphasized strengthening the home-school partnership, prioritizing small-group ELD instruction, curating visual supports, and increasing the systematic use of scaffolds such as sentence frames and word banks to build student confidence and academic language. Taken together, these implementation efforts suggest that the school has built a stronger and more coherent support system for English learners, which is contributing to the gains seen in participation, LTEL progress, and resource access.
At the same time, English learner progress toward proficiency and reclassification rates remain below target. ELPI increased from 40.7% in Year 1 to 56.9% in Year 2, showing notable recovery and meaningful progress toward the three-year goal of 65%. Reclassification also improved from 18% in Year 1 to 27% in Year 2, though it remains below the target of 41% and below baseline. These results suggest that the action is moving in a positive direction and that the significant gains made from Year 1 to Year 2 place the school within reach of its three-year goals. Continued focus on small-group instruction, flexible tutoring, dedicated ELD classes, family partnership, and targeted teacher training will be important to sustaining this momentum.

Conclusion

Overall, the actions under Goal 1 have been effective to highly effective in making progress toward the goal. The strongest areas of impact include A–G completion, graduation rate, AP success, expansion of live CTE-aligned coursework, access to curriculum and standards, intervention growth in ELA, articulation across grade bands, and English learner participation and resource access. In particular, the school has made meaningful gains from baseline to Year 2 in several areas, suggesting that its three-year goals remain within reach. English learner outcomes, while still below target in overall proficiency and reclassification, show clear forward momentum through strong ELD participation, significant LTEL growth, expanded professional development, and stronger family and instructional supports. The main areas requiring continued refinement are CTE pathway completion, CCI, certain math outcomes, and acceleration of English learner proficiency and reclassification. Taken together, these results show that Goal 1 actions are producing meaningful positive outcomes and are building a strong foundation for continued growth in the final year of the cycle. Continued use of formative data, targeted professional development, and engagement with educational partners are essential to improving outcomes across all student groups in the remaining years of this LCAP cycle.

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

Based on reflection on prior practice, no major changes were made to the overall structure of Goal 1. The goal, metrics, target outcomes, and actions remain relevant and aligned with Sage Oak's identified needs related to academic achievement, college and career readiness, intervention, articulation, and English learner support. However, Year 2 results indicate the importance of continuing to strengthen specific areas, particularly CTE pathway completion, college and career preparedness, math outcomes for students with disabilities, and English learner proficiency and reclassification.

For the coming year, Sage Oak will continue refining implementation by building on initiatives that have supported progress to date, including Power Standards, evaluation of core curriculum, expanded intervention staffing, and targeted English learner professional development. Additionally, Sage Oak will continue refining implementation by expanding internal CTE capstone and internship opportunities, pursuing stronger AP access, increasing professional development for math and English learner instruction, and intensifying tiered supports for all students. The school will also continue emphasizing small-group instruction, flexible tutoring, synchronous ELD participation, and shared instructional strategies across teams to accelerate outcomes for all students. Next year, Sage Oak will require all teachers to complete recorded EL training, providing specialized professional development for ELD teachers, and expanding instructional supports designed specifically for EL and LTEL students. These refinements are intended to preserve strong systems already in place while addressing the areas that remain below target.

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	Integration of Career, Community, and Life Skills	Integrate career, community, and life skills into comprehensive K-12 pathways. This action is dedicated to integrating career, community, and life skills within comprehensive K-12 pathways. It focuses on equipping students with the essential capabilities needed to navigate their future careers and community life successfully. By weaving these skills into the curriculum, we aim to ensure students are academically prepared and possess the practical skills required for the modern workforce and societal participation. This initiative prioritizes equitable opportunities for all students, emphasizing support for unduplicated students, to lay the groundwork for successful transitions to higher education and careers. Metrics for Effectiveness:	$52,946,905.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.1 Completion of A-G Requirements: The total number of students successfully completing the A-G requirements, indicating readiness for university admission. 1.2 Career Technical Education (CTE) Pathway Completion: The quantity of students completing CTE pathways, reflecting vocational engagement and preparedness. 1.3 Percentage of Students Achieving a Score of 3 or Higher on AP Exams: The proportion of students who attempt and succeed in Advanced Placement exams, demonstrating college-level academic proficiency. Percentage is reflective of participation as well as passing. 1.4 College and Career Indicator (CCI) Performance: Evaluation of students' readiness for post-secondary opportunities through the College and Career Indicator, assessing comprehensive preparedness for college and careers. 1.5 Graduation Rate Improvement: An increase in graduation rates, signifying the effectiveness of educational pathways in guiding students to complete their education. 1.6 Maintain Low Middle School Dropout Rates: A maintenance of low dropout rates at the middle school level, identifying early intervention points to maintain student engagement. 1.7 Maintain Low High School Dropout Rates: A maintenance of low dropout rates at the high school level, crucial for assessing the pathways' role in sustaining student engagement through graduation. 1.8 Expansion of Live Synchronous Instruction Courses Aligned with CTE Pathways: The expansion of live synchronous instruction courses that directly support CTE pathways, measuring the integration of career-oriented education within the academic curriculum. This action is crafted to not only achieve academic benchmarks but also to cultivate a comprehensive educational experience that thoroughly prepares students for both college and career trajectories.		
1.2	Refinement of Multi-Tiered System of Support	Refine a personalized, data-informed multi-tiered system of support. The focus of the services is on students from unduplicated and identified populations.	$5,029,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action aims to refine a personalized, data-informed multi-tiered system of support (MTSS) that caters to the unique needs of each student. By leveraging comprehensive data analysis and targeted interventions, we will enhance academic achievement and support emotional and social development. This approach is designed to ensure all students, especially those facing socio-economic challenges, receive the necessary support to excel academically. Metrics for Effectiveness: 1.9 Performance in iReady Assessments for ELA and Math: Proportion of students achieving at or above grade level in iReady assessments for English Language Arts (ELA) and Mathematics, indicating proficiency and readiness. 1.10 California Assessment of Student Performance and Progress (CAASPP) Achievement: Percentage of students who have met or exceeded standards in CAASPP assessments for Math and ELA, reflecting comprehensive academic achievement. 1.11 CAASPP Performance for Socio-Economically Disadvantaged (SED) Students: Percentage of socio-economically disadvantaged students meeting or exceeding CAASPP standards in Math and ELA, highlighting the effectiveness of targeted support. 1.12 Accessibility to Instructional Materials: Percentage of students with full access to necessary instructional materials, ensuring equity in learning resources. 1.13 Alignment with State Standards: Percentage of students whose education is fully aligned with state standards, promoting consistent educational quality. 1.14 Community Belief in Robust Curriculum: Proportion of parents, students, and teachers who believe that students have access to a challenging and comprehensive curriculum supported by resources that enable them to meet and exceed grade-level standards in core content areas. 1.15 LREBG Action Growth in ELA and Math Among Intervention This action has been revised to reflect the strategic use of Learning Recovery Emergency Block Grant (LREBG) and Title 1-A funds to expand staffing and improve teacher-to-student ratios within our intervention programs. By increasing instructional personnel, Sage Oak is able to provide more		

Action #	Title	Description	Total Funds	Contributing
		consistent, small-group, and individualized support for students receiving Tier 2 and Tier 3 interventions. This enhancement directly supports the academic progress of students performing below grade level, particularly those from unduplicated groups and students with disabilities. The goal of this action is to equip students with the skills and confidence needed to meet or exceed grade-level standards. By embedding additional instructional capacity through LREBG and Title 1-A funded staff, we aim to accelerate learning and ensure that a greater percentage of intervention students experience at least one year of academic growth annually. This action reinforces our commitment to equitable access to a robust, rigorous curriculum, supported by the necessary resources and targeted instruction to help all students thrive.		
1.3	Enhancement of Math Proficiency for Students with Disabilities	Improve math proficiency for students with disabilities by increasing the percentage of students with disabilities participating in math interventions. This action is dedicated to improving mathematics proficiency among students with disabilities by expanding their participation in specialized math intervention programs. Recognizing the unique challenges faced by these students, our targeted approach aims to elevate their math skills through personalized and adaptive learning strategies. By doing so, we endeavor to facilitate meaningful academic progress and reduce disparities in math achievement. Metrics for Effectiveness: 1.16 Participation Rate in Math Interventions: Increase in the percentage of students with disabilities participating in math intervention programs, aiming to ensure comprehensive access to support services tailored to their needs. 1.17 Increased iReady Math Achievement for Students with Disabilities (SWD): Measurement of the number of students with disabilities moving out of Tier 3 in iReady math assessments. Tier 3 represents students performing two or more years below grade level. While measuring achievement at or above grade level for this group may not be appropriate,	$590,511.00	No

Action #	Title	Description	Total Funds	Contributing
		monitoring their progress out of Tier 3 provides a meaningful indicator of improvement in math proficiency. 1.18 California Assessment of Student Performance and Progress (CAASPP) for SWD Math Achievement: Analysis of CAASPP math scores for students with disabilities to track advancements in state-standardized math achievement, with a focus on increasing the percentage of students meeting or exceeding math standards. This action underscores our commitment to inclusivity and equity in education by specifically addressing the needs of students with disabilities. Through targeted math interventions, we aim not only to improve math proficiency but also to foster a supportive learning environment that acknowledges and addresses the diverse needs of our student population.		
1.4	Unified Articulation Process Development	Create a unified, data-informed articulation process that smoothly transitions students through each grade band while integrating critical feedback from graduates. This action focuses on developing a unified, data-informed articulation process to ensure smooth transitions for students as they move through each grade band (e.g., from elementary to middle school, and middle school to high school). By integrating feedback from graduates and utilizing comprehensive data analysis, we aim to refine our educational pathways to better prepare students for the expectations and standards of their next academic phase. This process is designed to enhance communication between teachers across grade bands, ensure curriculum continuity, and address any potential gaps in student preparedness. Metrics for Effectiveness: 1.19 Teacher Preparedness for Student Articulation: The percentage of teachers who feel equipped to effectively prepare and transition their students to the next grade level band. This metric will be measured through targeted surveys asking teachers if they feel confident in their ability to communicate the expectations and standards of the next grade level, ensuring they have the resources and knowledge necessary to support their students' progression.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		By establishing a comprehensive articulation process that leverages both quantitative data and qualitative feedback from our educational community, this action aims to foster a more cohesive and supportive learning environment. It ensures that students are not only academically prepared for each transition but also that educators feel supported and equipped to guide them effectively through their educational journey		
1.5	Enhancing English Learner Proficiency and Reclassification	Increase the percentage of both EL and LTEL students making progress toward proficiency as measured by the state language proficiency assessment and increase English Learner reclassification rate by increasing participation with ELD synchronous instruction. This action concentrates on elevating the proficiency levels of English Learners and increasing their reclassification rates by providing greater access to synchronous instruction. Recognizing the critical role of language proficiency in academic success and integration, we aim to expand and enrich our English Language Development (ELD) and core subject synchronous instruction. This strategic enhancement, made also available through the use of Title 1-A funding, is designed to offer English Learners more opportunities for real-time interaction, feedback, and engagement, thereby accelerating their progress toward English proficiency and readiness for reclassification. Metrics for Effectiveness: 1.20 Progress Toward English Proficiency: Increase in the percentage of English Learners making progress toward English proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC). 1.21 English Learner Reclassification Rate: Improvement in the reclassification rate of English Learners, indicating successful attainment of proficiency and readiness to transition out of ELD support programs. 1.22 Participation in ELD Synchronous Instruction: Maintenance or increase in participation rates in ELD synchronous instruction, ensuring	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners have access to the dedicated support necessary for language acquisition. 1.24 Access to Supportive Resources for English Learners: Proportion of parents, students, and teachers affirming access to a variety of resources effectively supporting English Learner students' achievement, as revealed through targeted surveys. This metric gauges the adequacy and effectiveness of resources provided to support the language acquisition and academic success of English Learners. 1.25 Progress Toward English Proficiency: Increase in the percentage of LTELs making progress toward English proficiency, as measured by the English Language Proficiency Assessments for California (ELPAC) ELPI levels. 1.26 Increased number of professional development opportunities supporting ELD and LTEL instruction. Through targeted actions to enhance synchronous instruction and resource availability, this initiative aims to significantly improve the language proficiency and academic outcomes for English Learners, including LTELS, ensuring they are well-equipped to achieve reclassification and succeed in their broader educational journey.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement: Fostering a Supportive and Engaging Learning Environment In order to enhance student, parent, and staff engagement, we will establish an environment that fosters connectedness and professional growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Building on Sage Oak's strategic commitment, Goal 2 aims to cultivate a supportive and engaging learning environment by emphasizing the well-being and professional growth of our staff, alongside fostering stronger connections within our school community. This goal is rooted in the belief that the success of our educational mission is intertwined with the development and satisfaction of our educators and staff. By investing in comprehensive professional development, mentorship programs, and creating a nurturing work environment, we aspire to empower our educators. This empowerment is expected to cascade, enhancing the educational experience for students and fostering a sense of belonging and community alignment with Sage Oak's mission and vision.

Sage Oak's efforts are influenced by feedback from the WASC visiting committee and include specific action steps aimed at increasing opportunities for parent and student engagement, developing purposeful professional growth pathways for staff, enhancing live instruction through targeted professional development, and establishing a robust system for social and emotional support. These targeted actions demonstrate Sage Oak's balanced approach to educational excellence, ensuring every member of our community is supported to thrive.

Furthermore, these initiatives directly contribute to increased or improved services for our unduplicated student populations, including socio-economically disadvantaged students, English learners, foster youth, and students with disabilities. By creating a more engaging, supportive, and well-resourced learning environment, we aim to elevate the educational outcomes and well-being of these students, ensuring that our programs and resources are tailored to meet their specific needs and challenges. This aligns with our objectives to deliver equitable, high-quality educational opportunities, making significant strides in supporting all students, particularly those who require additional assistance, to achieve success and reach their full potential.

Through increased staffing funded by the Learning Recovery Emergency Block Grant (LREBG), Sage Oak is expanding access to social-emotional supports as outlined in Goal 2, Action 4. This targeted investment strengthens our ability to meet the diverse needs of all students, supporting their academic growth, social-emotional well-being, and readiness for future college and career pathways. This approach reflects Sage Oak's continued commitment to equitable, high-quality educational opportunities for every learner.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintenance of Positive Community Engagement Perception % of parents, students, and staff that believe Sage Oak makes a significant effort to foster community engagement	Parents 99% Students 97% Staff 100% Source: Internal 23-24	Parents 85% Students 86% Staff 97%	Parents 94% Students 92% Staff 96%	Parents 90% or higher Students 90% or higher Staff 90% or higher	Parents -5% Students -5% Staff -4%
2.2	Maintain 100% Credentialed Teachers % of credentialed teachers	100% Source: Internal 23-24	100%	100%	100%	0
2.3	Maintenance of High Attendance Rate % of school attendance rates (ADA)	99.2% Source: Internal 23-24	99.3%	99.2%	98% or higher	0
2.4	Maintenance of Low Chronic Absenteeism % of chronic absenteeism	2.4% Source: CA Dashboard 23-24	1.5%	1.7%	Below 3%	-.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Maintenance of Low Suspension and Expulsion Rates % suspension and expulsion rates	Suspension- 0% Expulsion- 0% Source: CA Dashboard and Dataquest 22-23	Suspension - 0% Expulsion - 0%	Suspension - 0% Expulsion - 0%	Suspension- 0% Expulsion- 0%	Suspension 0% Expulsion 0%
2.6	Maintain Positive Connection to School's Mission % of the parents, students and staff that feel connected to the school's mission	Parents 90% Students 83% Staff 96% Source: Internal 23-24	Parents 90% Students 89% Staff 95%	Parents 92% Students 91% Staff 98%	Parents 90% or higher Students 90% or higher Staff 90% or higher	Parents 2% Students 8% Staff 2%
2.7	Increased Student Retention Rate student retention rate	65% Source: Internal 22-23	71%	75%	75%	10%
2.8	Maintain Positive School Climate % of the parents, students, and staff that feel the school prioritizes safety, value, and respect	Parents 98% Students 96% Staff 97% Source: Internal 23-24	Parents 90% Students 95% Staff 99%	Parents 98% Students 98% Staff 98%	Parents 90% or higher Students 90% or higher Staff 90% or higher	Parents 0% Students 2% Staff 1%
2.9	Confidence and Integration of New Strategies	100% Source: Internal 23-24	100%	90%	100%	-10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of staff involved in the Leadership Pathway reporting increased confidence in their ability to embrace and apply new strategies within their roles					
2.10	Increased Retention Rates of Participating Staff retention rates of staff members who have participated in the professional development pathways	72% Source: Internal 23-24	83%	88%	80%	16%
2.11	Expansion of Professional Development Opportunities # of professional development opportunities offered to staff, focusing on live instruction	4 Source: Internal 23-24	6	20	10	16
2.12	Improved Staff Confidence in Job Performance % of staff who believe they are well-equipped by Sage Oak to perform their roles effectively	97% Source: Internal 23-24	97%	97%	90% or higher	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Increased Awareness of Socio-Emotional Resources % of parents, students, and staff that report feeling informed about the social and emotional resources provided by Sage Oak	Parents- 89% Students- 89% Staff- 93% Source: Internal 23-24	Parents - 93% Students - 90% Staff - 94%	Parents - 92% Students - 91% Staff - 95%	Parents- 90% or higher Students- 90% or higher Staff- 90% or higher	Parents 3% Students 2% Staff 2%
2.14	Expansion of Synchronous Support Opportunities # of synchronous support groups or classes with counselors	23 Source: Internal 23-24	66	238	29	215

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.

Engagement: Fostering a Supportive and Engaging Learning Environment

During the 2025–26 school year, Sage Oak implemented Goal 2 with a continued focus on fostering a supportive and engaging learning environment for students, families, and staff. Implementation remained closely aligned with the planned actions and centered on strengthening community connection, expanding staff development opportunities, improving live synchronous instruction, and increasing access to social-emotional supports. Throughout the year, the school prioritized meaningful opportunities for involvement and input, maintained strong communication with educational partners, and continued building systems that support both student belonging and staff effectiveness. Sage Oak also used LREBG funding to help sustain and expand counseling-related supports and real-time student services.

A major success in implementation was the school's ability to carry out all four planned actions in a coordinated way. Community connection efforts included advisory committees, events, communication structures, and ongoing opportunities for feedback. Professional growth efforts included leadership pathways, program-specific support, and an expanded professional development plan for live instruction that

incorporated staff feedback and practical application. Staff also engaged in the Professional Development Passport, a personalized and aligned menu of learning opportunities that allowed teachers and staff to deepen skills in areas most relevant to their roles. Feedback indicated that staff appreciated the opportunity to grow professionally and further develop their practice. This emphasis on staff support and development was also reflected in Sage Oak receiving Top Workplaces recognition, highlighting the school's success in creating a culture where staff feel valued and supported. Social-emotional support systems also grew substantially through increased counseling groups, targeted courses, and stronger communication about available resources. These combined efforts helped reinforce a school culture focused on connection, responsiveness, and support across programs and grade spans. An additional success was student retention, as Sage Oak reached its three-year retention target in Year 2. This suggests that the school's emphasis on belonging, connection, and student support is positively influencing students' persistence and overall experience.

Implementation also revealed areas for continued refinement. As the school expanded professional learning and student supports, staff feedback highlighted the importance of keeping training practical, differentiated, and relevant to specific roles and grade levels. Similarly, while connection and support systems continued to strengthen, the school recognized the need to maintain intentional focus on onboarding, trust-building, and sustained engagement over time.

Overall, Goal 2 was implemented successfully, with strong evidence that the planned actions are contributing positively to school climate, staff capacity, student support, and long-term student connection. These results show that Goal 2 actions are producing meaningful positive outcomes and are building a strong foundation for continued growth in the final year of the cycle.

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.

The school spent materially less on action 2.1 related to budgeted, but unfilled positions, and on action 2.2 related to professional development. The school spent materially more on action 2.4 related to increased expenditures for social and emotional support.

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

Overall Assessment: Effective to Highly Effective

Overall, the actions under Goal 2 have been effective to highly effective in making progress toward the goal of fostering a supportive and engaging learning environment. Year 2 data show strong results in educational partner engagement, school climate, attendance, professional development, and social-emotional support systems. Several metrics have already met or exceeded the Year 3 target, while others demonstrate meaningful forward progress and will continue to be refined in the final year of the cycle.

Enhancing Community Connection Opportunities – Highly Effective

This action has been highly effective in increasing opportunities for involvement and maintaining a strong sense of connection across the school community. In Year 2, 94% of parents, 92% of students, and 96% of staff reported that Sage Oak makes a significant effort to provide opportunities for involvement and input. Connection to the school's mission was also highly effective, with 92% of parents and 91% of students reporting a positive connection to the mission. School climate results were especially strong, with 98% of parents, 98% of students,

and 98% of staff indicating that Sage Oak prioritizes a safe, respectful, and supportive learning environment. Attendance-related metrics were also highly effective, with attendance rates above 99% and chronic absenteeism remaining low at 1.7%. These outcomes suggest that Sage Oak's efforts to provide diverse and engaging opportunities for connection, maintain a supportive and responsive school culture, and ensure students feel safe, respected, and valued are having a meaningful positive impact.

Climate Survey Themes and Continued Refinement – Highly Effective with Clear Next Steps

Survey feedback also reinforces that students value continued access to in-person events, flexible scheduling and curriculum options, strong communication, and meaningful opportunities for input and involvement. Educational partners emphasized the importance of maintaining engaging events that strengthen students' sense of belonging, continuing practices that ensure staff are attentive and responsive to student needs, and sustaining comprehensive online safety measures that support student security in virtual learning environments. Feedback further highlighted the need to strengthen communication so students are aware of and able to access social-emotional and mental health resources, while also continuing to build trust with staff. Student retention showed effective with forward progress, increasing to 75% at Sage Oak and meeting the school's three-year target in Year 2. Taken together, these results suggest that the action has been highly effective overall, while continued attention to belonging, communication, student voice, and access to supports will help sustain and deepen these positive outcomes.

Professional Growth Pathways – Effective with Forward Progress

Professional Growth Pathways have been effective with forward progress. In Year 2, 90% of staff participating in leadership pathways reported confidence in implementing new strategies. While this reflects a decline from prior levels, it still indicates a strong level of confidence and continued positive impact. At the same time, retention rates for staff participating in leadership pathways increased to 88%, demonstrating that the program continues to support staff development and long-term investment in leadership capacity. These results are further supported by Sage Oak's recognition as a Top Workplace, reflecting the school's success in creating a culture where staff feel valued and supported. Taken together, these outcomes suggest that the action remains effective, while also signaling an opportunity to strengthen coaching, follow-up support, and implementation structures so staff feel increasingly confident applying new learning in practice.

Improved Professional Development for Live Instruction – Highly Effective

Improved professional development for live Instruction has been highly effective. The number of professional development opportunities focused on live instruction rose to 20 in Year 2, reflecting Sage Oak's strong investment in instructional excellence and significantly expanding support for teachers. These sessions were grounded in evidence-based practices and focused on strengthening live synchronous instruction through high-impact strategies, educational technology, and AI integration. Key themes included clarifying learning goals, strengthening classroom discussion, and using instructional tools such as Nearpod, Classkick, Canva, MagicSchool AI, Kami, Gimkit, and Zoom to improve engagement, formative assessment, differentiation, and efficiency. Staff feedback consistently showed that teachers valued hands-on learning, collaboration with colleagues, and practical strategies they could apply immediately in their classes.

Professional Development Passport and Refinement Through Staff Feedback – Highly Effective

Sage Oak's broader professional learning system was also highly effective. The Professional Development Passport provided staff with a personalized and aligned menu of learning opportunities, allowing teachers and staff to deepen skills in areas most relevant to their roles and professional goals. Feedback indicated that staff appreciated the opportunity to grow professionally and further hone their practice. The professional development plan also demonstrates that Sage Oak refined sessions in response to staff feedback throughout the year, making the training increasingly targeted and relevant. Teachers consistently emphasized the value of breakout sessions, program-specific support, and opportunities to explore tools from both teacher and student perspectives. Feedback across sessions showed high levels of relevance and usefulness, and 97% of staff reported feeling well-equipped based on the professional development they received during the year. These results indicate that Sage Oak's investment in professional learning is strengthening staff capacity and supporting more effective instruction across programs.

Development of Social and Emotional Support Systems – Highly Effective

Development of Social and Emotional Support Systems has been highly effective. In Year 2, 92% of parents, 91% of students, and 95% of staff reported being informed about available social-emotional resources, indicating strong awareness across stakeholder groups. In addition, synchronous counseling groups and classes expanded significantly, reaching 238 sessions this year with consistently strong student engagement. Popular offerings included executive functioning support through Life Hacks at the high school level and Brain Boss for students in grades 3–8. AVID was also successfully introduced for middle school students, further strengthening support in organization, study skills, and college readiness. These results demonstrate that Sage Oak has made substantial progress in expanding both access to and awareness of social-emotional and student support services.

Conclusion

Overall, the specific actions under Goal 2 have been effective to highly effective in making progress toward the goal. The strongest areas of impact include opportunities for involvement, school climate, attendance, professional development, and social-emotional supports, all of which show strong Year 2 outcomes. Student retention met the three-year target in Year 2, while leadership pathway confidence continues to show forward progress. The addition of staff-centered successes, including Top Workplace recognition and the strong response to the Professional Development Passport, further reinforces that Sage Oak is building a culture where staff feel supported, valued, and equipped to grow. Taken together, these results show that Goal 2 actions are producing meaningful positive outcomes and are building a strong foundation for continued growth in the final year of the cycle.

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

Based on reflection on prior practice, no major changes were made to the overall structure of Goal 2. The goal, metrics, and actions remain relevant and aligned with the school's identified needs. However, implementation experience and Year 2 data indicate the importance of continuing to strengthen strategies related to student retention, student connection to the school's mission, and sustained engagement over

time. Future efforts will continue to build on the strong progress already made in school climate, community engagement, staff development, and awareness of social-emotional supports.
For the coming year, Sage Oak will continue refining Goal 2 by expanding connection opportunities, strengthening onboarding and re-engagement systems, maintaining leadership pathway supports, and continuing professional development that improves live instruction and staff confidence. The school will also continue prioritizing access to counselor-led supports and ensuring that students and families are aware of available resources early and consistently throughout the year. These refinements are intended to strengthen areas while preserving the strong foundation already established under this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Enhancing Community Connection Opportunities	Increase opportunities for parents, students, and staff to connect with each other and with school leadership, fostering a sense of community and alignment with the school's mission and vision. This action is dedicated to increasing opportunities for meaningful engagement among parents, students, and school leadership. By fostering a deeper sense of community and ensuring alignment with the school's mission and vision, we aim to create an inclusive environment that supports professional growth and student success. Initiatives will include structured forums for feedback, engagement events, and clear communication channels that encourage active participation from all members of our school community. Metrics for Effectiveness: 2.1 Community Engagement Perception: Measurement of the community's perception regarding the school's efforts to provide opportunities for involvement and input. This will be assessed through surveys asking if participants believe Sage Oak makes a significant effort to foster community engagement. 2.2 Retention of Credentialed Teachers: Maintaining a 100% rate of credentialed teachers, ensuring that students have access to qualified and dedicated professionals. 2.3 Attendance Rate Stability: Maintenance of school attendance rates at optimal levels, reflecting student engagement and a supportive learning environment.	$4,064,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.4 Low Chronic Absenteeism: Sustaining low rates of chronic absenteeism, indicating an engaging and welcoming school climate that motivates regular attendance. 2.5 Low Suspension and Expulsion Rates: Keeping suspension and expulsion rates minimal, demonstrating effective behavior management and a positive school culture. 2.6 Connection to School's Mission: Proportion of the school community that feels connected to the school's mission of empowering students, as measured by targeted surveys. This metric gauges the alignment of community values with the school's objectives. 2.7 Student Retention Rate Improvement: An increase in the student retention rate, indicating success in creating a supportive and engaging environment that encourages students to continue their education at Sage Oak. 2.8 School Climate: Proportion of the school community that feels safe, respected and values, as measured by targeted surveys. This metric gauges the alignment of community values with the school's objectives. Through these targeted actions and metrics, we aim to not only enhance the sense of community and engagement within our school but also to ensure that our educational environment is conducive to professional growth, student success, and sustained participation from our entire school community.		
2.2	Development of Professional Growth Pathways	Develop purposeful pathways for growth and opportunities for professional development. This action focuses on creating purposeful pathways for professional growth, offering expansive opportunities for all staff members to develop. By initiating comprehensive leadership and professional development programs, we aim to equip our staff with the skills and confidence necessary to innovate and enhance their respective practices across the board. This initiative is designed to cultivate a culture that values continuous learning, adaptability, and professional excellence, contributing significantly to the overall effectiveness and sustainability of our educational environment.	$1,741,177.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics for Effectiveness: 2.9 Confidence and Integration of New Strategies: The proportion of staff involved in the Leadership Pathway reporting increased confidence in their ability to embrace and apply new strategies within their roles. This will be assessed through surveys that inquire about their readiness to incorporate these strategies into future practices, reflecting the professional development programs' impact on enhancing staff capabilities. 2.10 Retention Rates of Participating Staff: The retention rates of staff members who have participated in the professional development pathways will be closely monitored. A positive trend in these rates would indicate the success of the development opportunities in promoting job satisfaction, personal growth, and a strong commitment to the institution. This action underscores our dedication to fostering professional growth and development across all staff levels, enhancing our school's capacity to provide a high-quality, supportive, and engaging learning environment for all community members.		
2.3	Enhancement of Professional Development for Live Instruction	Increase professional development for live instruction. This action targets the expansion of professional development opportunities tailored to live instruction, aiming to empower our staff with the skills and techniques necessary for dynamic and effective real-time teaching. By providing a diverse array of training sessions, workshops, and seminars focused on live instructional strategies, we are committed to ensuring that all staff members feel confident and well-prepared to engage students in a live setting. This initiative is designed to elevate the quality of live instruction, ensuring that our educational delivery is both impactful and engaging. Metrics for Effectiveness: 2.11 Expansion of Professional Development Opportunities: Tracking the increase in professional development opportunities offered to staff, focusing on live instruction. This metric will encompass school-created	$309,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs and external training opportunities included in our professional development portfolio. 2.12 Staff Confidence in Job Performance: The percentage of staff who believe they are well-equipped by Sage Oak to perform their roles effectively, particularly in the context of live instruction, based on the professional development received. This will be measured through surveys assessing staff perceptions of their preparedness and the adequacy of professional development support provided by the school. Through this targeted approach to professional development, we aim to not only enhance the effectiveness of live instruction but also to foster a culture of continuous learning and adaptability among our staff. This action reaffirms our commitment to supporting professional excellence and student success in every live instructional encounter.		
2.4	Development of Social and Emotional Support Systems	Develop a system to increase access and consistency for social and emotional resources and interventions. This action is dedicated to developing a comprehensive system designed to increase access to and consistency of social and emotional resources and interventions for our school community. Recognizing the critical importance of social and emotional well-being in educational success, we aim to ensure that students, parents, and teachers are well-informed and have easy access to the support services they need. Through this initiative, we will enhance our existing resources, introduce new interventions, and expand synchronous support opportunities, such as groups or classes led by counselors, to address the diverse needs of our community effectively. Additionally, this action has been revised to reflect the strategic use of Learning Recovery Emergency Block Grant (LREBG) funds to expand staffing and improve teacher-to-student ratios within our counseling offerings. Metrics for Effectiveness:	$505,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.13 Awareness of Socio-Emotional Resources: The percentage of parents, students, and teachers that report feeling informed about the social and emotional resources provided by Sage Oak. This measure will assess the effectiveness of our communication strategies and the accessibility of our resources. 2.14 Expansion of Synchronous Support Opportunities: The increase in the number of synchronous support groups or classes with counselors, reflecting our commitment to providing real-time, interactive support sessions that cater to the emotional and social needs of our students. By implementing this action, we aim to create a nurturing and supportive environment that prioritizes the social and emotional well-being of our students. This comprehensive support system will not only address immediate needs but also contribute to the long-term resilience and success of our school community.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: Efficient Operations with a Focus on Sustainability Leverage technologies, specifically Artificial Intelligence, to enhance data-driven decision-making, automate routine operational processes, and provide personalized learning pathways for students, thereby establishing scalable systems that ensure long-term sustainability, promote academic growth, and increase operational efficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Understanding the importance of future-proofing its educational approach, Sage Oak integrates robust systems that prioritize sustainability and efficiency into its strategic plan. This initiative focuses on streamlining operations, optimizing resources, and adopting sustainable practices, aligning with the school's mission and values. By leveraging Artificial Intelligence and other advanced technologies, Sage Oak aims to provide personalized learning pathways, ensuring education is more accessible, engaging, and effective for students. This forward-thinking approach prepares the Sage Oak community for a rapidly evolving educational landscape, embodying the school's commitment to innovation and excellence.
Sage Oak's current staff-to-student ratio of 13:1 highlights our dedicated investment in staffing to ensure personalized learning. With efforts to enhance operational efficiency, we anticipate a more optimized staff-to-student ratio. This adjustment will enable us to extend our educational reach without compromising the quality of instruction. By streamlining administrative tasks, teachers can dedicate more attention to enriching student interactions, further improving the educational experience. This strategic approach ensures that resources are maximized for the direct benefit of our students, aligning with our mission to provide high-quality, focused education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Staff to Student Ratio Improvement staff to student ratio	13:1 Source: Internal 22-23	13:1	13:1	19:1	0
3.2	Improved Work Efficiency and Satisfaction % of leadership staff reporting noticeable improvements in work efficiency and satisfaction	93% Source: Internal 23-24	92%	96%	90% or higher	2%
3.3	Increased Staff Confidence in Using AI Tools % of staff reporting confidence in their ability to use AI tools to improve learning outcomes	79% Source: Internal 23-24	91%	95%	90%	16%

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.

Efficiency and Innovation: Building Sustainable Systems Through Technology and AI

During the 2025–26 school year, Goal 3 focused on strengthening operational efficiency and long-term sustainability through the thoughtful integration of technology and Artificial Intelligence (AI). Grounded in Sage Oak's strategic plan, implementation emphasized streamlining operational systems, improving staff efficiency, and increasing staff capacity to use AI tools in ways that support teaching, learning, and

responsive service delivery. The goal remained centered on technology optimization for enhanced operations and AI-driven personalized learning implementation, and implementation remained closely aligned with the original LCAP plan.

Throughout the year, Sage Oak continued evaluating and refining internal systems to improve efficiency and reduce time spent on routine operational processes. Technology was used to streamline practices such as scheduling, attendance-related systems, form processing, survey analysis, and instructional preparation, helping reduce manual workload and improve consistency across departments. At the same time, staff continued building familiarity and confidence in using AI and educational technology to support lesson planning, progress monitoring, assessment feedback, and other personalized instructional applications. These efforts reflected Sage Oak's continued investment in practical, meaningful, and instructionally relevant AI integration.

A major part of this year's work was Sage Oak's collaboration with an external consultant to support the development of the school's AI policy. As part of this process, the consultant engaged with individuals across the organization who are involved with AI, conducted an AI SWOT analysis, and provided a report outlining strengths, weaknesses, opportunities, and threats related to Sage Oak's current and future use of AI. This approach helped the school better understand its current landscape, identify areas for growth and caution, and take a more strategic and informed approach to long-term AI implementation.

Implementation of Goal 3 led Sage Oak to refine how we define efficiency. Rather than increasing the overall student to staff ratio from 13:1 to 19:1, Sage Oak maintained the 13:1 ratio and shifted staffing and resources toward direct student support. Over the past year, the school increased instructional staffing and reduced the proportion of non instructional roles through improved systems, technology, and AI supported efficiencies. This shift strengthened teaching, intervention, counseling, planning, and other student facing services preserving the human connection central to Sage Oak's approach. As a result, progress under Goal 3 is reflected not in a higher overall ratio, but in a greater percentage of staff directly serving students and supporting student outcomes.

While implementation was strong overall, the school also identified areas for continued refinement. Although staff readiness and workflow efficiency showed positive growth, the direct impact of AI-supported personalization on student academic outcomes is still developing and will require continued monitoring over time. Sage Oak also continued refining cross-departmental alignment so that technology systems remain scalable, sustainable, and responsive to the school's evolving needs.

Overall, Goal 3 was implemented successfully and remained closely aligned with the planned actions. The strongest areas of implementation included workflow efficiency, staff readiness to use AI tools, the strategic development of an AI policy framework, and the continued creation of scalable systems that support both operations and instruction. At the same time, the school continues to refine how long-term outcomes are measured, particularly in relation to organizational capacity and the instructional impact of AI-supported personalization. Taken together, these results show that Goal 3 actions are producing meaningful progress and establishing a strong foundation for continued growth in the final year of the cycle.

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.

The school spent materially more on actions 3.1 related to increased expenditures for enhancing the schools technology operations and development for artificial intelligence personalized learning.

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

Overall Assessment: Effective to Highly Effective

The actions under Goal 3 have been effective to highly effective in making progress toward the goal of increasing operational efficiency, building staff capacity, and establishing more sustainable systems through the use of technology and AI. The strongest evidence of progress is seen in staff-reported efficiency, satisfaction, and confidence in using AI tools. At the same time, some long-term outcomes, particularly the staff-to-student ratio and the direct impact of AI-supported personalization on student learning, are still developing and will require continued refinement and monitoring.

Technology Optimization for Enhanced Operations – Highly Effective

This action has been highly effective in improving workflow efficiency and staff capacity. Leadership staff reporting noticeable improvements in work efficiency and satisfaction increased to 96% in Year 2, exceeding the target of 90% or higher. These results suggest that efforts to streamline operational systems, automate repeatable processes, and improve technology-supported workflows are having a positive effect on day-to-day practice. Rather than viewing the total staff-to-student ratio solely as a metric to increase, Sage Oak's implementation of Goal 3 clarified that the more meaningful priority is ensuring that staffing structures directly support student outcomes. During this cycle, the school intentionally increased instructional spending and prioritized shifting staffing and resources toward direct instructional and student-facing supports. As a result, Sage Oak has identified the 13:1 staff-to-student ratio as an important metric to maintain in order to best evaluate effectiveness in student outcomes while continuing to build efficiency through improved systems and technology. This suggests that progress under this action is better reflected in increased staff capacity, stronger instructional investment, and improved service delivery than in movement toward a higher ratio alone.

AI-Driven Personalized Learning Implementation – Highly Effective

This action has also been highly effective in increasing staff readiness to use AI as a tool to support teaching and learning. Staff confidence in using AI tools increased from a baseline of 79% to 95% in Year 2, surpassing the target of 90%. These gains indicate meaningful growth in staff comfort and skill in using AI for lesson planning, assessment feedback, progress monitoring, and other instructional supports. In addition, Sage Oak's collaboration with an external consultant to support development of the school's AI policy strengthened this work by helping the organization take a more strategic and informed approach to implementation. Through stakeholder engagement, an AI SWOT analysis, and a report identifying strengths, weaknesses, opportunities, and threats, the school was able to better understand its current landscape and build a stronger foundation for responsible and sustainable AI integration.

Long-Term Impact and Continued Refinement – Effective with Forward Progress

While Goal 3 actions are clearly producing positive results, some longer-term outcomes are still evolving. The most important learning from implementation is that efficiency at Sage Oak is better understood through increased organizational capacity and stronger alignment of staffing to student needs than through a change in the total staff-to-student ratio by itself. The school's ability to maintain a 13:1 ratio while shifting resources toward instruction and direct student support reflects meaningful progress in this area. At the same time, the measurable effect of AI-supported personalization on student academic outcomes remains more difficult to isolate than staff-capacity and workflow measures. These areas are best described as effective with forward progress, as the systems, staff readiness, and implementation conditions are strengthening, even if some broader impacts will take longer to measure. Sage Oak remains committed to a student-centered approach in which technology and AI are used to amplify staff effectiveness rather than replace relationships or direct support.

Conclusion

Overall, the actions under Goal 3 have been effective to highly effective in making progress toward the goal. The clearest areas of impact include improved operational efficiency, stronger staff confidence in using AI tools, the strategic development of an AI policy framework, and a more intentional alignment of staffing and instructional investment to support student outcomes. The main area requiring continued refinement is how the school measures long-term impact, particularly the academic effect of AI-supported personalization. Taken together, these results show that Goal 3 actions are strengthening Sage Oak's operational foundation while preserving its commitment to a high-touch, student-centered model of service.

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

Based on reflection on prior practice, no changes will be made to the planned goal, metrics, target outcomes, or actions for Goal 3. The goal remains relevant and aligned with Sage Oak's ongoing priorities related to operational efficiency, sustainability, and the thoughtful integration of technology and Artificial Intelligence (AI). Implementation to date suggests that the current goal structure continues to support the school's efforts to strengthen systems, increase staff capacity, and improve service delivery while maintaining a high-touch, student-centered model.

For the coming year, Sage Oak will continue refining implementation of Goal 3 by focusing on systems that increase staff capacity and service efficiency while preserving student-centered supports. The school will prioritize automation of routine tasks, clearer workflow alignment across departments, and expanded practical AI use cases so that technology amplifies staff effectiveness rather than replacing human interaction. These refinements are intended to build on the progress already made in workflow efficiency and staff confidence with AI tools while continuing to strengthen long-term sustainability and organizational capacity.

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	Technology Optimization for Enhanced Operations	Evaluate, integrate, and optimize technology to streamline and automate operational processes and procedures. This action focuses on the strategic evaluation, integration, and optimization of technology systems to streamline operational processes, reduce inefficiencies, and strengthen long-term organizational sustainability. With a particular emphasis on Artificial Intelligence (AI), Sage Oak will continue identifying opportunities to automate routine and repetitive tasks, improve internal workflows, and enhance the efficiency of day-to-day operations across departments. This includes the continued use of technology to support scheduling, data analysis, communication systems, survey processing, form management, and other operational procedures that can be improved through automation and streamlined design. Through this work, Sage Oak seeks not to reduce staffing, but to increase the school's ability to do more with the staff it has while preserving a high-touch, student-centered model. As the school has expanded key people-centered supports, including IT, counseling for SEL and planning, and intervention services, technology serves as a tool to strengthen staff capacity and allow personnel to devote more time to direct student and family support. By refining systems and reducing manual workload, this action supports more efficient use of resources while maintaining the relationships and personalized support that are central to Sage Oak's educational model. Metrics for Effectiveness: 3.1 Staff-to-Student Ratio Improvement: Monitoring changes in the staff-to-student ratio as one indicator of increased organizational capacity and more efficient distribution of resources over time. While the school remains committed to maintaining strong student supports, this metric reflects the long-term goal of improving operational scalability through more efficient systems and workflows.. 3.2 Work Efficiency and Satisfaction: The percentage of staff reporting noticeable improvements in work efficiency and satisfaction following the implementation of new technology solutions. This metric will continue to be assessed through internal surveys designed to capture staff perceptions of	$4,047,592.00	No

Action #	Title	Description	Total Funds	Contributing
		how technology improvements support their daily work and overall effectiveness. Through this initiative, Sage Oak aims to build a more streamlined, efficient, and sustainable operational framework that supports staff effectiveness, protects people-centered services, and enhances the conditions of learning for students and staff.		
3.2	AI-Driven Personalized Learning Implementation	Implement AI-driven personalized learning strategies to maximize student learning. This action focuses on the thoughtful implementation of Artificial Intelligence (AI)-supported strategies to strengthen teaching, learning, and personalized academic support for students. Sage Oak will continue building staff capacity to use AI tools in ways that enhance instructional planning, support differentiated learning, improve progress monitoring, and increase responsiveness to student needs. AI will be used to help staff develop more adaptive and efficient approaches to instruction while maintaining the school's commitment to personalized, relationship-based learning. This work is grounded in Sage Oak's belief that AI should amplify, not replace, the work of educators and support staff. Professional learning and guided implementation will continue to help staff use AI responsibly and effectively in areas such as lesson design, feedback, resource development, and instructional support. As staff confidence and competence continue to grow, AI-supported practices will help create more flexible and engaging learning experiences for students while increasing staff efficiency and instructional capacity. Metrics for Effectiveness: 3.3 Staff Confidence in Using AI Tools: The percentage of staff reporting confidence in their ability to use AI tools to improve learning outcomes, based on training and implementation support received. This metric will assess the effectiveness of professional development efforts in preparing	$215,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff to use AI as a practical and responsible tool for personalized learning and instructional improvement. Through the continued implementation of AI-supported personalized learning strategies, Sage Oak aims to create a more engaging, inclusive, and effective educational environment that responds to diverse student needs while supporting academic growth and operational efficiency.		

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
$$5,727,140	$0

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
10.438%	0.000%	$0.00	10.438%

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:** Integration of Career, Community, and Life Skills **Need:** All students, including unduplicated students, require enhanced access to career, community, and life skills education due to historical inequities and limited access to external resources.	This action provides enhanced access to career, community, and life skills education through dedicated synchronous courses and counseling supports (Action 1.1). While offered LEA-wide, the curriculum and support are intentionally designed with differentiated content and targeted outreach to ensure unduplicated students, who historically have less access to these resources, receive services that are increased in intensity and improved in quality and relevance compared to a universal offering without these targeted elements.	Completion of A-G Requirements, Career Technical Education (CTE) Pathway Completion, Percentage of Students Achieving a Score of 3 or Higher on AP Exams.

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	This is the most effective approach to ensure equitable access and outcomes across the geographically diverse LEA.	
1.2	**Action:** Refinement of Multi-Tiered System of Support **Need:** Unduplicated students demonstrate persistent academic achievement gaps and socio-emotional needs requiring intensified and differentiated support. **Scope:** LEA-wide	This action refines the LEA-wide MTSS to provide increased levels of targeted, small-group instruction and improved socio-emotional supports (Action 1.2), particularly for unduplicated students identified through data analysis. The LEA-wide scope ensures consistent access to these tiered interventions across all locations, but the design and resource allocation (including LREBG-funded staffing) are principally directed towards and intensified for unduplicated pupils to accelerate their academic growth and address well-being challenges more effectively than a universal support system.	Performance in iReady Assessments for ELA and Math, and CAASPP Achievement for English learners, foster youth, and low-income students.
2.1	**Action:** Enhancing Community Connection Opportunities **Need:** Foster youth, English learners, and low-income students often face barriers to full participation in school activities, which can affect their sense of belonging and engagement with the school community. **Scope:** LEA-wide	Increasing community connection opportunities addresses this need by creating inclusive, accessible engagement activities that encourage participation from all students and their families, regardless of background. This action aims to build a stronger, more cohesive school community where unduplicated students feel valued and supported.	Maintenance of Positive Community Engagement Perception, Maintenance of High Attendance Rate, Maintenance of Low Chronic Absenteeism.
2.2	**Action:** Development of Professional Growth Pathways	Providing professional growth pathways for all educators ensures a high-quality educational experience for every student, including	Increased Confidence and Integration of New Strategies by staff, 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
	Need: Educators require ongoing professional development to effectively meet the diverse needs of all students, fostering an engaging and supportive learning environment. **Scope:** LEA-wide	unduplicated students. This school wide action supports the continuous improvement of teaching strategies that directly benefit these groups by enhancing educators' skills and knowledge.	retention rates of participating staff, which indirectly reflect the improved educational environment for unduplicated students.
2.3	**Action:** Enhancement of Professional Development for Live Instruction **Need:** Effective live instruction requires specific pedagogical skills, particularly to engage unduplicated students who may have varied learning needs and preferences. **Scope:** LEA-wide	Enhancing professional development for live instruction across the LEA ensures that all educators are equipped to deliver engaging, high-quality live instruction that caters to the diverse needs of all students, including unduplicated groups. This approach is crucial for maintaining student engagement and improving learning outcomes.	Expansion of Professional Development Opportunities focusing on live instruction, and improvement in staff confidence in job performance, particularly in engaging and instructing unduplicated students effectively.
2.4	**Action:** Development of Social and Emotional Support Systems **Need:** Unduplicated students, particularly foster youth, English learners, low-income, and homeless students, face significant socio-emotional barriers impacting their educational success.	This action develops an LEA-wide system to increase access to and improve the consistency and targeting of social and emotional resources and interventions (Action 2.4). While available to all, the system is designed with specific components, such as dedicated counselor support and tailored interventions (including LREBG-funded staffing), that are principally directed towards and intensified for unduplicated students to address their unique and heightened socio-emotional needs more effectively than a universal approach. The LEA-wide scope ensures equitable	Awareness of Socio-Emotional Resources, Expansion of Synchronous Support Opportunities

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	access to these intensified supports across all locations.	
3.2	**Action:** AI-Driven Personalized Learning Implementation **Need:** English learners and low-income students, in particular, benefit from personalized learning strategies that tailor instruction to their unique needs and learning styles, addressing gaps in knowledge and accelerating progress. **Scope:** LEA-wide	Implementing AI-driven personalized learning strategies on a schoolwide basis ensures that all students, especially unduplicated students, receive customized educational experiences designed to maximize their learning potential. This approach is critical for closing achievement gaps and supporting the academic growth of each student.	Increased Staff Confidence in Using AI Tools, Staff to Student Ratio Improvement, Improved Work Efficiency and Satisfaction.

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
1.5	**Action:** Enhancing English Learner Proficiency and Reclassification **Need:**	This action is specifically tailored to address the needs of English learners and LTELs by maintaining participation in synchronous instruction focused on language development. It aims to provide personalized and engaging	Improvement in ELPAC scores, an increase in the reclassification rate of English learners and LTELs, increased

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners and Long-Term English learners (LTELs) face specific challenges in achieving language proficiency, which is crucial for academic success and full participation in school activities. There is a need for targeted interventions to accelerate English language development and facilitate timely reclassification. Additionally, there is a need for an increased number of professional development opportunities supporting English language development and LTEL instruction. **Scope:** Limited to Unduplicated Student Group(s)	learning experiences that support language acquisition, academic achievement, and reclassification. By supporting these synchronous instruction opportunities, English learners receive the focused support necessary to improve their English proficiency, thereby enhancing their overall educational experience and outcomes. Increased professional development opportunities will strategically impact synchronous instruction and provide targeted tools to support English learners and LTELs.	participation rates in targeted synchronous instruction, and an increase in applicable professional development.

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.

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.

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 classified staff providing direct services to students	n/a	n/a
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	$ 54,868,172	$5,727,140	10.438%	0.000%	10.438%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,121,874.00	$12,506,282.00	$0.00	$822,759.00	$69,450,915.00	$52,194,638.00	$17,256,277.00

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	Integration of Career, Community, and Life Skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2026-27	$41,769,096.00	$11,177,809.00	$43,549,400.00	$9,271,148.00	$0.00	$126,357.00	$52,946,905.00	
1	1.2	Refinement of Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2026-27	$4,375,991.00	$653,295.00	$2,198,165.00	$2,134,719.00	$0.00	$696,402.00	$5,029,286.00	
1	1.3	Enhancement of Math Proficiency for Students with Disabilities	Students with Disabilities	No			All Schools	Fiscal 2026-27	$0.00	$590,511.00	$23,281.00	$567,230.00	$0.00	$0.00	$590,511.00	
1	1.4	Unified Articulation Process Development	All	No			All Schools	Fiscal 2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Enhancing English Learner Proficiency and Reclassification	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Fiscal 2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Enhancing Community Connection Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2026-27	$3,772,342.00	$291,914.00	$4,048,860.00	$15,396.00	$0.00	$0.00	$4,064,256.00	
2	2.2	Development of Professional Growth Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2026-27	$0.00	$1,741,177.00	$1,729,011.00	$12,166.00	$0.00	$0.00	$1,741,177.00	
2	2.3	Enhancement of Professional Development for Live Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2026-27	$0.00	$309,637.00	$309,637.00	$0.00	$0.00	$0.00	$309,637.00	
2	2.4	Development of Social and Emotional Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2026-27	$505,623.00	$0.00	$0.00	$505,623.00	$0.00	$0.00	$505,623.00	

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
3	3.1	Technology Optimization for Enhanced Operations	All	No			All Schools	Fiscal 2026-27	$1,771,586.00	$2,276,006.00	$4,047,592.00	$0.00	$0.00	$0.00	$4,047,592.00	
3	3.2	AI-Driven Personalized Learning Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Fiscal 2026-27	$0.00	$215,928.00	$215,928.00	$0.00	$0.00	$0.00	$215,928.00	

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
$ 54,868,172	$5,727,140	10.438%	0.000%	10.438%	$52,051,001.00	0.000%	94.866 %	**Total:**	$52,051,001.00
								LEA-wide Total:	$52,051,001.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Integration of Career, Community, and Life Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,549,400.00	
1	**1.2**	Refinement of Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,198,165.00	
1	**1.5**	Enhancing English Learner Proficiency and Reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	**2.1**	Enhancing Community Connection Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,048,860.00	
2	**2.2**	Development of Professional Growth Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,729,011.00	
2	**2.3**	Enhancement of Professional Development for Live Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,637.00	

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 (%)
2	2.4	Development of Social and Emotional Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	AI-Driven Personalized Learning Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		$215,928.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$58,521,392.00	$59,193,581.00

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**	Integration of Career, Community, and Life Skills	Yes	$45,059,783.00	44364469
1	**1.2**	Refinement of Multi-Tiered System of Support	Yes	$4,050,855.00	3627226
1	**1.3**	Enhancement of Math Proficiency for Students with Disabilities	No	$655,400.00	856937
1	**1.4**	Unified Articulation Process Development	No	$0.00	
1	**1.5**	Enhancing English Learner Proficiency and Reclassification	Yes	$0.00	
2	**2.1**	Enhancing Community Connection Opportunities	Yes	$3,779,428.00	3617760
2	**2.2**	Development of Professional Growth Pathways	Yes	$1,345,936.00	1067424
2	**2.3**	Enhancement of Professional Development for Live Instruction	Yes	$224,324.00	229941
2	**2.4**			$353,460.00	445652
2	**2.5**	Development of Social and Emotional Support Systems	Yes		
3	**3.1**	Technology Optimization for Enhanced Operations	No	$2,685,440.00	4649355

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**	AI-Driven Personalized Learning Implementation	Yes	$366,766.00	334817

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)
$4,513,704	$41,983,385.00	$42,322,735.00	($339,350.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Integration of Career, Community, and Life Skills	Yes	$35,530,454.00	$36,218,834		
1	1.2	Refinement of Multi-Tiered System of Support	Yes	$1,624,313.00	$1,455,291		
1	1.5	Enhancing English Learner Proficiency and Reclassification	Yes	$0.00			
2	2.1	Enhancing Community Connection Opportunities	Yes	$3,763,086.00	$3,585,602		
2	2.2	Development of Professional Growth Pathways	Yes	$600,275.00	$645,055		
2	2.3	Enhancement of Professional Development for Live Instruction	Yes	$224,324.00	$229,941		
2	2.5	Development of Social and Emotional Support Systems	Yes	$0.00			
3	3.2	AI-Driven Personalized Learning Implementation	Yes	$240,933.00	$188,012		

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)
$46,812,940	$4,513,704	0	9.642%	$42,322,735.00	0.000%	90.408%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2026-2027

Date of Board Approval
6/18/26

LEA Name
Sage Oak Charter School

CDS Code:
36-67736-0136069

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Sage Oak Charter School strategically utilizes federal funds to supplement and enhance local priorities and initiatives funded with state funds, as detailed in our Local Control and Accountability Plan (LCAP). This strategic allocation ensures that federal resources are effectively supporting specific goals within our school community, aligning closely with our broader educational objectives.

Federal funds under Title I, Part A are targeted toward Goal 1 actions aimed at enhancing College and Career Readiness programs. These funds specifically support socioeconomically disadvantaged students by enhancing academic interventions and providing resources that facilitate both college and career readiness. For Goal 2, Title II, Part A funds are allocated to augment professional development programs, including extensive training for educators on differentiated instruction and effective strategies to engage students with diverse learning needs. This ensures that our teaching staff can implement the educational strategies identified in the LCAP effectively. Additionally, under Goal 3, Title IV, Part A funds align with the focus on leveraging technologies to enhance personalized learning pathways. These funds support the integration of advanced technological tools and programs that support a well-rounded education, including enhancing STEM education, supporting arts programs, and providing comprehensive mental health services.

The rationale behind these specific allocations of federal funds is supported by research that shows targeted interventions in areas such as reading and math can close achievement gaps, particularly for low-income students. Studies consistently indicate a strong correlation between teacher qualifications, their ongoing professional development, and student success. This underscores the necessity of equipping teachers with advanced skills and knowledge. Furthermore, engagement in arts and STEM has been linked to higher academic performance and motivation, while robust mental health support is essential for overall student success and well-being.

By ensuring that federal funds are aligned with the specific goals and actions outlined in our LCAP, Sage Oak Charter School maximizes the impact of these resources. This approach not only meets federal and state compliance requirements but also significantly advances our mission to provide a high-quality, equitable, and comprehensive education to all students, fostering both academic excellence and personal growth.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Sage Oak Charter School ensures the effective alignment of federal funds with activities funded by state and local funds, and where applicable, across different federal grant programs, through a series of strategic efforts:

We engage in an integrated planning and budgeting process that includes stakeholders from all levels of the organization. This collaborative approach ensures that all sources of funding—federal, state, and local—are considered collectively to create a unified resource allocation strategy. This integrated planning is crucial for aligning the objectives across different funding streams and maximizing the impact of each dollar spent.

In addition, we coordinate activities across different federal grant programs, such as Title I, Title II, and Title IV, to leverage synergies and amplify the effects of these funds. By identifying overlapping goals and complementary activities, resources from these programs can be pooled to support broader educational initiatives, enhancing the cohesion and effectiveness of our efforts.

Our decision-making process is strongly data-driven, relying on regular data collection and analysis to assess the effectiveness of funded programs and to adjust strategies as necessary. This allows us to align federal funds closely with

the specific needs identified through state and local assessments, ensuring resources are targeted to areas of greatest need.

Stakeholder engagement is also a cornerstone of our approach. By involving a wide range of stakeholders, including parents, teachers, and community members, in the funding decision-making process, we ensure that the allocation of resources reflects the priorities and needs of our school community, thereby increasing the relevance and impact of the funded programs.

Lastly, continuous monitoring and regular reporting on the use and impact of funds ensure transparency and accountability. This not only helps in making necessary adjustments to align the use of federal, state, and local funds effectively but also ensures that activities across different federal grant programs are well-coordinated and directed toward our common educational goals.

Through these efforts, Sage Oak Charter School fosters a strategic and effective use of all funding sources, ensuring that federal funds not only meet regulatory requirements but also significantly enhance our educational initiatives funded by state and local revenues. This strategic alignment supports our overarching goal of providing high-quality, equitable, and comprehensive education to all students

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sage Oak utilizes specific poverty criteria under Section 1113, in compliance with the Every Student Succeeds Act (ESSA) provisions detailed in Title I, Part A. This process is part of our annual reporting through the Consolidated Application and Reporting System (CARS), ensuring transparency and adherence to federal guidelines.

As a nonclasroom-based charter school, we operate as a single LEA. We use the percentage of students eligible for the Household Data Collection (HDC) as our primary poverty criterion. Additionally, we consider other socio-economic indicators such as parental income levels. By combining these data points, Sage Oak can more accurately identify student groups that require additional support, allowing for more targeted resource allocation. This method provides a comprehensive measure of socio-economic disadvantage within our community.

This approach not only helps in directing resources to improve educational equity but also aligns with our broader commitment to providing supportive educational environments for all students, particularly those facing economic challenges. Through careful and systematic analysis of poverty indicators, Sage Oak ensures that federal funding is utilized effectively to enhance educational opportunities and outcomes for our most disadvantaged populations.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sage Oak implements effective parent and family engagement through strategic communication and collaborative initiatives under Section 1116. We have established a comprehensive engagement policy, developed with direct input from parents, ensuring that strategies are aligned with the needs and expectations of our school community. This policy guides our efforts to provide parents with clear, accessible information about academic standards, assessments, and student progress, empowering them to support their children's education effectively.

Our approach includes providing resources to help parents understand curriculum demands and enhance their ability to assist with learning activities. We also educate our staff on the importance of parental involvement, training them to engage with families as equal partners in education. Through regular updates and transparent communication, we keep parents informed and involved in school activities, decision-making processes, and the development of support plans for students.

Additionally, Sage Oak integrates parent and family engagement strategies with other federal, state, and local programs to enhance the educational support network available to our students.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sage Oak is dedicated to enhancing engagement through a comprehensive strategy that ensures the active participation of parents and families in their children's education. Our approach aligns with Section 1116 of ESSA, focusing on creating inclusive, supportive, and informative engagement practices that bridge communication gaps between the school and home environments. This alignment is seamlessly integrated with our LCAP educational partner engagement process, ensuring a unified approach to stakeholder involvement.

We have developed a robust parent and family engagement policy in close collaboration with families, ensuring it reflects their needs and perspectives. This policy is approved by the parent advisory committee and distributed annually emphasizing clarity and comprehensibility. To assist parents in understanding the challenging state academic standards, state and local academic assessments, and other educational requirements, we provide informational sessions that are crucial for empowering them to support their children's academic progress effectively.

At Sage Oak, we prioritize making education accessible and engaging. Our staff is trained to value and integrate parental contributions, working with parents as equal partners in the educational process. Our parent involvement programs are coordinated with other federal, state, and local services, enhancing the resources available to our families.

Through regular updates and proactive communication using various platforms—including emails, our website, and social media—we ensure that all families are well-informed and prepared to participate in school activities and decision-making processes. Our engagement strategies are aligned with our LCAP goals, ensuring that parental input is an integral part of our educational planning and evaluation processes.

In aligning these efforts with our LCAP educational partner engagement process, we ensure that parent and family engagement strategies are integral to our broader educational planning. This involves incorporating parent feedback into LCAP development and review, ensuring that our strategic planning reflects the community's voice and needs. By integrating the requirements of Section 1116 into our LCAP process, we enhance the educational experience for all students and foster a supportive community that is deeply involved in our educational mission. This approach is consistent with Sage Oak's educational model, which emphasizes personalized, flexible learning environments that engage and empower our students and their families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

At Sage Oak, we are committed to providing a wide array of programs under sections 1114 and 1115 of ESSA, designed to support and enhance the educational experiences of all students, including those who are neglected or delinquent. These programs are tailored to meet the diverse needs of our student population and are implemented with the goal of ensuring every student has access to high-quality education that prepares them for success in college, career, and life.

Our schoolwide programs focus on comprehensive strategies that improve the entire educational program, making them more responsive to the needs of our students, particularly those who are at risk of failing academic standards. These programs integrate various funding sources to support initiatives such as enhanced instructional methods, integrated technology, and expanded professional development for teachers. The overarching goal is to raise the academic achievement of all students by improving the entire school's instructional and operational effectiveness.

For students specifically identified as needing extra academic support, we have targeted assistance programs. These programs provide supplementary educational services to help raise the academic achievement of students at risk of failing. Services include personalized tutoring, intervention programs in reading and math, credit recovery courses, and additional support services tailored to the needs of individual students. These targeted efforts focus on students who are the furthest from meeting the standards the school sets for all children.

If applicable, for children living in local institutions for the neglected or delinquent, Sage Oak will offer educational services designed to address their unique educational and social-emotional needs. These services will include tailored curricula that focus on core academic subjects, life skills education, and social-emotional learning opportunities. We will collaborate with local agencies and institutions to ensure that these students receive a coordinated approach to support that includes academic tutoring, mentoring, and counseling services.

The implementation of these programs is closely monitored to assess their effectiveness in improving educational outcomes. Adjustments are made based on ongoing evaluations and feedback from students, parents, and educational staff. By aligning these initiatives with our LCAP goals, Sage Oak ensures that federal funds are used strategically to supplement and enhance our state-funded initiatives, thereby providing a cohesive and integrated educational experience for all students.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak Charter School, identifying students most in need of services under the targeted assistance school program outlined in Section 1115 is a collaborative and data-driven process, tailored to our independent study model. This approach involves a broad spectrum of the school community to ensure that the support provided is comprehensively tailored to the individual needs of each student.

The identification process begins with an analysis of academic performance data, including standardized test results, progress in coursework, teacher evaluations, and other relevant assessments. We also consider factors such as engagement levels in learning activities, progress in personalized learning plans, and any social-emotional assessments to ensure a holistic view of each student's needs.

Teachers and school leaders work in consultation with parents, administrators, and specialized instructional support personnel to review and discuss the data collected. This collaborative dialogue is crucial as it helps integrate insights from various perspectives, particularly from parents who provide vital information about their child's learning environment and any external factors influencing their educational experience.

The team prioritizes students based on the urgency and severity of their needs. The criteria for this prioritization include the extent of academic challenges, the potential impact of additional support on the student’s educational outcomes, and the capacity of our resources to effectively address these needs.

This collaborative and data-informed approach ensures that the targeted assistance provided is directly responsive to the most pressing needs of our students. By maintaining regular communication and strategic meetings with all stakeholders involved, Sage Oak sustains a dynamic and adaptable support system that enhances educational outcomes and overall student well-being in a non-classroom based setting.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, we are committed to supporting the educational needs of homeless children and youth through a comprehensive approach that aligns with the McKinney-Vento Homeless Assistance Act. Our strategy ensures that these students have equal access to educational opportunities and are supported in their enrollment, attendance, and academic success.

To address the challenges faced by homeless students, Sage Oak provides specific services designed to remove barriers to their education. This includes ensuring immediate enrollment even when students do not have access to required documents typically necessary for school entry. We provide assistance with obtaining academic and medical records, and we offer school supplies and materials at no cost to the families. We also reserve a portion of our federal funds under Section 1113(c)(3)(A) to support additional services tailored to the needs of homeless students.

In collaboration with services provided under the McKinney-Vento Act, our school appoints a liaison for homeless students to help coordinate these efforts. This liaison works directly with students and families to identify their specific needs and connect them with available resources. They also work with school staff to raise awareness about the challenges faced by homeless students and to train staff on how to best support these students in an educational setting.

Through these coordinated efforts, Sage Oak Charter School strives to create a supportive environment that mitigates the impact of homelessness on students' education, ensuring that all students have the opportunity to succeed and thrive academically.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

n/a

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, we recognize the importance of smooth transitions for students moving from middle grades to high school and from high school to postsecondary education. Our strategies are designed to support these critical transitions, ensuring that our students are well-prepared for each new phase of their educational journey.

Key to facilitating the transition from middle grades to high school, Sage Oak ensures our curriculum aligns with the latest academic standards and opportunities. Additionally, we engage with local employers and community partners to provide students with relevant insights into various career paths and the skills required in the workforce, enriching our curriculum with practical applications and real-world relevance.

For students transitioning from high school to postsecondary education or careers, Sage Oak offers robust programs designed to enhance college and career readiness. This includes increased access to early college high school programs, dual or concurrent enrollment opportunities, and comprehensive career counseling services. Our educational advisors play a crucial role in this process, working individually with students to create personalized learning plans that reflect their academic and career goals. These plans are instrumental in navigating course selections, extracurricular activities, and appropriate early college opportunities, tailored to each student's unique interests and skills. Additionally, we are actively increasing our Career and Technical Education (CTE) pathways to include new areas such as Child Development, Sports Medicine, and Arts, Media, and Entertainment (AME), offering students practical and varied career training options that align with their personal interests and market demands. We maintain up-to-date knowledge of University of California (UC) and California State University (CSU) requirements, as well as offerings at community colleges, to guide our students effectively through their educational pathways.

In addition to these transition strategies, our commitment under LCAP Action 1:4 involves developing unified articulation processes that seamlessly transition students through each grade band. This includes integrating critical feedback from graduates and their families to enhance the continuity and relevance of our curriculum, further ensuring our students are prepared for the expectations and challenges of their subsequent educational stages.

Sage Oak’s proactive approach ensures that our students are not only aware of their postsecondary options but are also equipped to make informed decisions about their futures. By staying abreast of the latest educational requirements and offerings and implementing these strategies in coordination with higher education institutions, employers, and local partners, we prepare our students to successfully navigate the transitions between educational stages, fully equipped with the knowledge, skills, and qualifications needed to thrive in their chosen paths.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

At Sage Oak, our professional development strategy is crafted to support educators at every stage of their careers, ensuring they are well-prepared to meet the diverse needs of our student body. This strategy begins with induction for new teachers and extends through ongoing development opportunities, including participation in professional development conferences such as those provided by the California Charter Schools Association (CCSA) and Charter Schools Development Center (CSDC).

We also broaden our educators' training with specialized sessions such as AVID training to bolster college readiness and the UC conference to align with university standards. Also, our staff partakes in targeted professional development focused on special education, ensuring that they are proficient in the latest methodologies and practices.

Our efforts are further supported by Professional Learning Communities (PLCs) which foster collaborative learning and data-driven decision-making. This collaborative environment allows educators to share insights and strategies, enhancing educational practices. ??Live instruction training is another critical component of our professional development program, ensuring that our educators are proficient in engaging students effectively in a dynamic and increasingly digital learning environment.

In addition, we provide leadership development opportunities for advancement pathways, ensuring a continuous cycle of professional growth and leadership within our school community.

We continually assess the effectiveness of our professional development programs through regular feedback, allowing us to align our strategies closely with both our educational goals and the evolving needs of the school. This comprehensive approach not only supports the professional growth of our educators but also enhances the overall educational experience for our students, ensuring that every member of our school community is equipped to thrive in an ever-changing educational landscape.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

At Sage Oak, our approach to continuous improvement under Title II, Part A, revolves around a robust system of data analysis and ongoing consultation. We integrate Title II activities with our broader educational strategies, ensuring alignment with our holistic educational goals, such as those outlined in our Local Control and Accountability Plan (LCAP).

We employ a data-driven approach to monitor and refine professional development activities. This includes regular analysis of student performance data, staff feedback on professional development sessions, and other relevant metrics. Our Professional Learning Communities (PLCs) play a crucial role here, enabling educators to discuss and implement strategies based on data insights.

Sage Oak conducts evaluations of Title II, Part A activities throughout the academic year. This regular monitoring allows us to stay responsive to the needs of our educators and students, adapting our strategies to maximize effectiveness.

Our consultation process is inclusive, involving a wide range of stakeholders. We engage with teachers, principals, specialized instructional support personnel, and charter school leaders to ensure diverse perspectives are considered. Community partners and organizations with relevant expertise are also involved, enriching our professional development programs.

By systematically integrating feedback and data into our professional development initiatives, Sage Oak Charter School ensures that our educational practices are not only aligned with current needs but are also poised for future success, fulfilling our commitment to continuous improvement.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, our utilization of Title IV, Part A funds is closely aligned with LCAP Goal 3, which focuses on enhancing our technological capabilities to support personalized learning and operational efficiency. We invest in innovative educational technologies, including the development and integration of AI-driven tools. These technologies are designed to tailor learning experiences to individual student needs and streamline administrative processes, thereby enhancing educational outcomes and operational efficacy.

Our objective with these funds is to not only integrate cutting-edge technology into our curriculum but also to ensure these tools effectively support our educational goals. We periodically evaluate the effectiveness of these technological interventions by analyzing student engagement metrics, academic performance data, and operational efficiency indicators. This ongoing assessment helps us refine our technology strategy to ensure it remains aligned with the evolving needs of our students and the broader educational landscape, maintaining our commitment to providing a high-quality, future-ready education.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Sage Oak examined multiple indicators and data points to determine areas of need related to well-rounded educational opportunities. Measures included CAASPP performance data, iReady diagnostic and growth data, English Learner Progress Indicator (ELPI) data, graduation rates, College/Career Indicator (CCI) data, A-G completion rates, CTE pathway participation and completion data, Advanced Placement participation, dual enrollment participation, chronic absenteeism, stakeholder survey feedback, and participation data related to synchronous learning opportunities and intervention supports. The school also reviewed subgroup performance data, particularly for students with disabilities, English Learners, socioeconomically disadvantaged students, and students identified for intervention support through MTSS processes.

What activities will be included within the support for a well-rounded education?

Sage Oak will continue supporting a well-rounded education through expanded access to synchronous instruction opportunities, Oakschool courses, Virtual Learning Academy programs, the Program for Advanced and Gifted Education (PAGE), A-G aligned coursework, CTE pathways, college and career readiness programming, dual enrollment opportunities, intervention supports, and personalized learning pathways. PAGE provides advanced and gifted students with specialized enrichment opportunities, virtual and in-person learning experiences, guest speakers, field trips, and parent support resources designed to foster critical thinking, creativity, and academic growth. Additional activities include implementation of Power Standards to strengthen instructional consistency, AVID strategies to support college and career readiness and student ownership, targeted intervention and MTSS supports, enrichment opportunities, and expanded career exploration experiences. Professional development supporting effective instruction, student engagement, and personalized learning practices will also be included.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Program effectiveness will be evaluated through analysis of student achievement and growth data, CAASPP results, iReady growth measures, ELPI and reclassification data, graduation rates, CCI data, A-G completion rates, CTE participation and completion data, dual enrollment participation, attendance and chronic absenteeism rates, intervention progress monitoring data, and stakeholder survey feedback from students, families, and staff. The school will also review participation in synchronous instruction, Oakschool programming, and intervention supports to determine effectiveness and guide future program planning and resource allocation.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Sage Oak reviewed multiple indicators related to student safety, engagement, and well-being, including chronic absenteeism rates, suspension and expulsion rates, stakeholder survey data, participation in counseling and social-emotional support services, MTSS referral and intervention data, student engagement data, school climate feedback collected through surveys and stakeholder engagement opportunities, and outcomes connected to the school's tiered re-engagement process designed to support students demonstrating disengagement or attendance concerns. The school also reviewed subgroup data to identify areas where additional support may be needed.

What activities will be included within the support for safety and health of students?

Activities supporting safe and healthy students include expanded social-emotional learning supports, counseling services, wellness and mental health resources, MTSS interventions, student engagement opportunities, staff training related to student wellness and intervention practices, family engagement activities, and programs that promote student connection and belonging. Sage Oak will also continue providing synchronous opportunities for student collaboration and relationship-building, as well as targeted supports for students identified through intervention or wellness processes.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of activities will be evaluated through analysis of chronic absenteeism, suspension and expulsion rates, participation in counseling and support programs, MTSS progress monitoring, student and family survey feedback, engagement data, and school climate indicators. Stakeholder input and participation data will also be reviewed regularly to determine the effectiveness of supports and inform future program planning and resource allocation.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Sage Oak reviewed indicators related to student and staff access to technology, participation in virtual and synchronous instruction, technology utilization data, stakeholder survey feedback, instructional technology implementation, staff professional development participation, and operational efficiency measures. The school also examined data related to digital learning access, instructional engagement, and implementation of technology tools supporting personalized learning and communication.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Activities include continued support for virtual and synchronous learning programs, instructional technology integration, AI-supported personalization tools, technology-based intervention supports, digital citizenship instruction, professional development for staff related to instructional technology and AI tools, communication systems supporting family engagement, and tools that support data-informed decision making and instructional efficiency. Sage Oak also conducted an AI SWOT analysis and developed a report outlining strengths, weaknesses, opportunities, and threats related to the school's current and future use of artificial intelligence. This process helped the school better understand its current landscape, identify areas for growth and caution, and take a more strategic and informed approach to long-term AI implementation. Consistent with ESSA requirements, funds will primarily support effective use of technology for teaching, learning, communication, and student engagement rather than technology infrastructure purchases.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Program effectiveness will be evaluated through stakeholder survey feedback, participation data related to synchronous instruction and digital learning opportunities, staff professional development participation, technology usage data, student engagement indicators, and student achievement and growth data connected to instructional technology implementation and personalized learning supports. The school will also review indicators related to communication systems, instructional efficiency, and access to digital learning tools to determine effectiveness, identify areas for improvement, and guide future planning related to instructional technology, digital literacy, and personalized learning opportunities.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022