LCFF Budget Overview for Parents

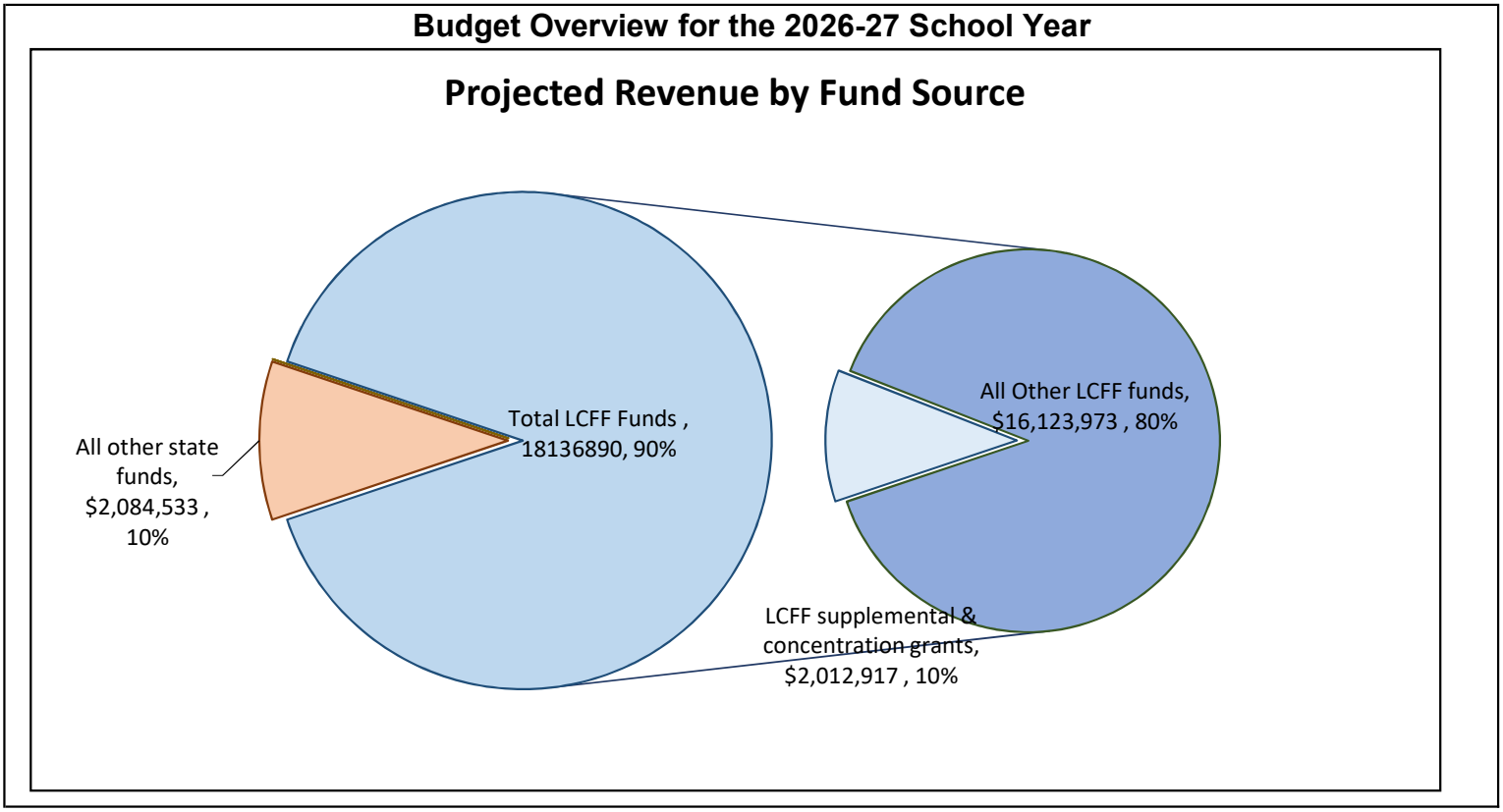
Local Educational Agency (LEA) Name: Opportunities For Learning William S. Hart

CDS Code: 19 65136 1996263

School Year: 2026-27

LEA contact information: Yelena Shapiro, Principal - E: yshapiro@oflschools.org P: 661.429.4776

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

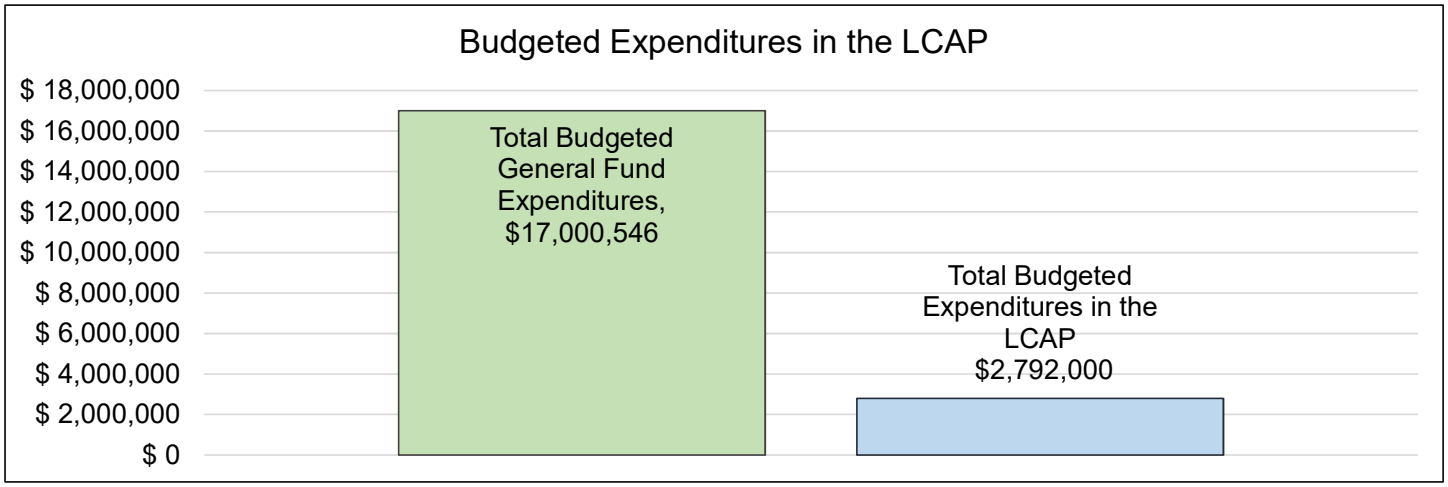


This chart shows the total general purpose revenue Opportunities For Learning William S. Hart expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning William S. Hart is $20,221,423.00, of which $18,136,890.00 is Local Control Funding Formula (LCFF), $2,084,533.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $18,136,890.00 in LCFF Funds, $2,012,917.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Opportunities For Learning William S. Hart 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: Opportunities For Learning William S. Hart plans to spend $17,000,546.00 for the 2026-27 school year. Of that amount, $2,792,000.00 is tied to actions/services in the LCAP and $14,208,546.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

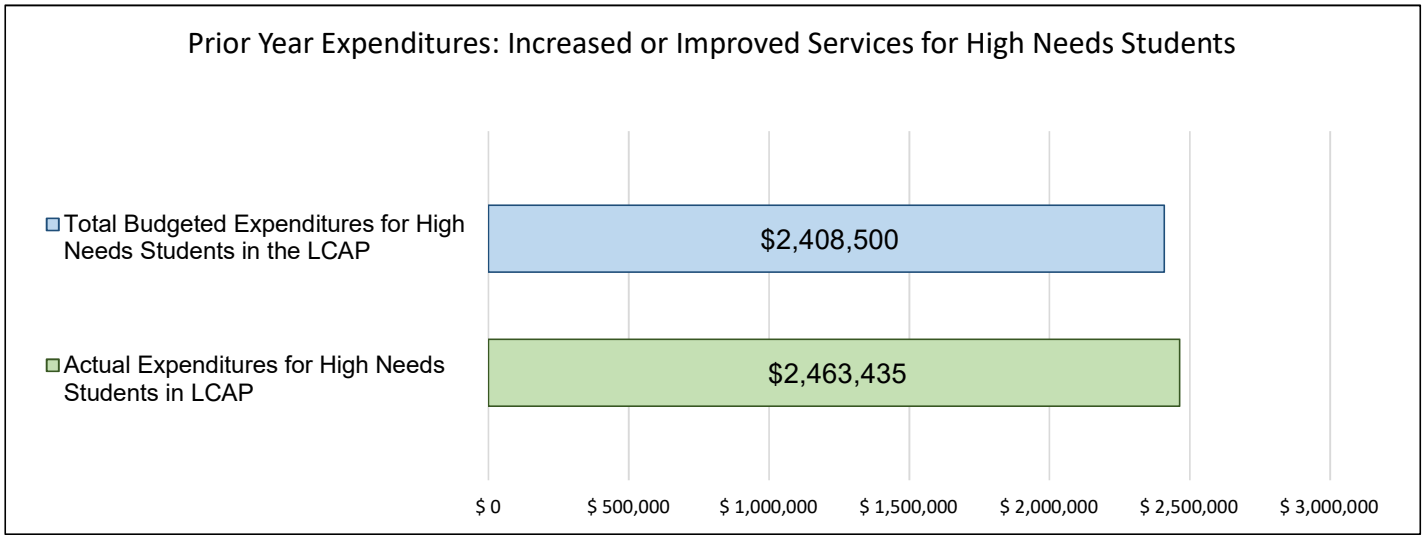
In addition to the programs and actions outlined in the LCAP, the General Fund covers a range of required operational expenditures that support the overall functioning of the school but are not directly tied to specific LCAP actions. This includes salaries for classified and administrative staff not funded through LCAP, facility operations and upkeep, software and licensing agreements, audit and compliance costs, and central office or network service fees.

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

In 2026-27, Opportunities For Learning William S. Hart is projecting it will receive $2,012,917.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning William S. Hart must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning William S. Hart plans to spend $2,023,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Opportunities For Learning William S. Hart budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunities For Learning William S. Hart 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, Opportunities For Learning William S. Hart's LCAP budgeted $2,408,500.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning William S. Hart actually spent $2,463,435.25 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

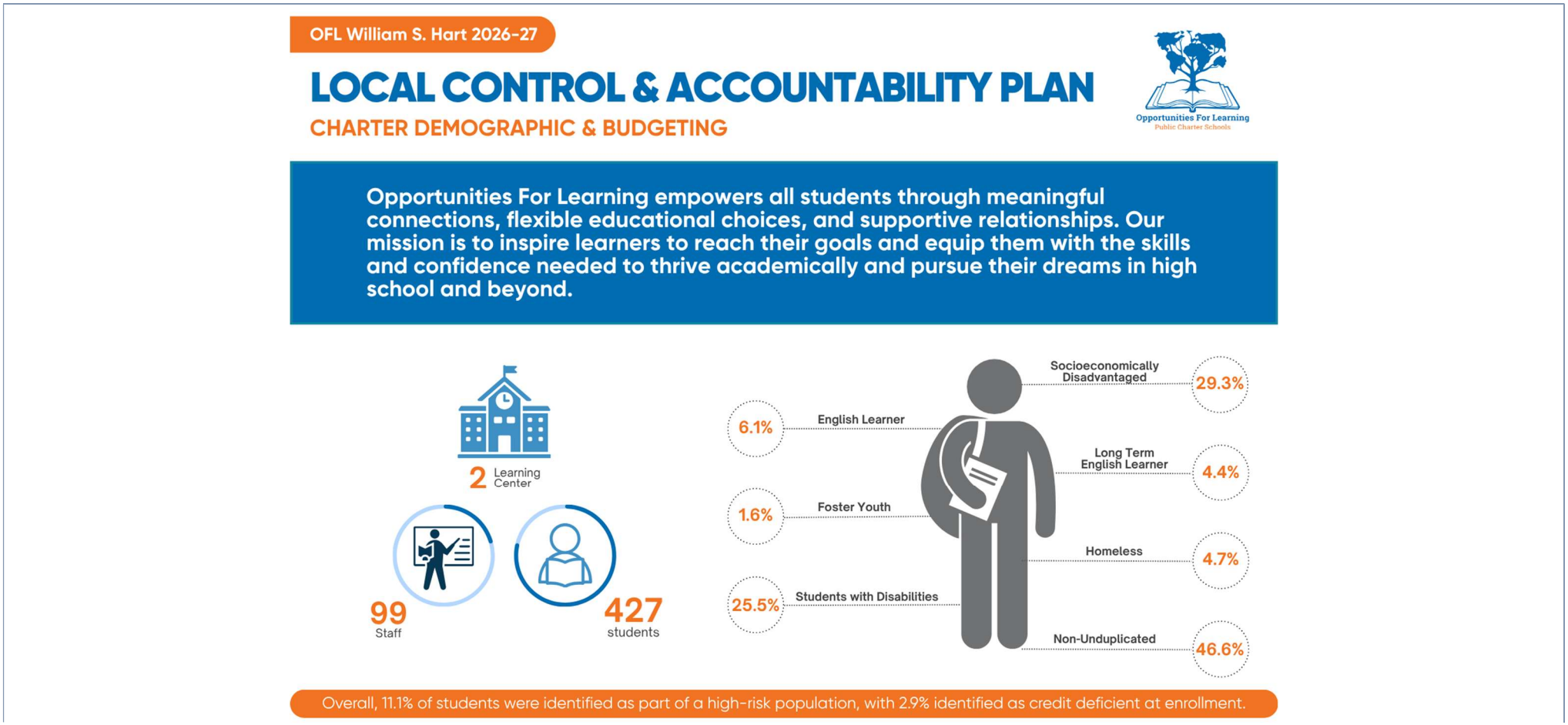
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning William S. Hart	Yelena Shapiro, Principal	E: yshapiro@oflschools.org P: 661.429.4776

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.



Educational Philosophy:
Opportunities For Learning provides educational opportunities for those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The OFL learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, our learning centers provide an education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

Educational Program:
The paramount goals for Opportunities For Learning are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services: and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded education choices within California's public-school system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to great self-confidence. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits.

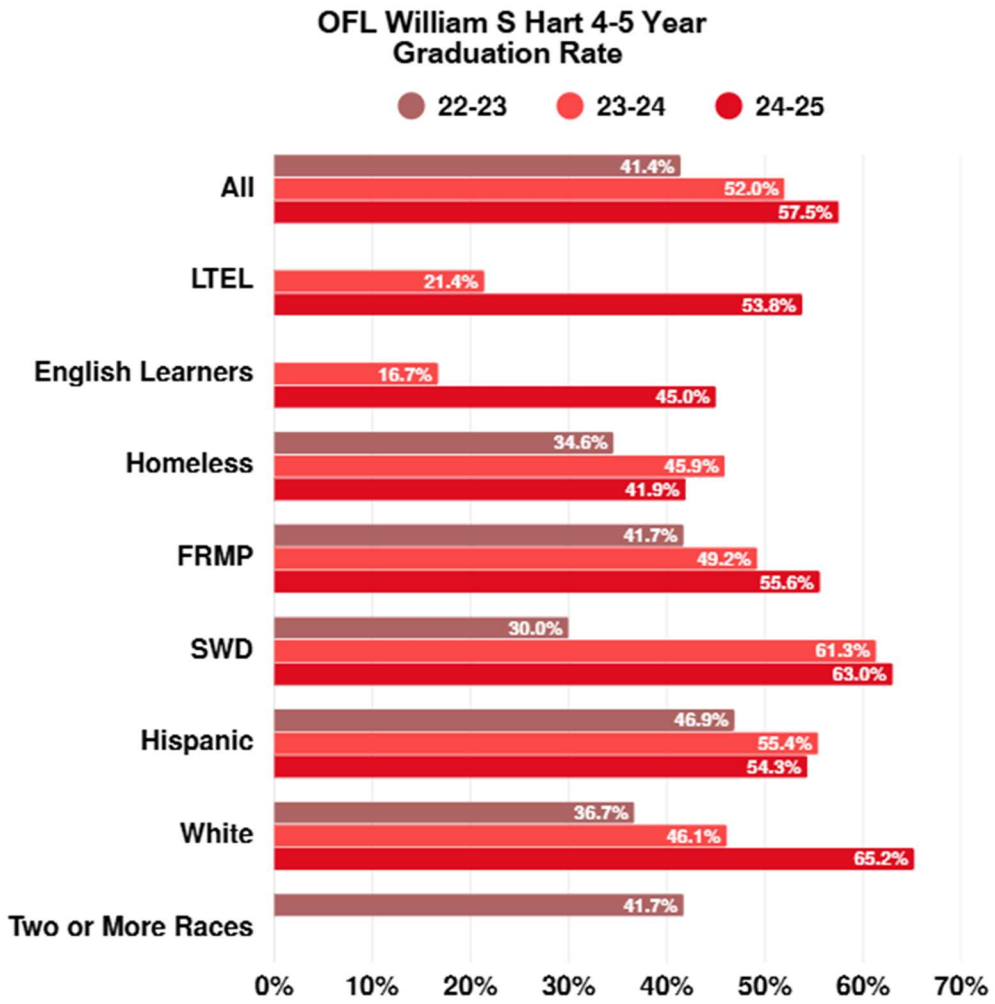
Reflections: Annual Performance

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

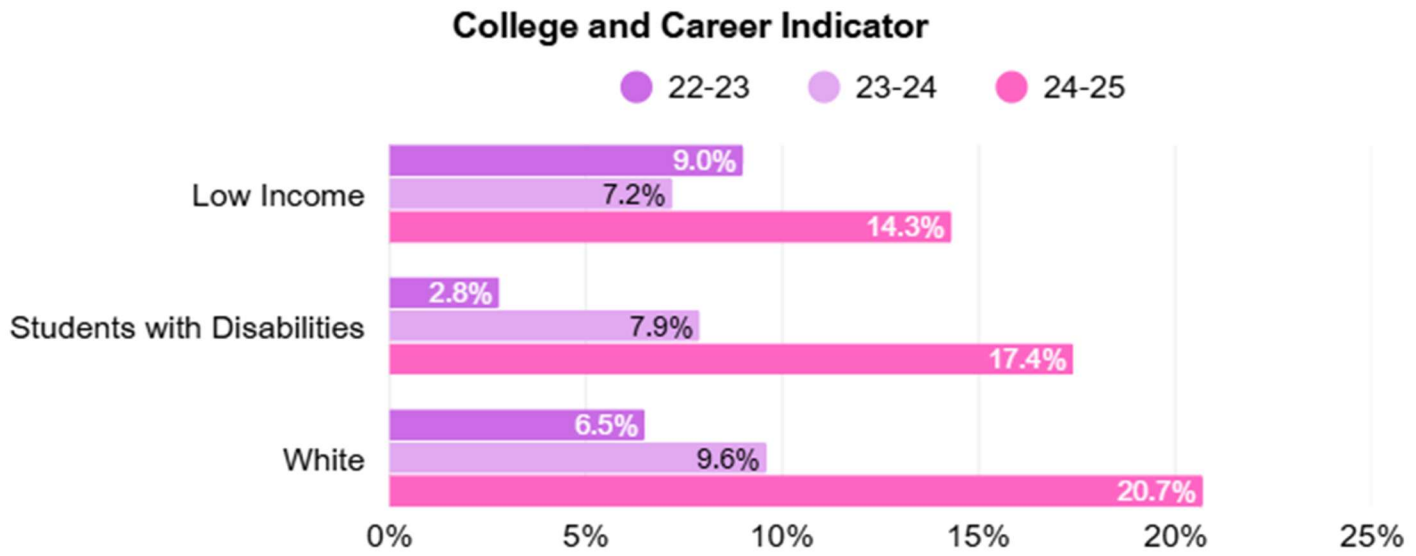
Following the outcomes revealed by the Fall 2023 California Dashboard, OFL William S. Hart attained a red or very low rating in the performance indicators of Graduation Rates, Chronic Absenteeism, and College/Career, as illustrated in the accompanying infographic.

In response, the charter has formulated specific focus goal(s) and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.

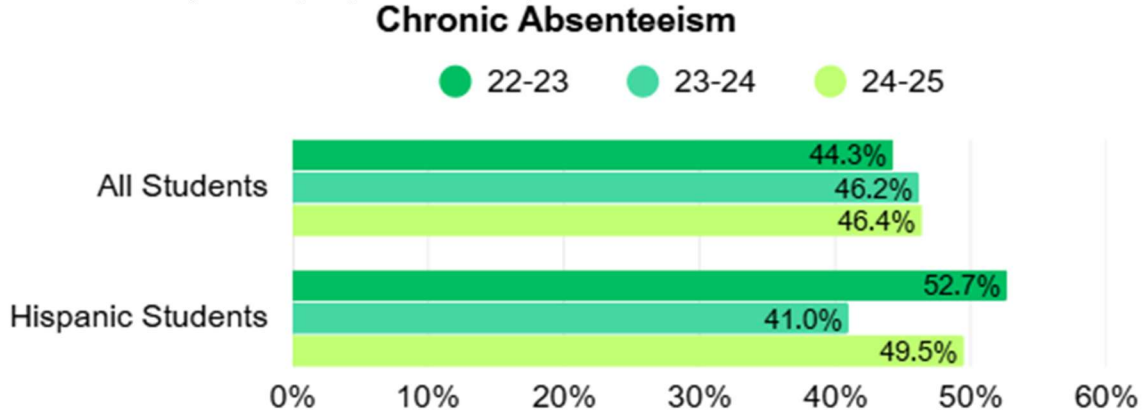
Graduation Rate: Goal 1, Actions 2, 3, and 4. The LEA's graduation rate has a red color due to the nature of our program. Our school is an academic recovery program and has year round open enrollment. Most of the students enrolling in our school are significantly behind in graduation credits and are not on pace to graduate within their 4-5 graduation cohort. The LEA is committed to helping every student earn a high school diploma even if it is outside of this 4-5 year timeframe which is reflected in our high 1 year DASS graduation rate cohort. The LEA aims to increase the 4-5 year graduation cohort rate by identifying sophomores and juniors who are 1 to 2 semesters behind in credits and providing them with wrap-around support to get back on pace to graduate within that 4-5 year graduation window.

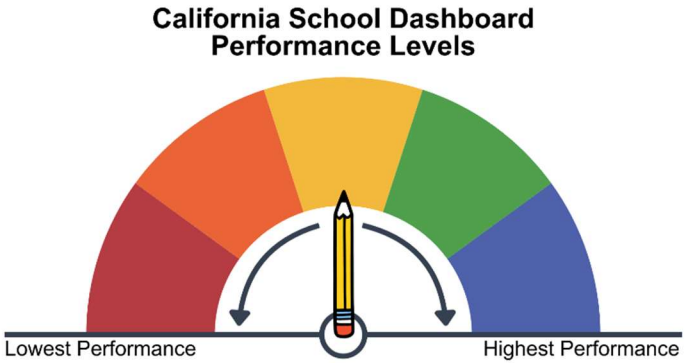


College and Career Readiness: Goal 1, Actions 1, 2, 3, 4, and 6. The college and career readiness indicator on the CA Dashboard has always been challenging for the LEA due to the nature of our program. As an academic recovery program, the majority of students enrolling in our school are significantly behind in graduation credits and are more focused on earning a high school diploma than being A-G eligible at the time of graduation. These students have very little desire, if any, to enroll in AP courses or take Dual Enrollment courses at the local Community College. The LEA is striving to improve its college and career readiness indicator by focusing on CTE courses, providing 21st Century learning opportunities, and encouraging students to pursue an A-G course of study whenever possible. Support will be provided from our Career Pathways Coordinators who help students decide on which career pathways they would like to focus on and will provide the students with resources and information related to their chosen career pathway. Our Post-Secondary Counselors will support students in planning and preparing for their post-secondary journey whether it be attending college, trade school or entering the workforce upon graduation.



Chronic Absenteeism: Goal 3, Actions 1, 2, 6, 7, and 8. The LEA's chronic absenteeism indicator on the CA Dashboard is in the red for our Hispanic students. Our 2023-24 Comprehensive Needs Assessment revealed that middle school students require more support than our high school students in order to be successful in an independent study program. The LEA is committed to improving this indicator on the CA Dashboard and is going to pilot a dedicated middle school cohort with additional support staff to work solely with our middle school population. The CNA also showed that middle school students have more transportation issues which create barriers to attending school. Therefore, the LEA will provide bus passes to all middle school students regardless of their family's economic status. Middle school teachers will conduct quarterly Achievement Chats (student, parent, teacher conferences) to provide parents with more frequent formal updates about their child's academic progress, make adjustments to each student's individual support plan, and reinforce the importance of daily school attendance. The LEA is going to provide more social-emotional learning opportunities tailored to its middle school population in hopes of improving student engagement for these students. The LEA is planning to have a middle school student council, middle school field trips, middle school Pathways trips, a peer mentorship program with the high school students, and Post-secondary counselor meetings/workshops to prepare middle school students for their upcoming high school experience.





Following a review of the 2025 California School Dashboard and local data, OFL William S. Hart identified the following areas of strength:

English Language Arts (ELA) – Orange Performance Level (maintained performance level)
ELA performance increased slightly by 1.3 points, resulting in an overall status of 15.1 points below standard. Notable improvements were observed among the following student groups:
White: 23.8 points above standard (↑ 37.9 points)

Mathematics – Yellow Performance Level (increased 2 performance level)
Mathematics performance improved by 5.7 points; however, overall performance remains 114.5 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:
Socioeconomically Disadvantaged: 121.9 points above standard (↓ 5 points)
Hispanic: 121.7 points above standard (↑ 11.1 points)
White: 98.3 points below standard (↑ 4.1 points)

College/Career – Yellow Performance Level (increased 1 performance level)
The College/Career indicator increased by 5.7 percentage points, with 15.8% of students demonstrating college or career readiness. Gains were evident among the following student groups:
Socioeconomically Disadvantaged: 14.3% prepared (↑ 7%)
Students with Disabilities: 17.4% prepared (↑ 9.5%)
White: 20.7% prepared (↑ 11.1%)

Graduation Rate – Red Performance Level (maintained performance level)
The graduation rate increased by 5.5%, with 57.5% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:
Socioeconomically Disadvantaged: 55.6% graduated (↑ 6.4%)
Students with Disabilities: 63% graduated (↑ 1.6%)
White: 65.2% graduated (↑ 19.1%)

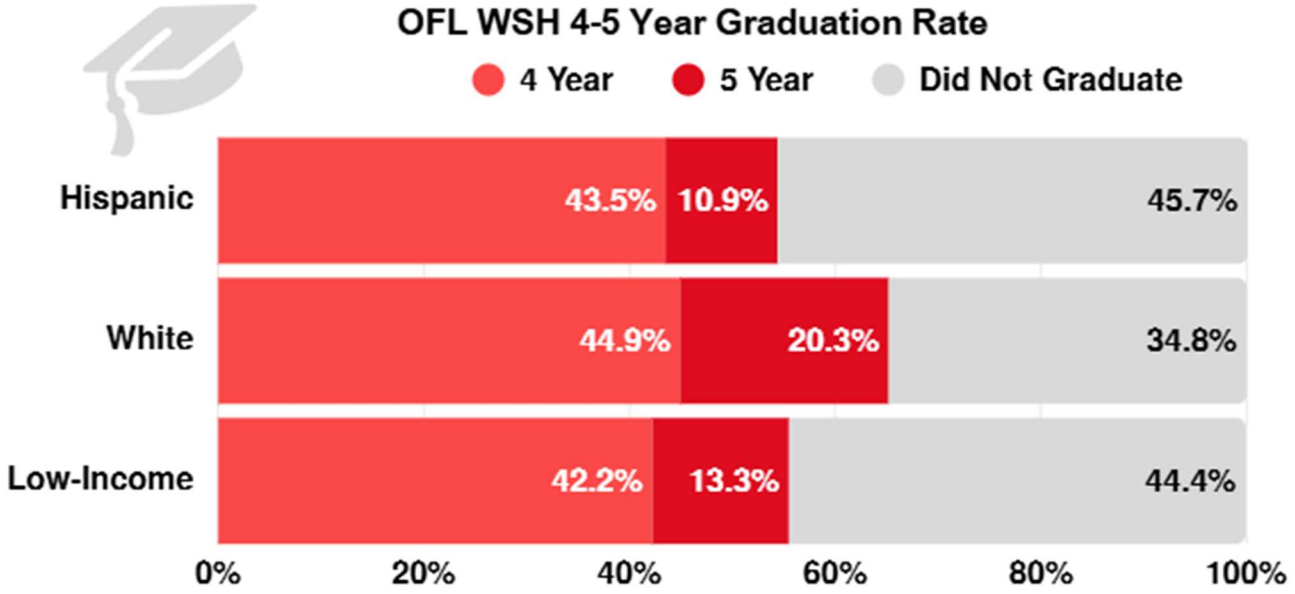
Learning Recovery Emergency Block Grant (LREBG) Fund:

OFL-William S. Hart has opted not to utilize the Learning Recovery Emergency Block Grant (LREBG) funds awarded. After consultation with our School Finance Department and confirmation with the California Department of Education, we have been informed that we may forgo using these funds and plan to return them upon fund expiration in 2028. As such, there will be no LREBG-funded actions included in the 2025–26, 2026–27, or 2027–28 LCAPs.

Reflections: Technical Assistance

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

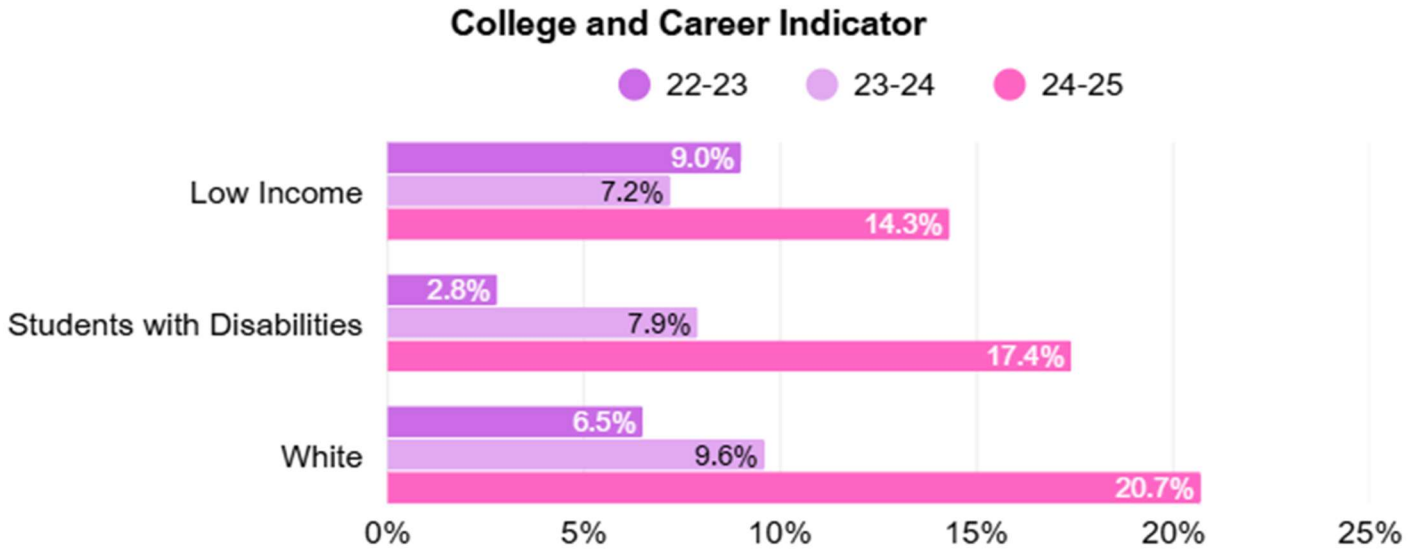
In order to provide the best support possible for our students, members of the school have been participating in professional developments hosted by the Los Angeles County Of Education (LACOE) and will continue to attend support opportunities. On 2/17/26 members of our administration attended LACOE's Charter School Symposium to learn more about how we can better support our student groups through Differentiated Assistance. We attended the following breakout sessions: Act and Assess: Using Data Wise to Drive Organizational Change; From Compliance to Coherence: Aligning Charter Renewal, LCAP, and Partner Systems to Drive Student Outcomes, Prevention and Intervention Strategies for Managing Behavior; and Understanding the EL Roadmap: Implications for Student Achievement. Based on the identified areas of improvement in our 2024-27 LCAP cycle, the LEA has determined the breakout sessions attended during the 2025 Charter School Symposium to be the most relevant in improving our student outcomes and will continue to implement those strategies throughout the remainder of the current LCAP cycle. Those breakout sessions were: Breaking Barriers, Building Bridges: Systems Change for Inclusive Schools; Understanding your System: Using Root Cause Analysis to Foster Equity; Turning Insights into Impact: Using Dashboard and Other Sources for Change; and Understanding the Connection Between Differentiated Assistance and the LCAP.



Current work underway to help improve student progress for the Graduation Rates Indicator: Based on the Charter School Symposium Break Out Session - Understanding your System: Using Root Cause Analysis to Foster Equity, the LEA will conduct an in depth Root Cause

Analysis pertaining to graduation rates. Teachers and Post-Secondary counselors will conduct Empathy Interviews with students to learn more about the barriers that are preventing them from graduating within 4 to 5 years of their 9th grade entry date. School administrators will lead focus group discussions with parents and students to further explore these barriers. The team will then come together to examine the data, find common barriers that can be addressed, identify any unconscious biases within the school, and determine actions and strategies that can be implemented to better support students in getting to graduation in a timely manner. Additionally, the LEA will continue to utilize the annual Comprehensive Needs Assessment, Parent and Student data gathered during its semesterly Achievement Chats, and Educational Partner surveys to explore the underlying causes and find additional strategies to continue its effort to improve its 4-5 year graduation cohort rates.

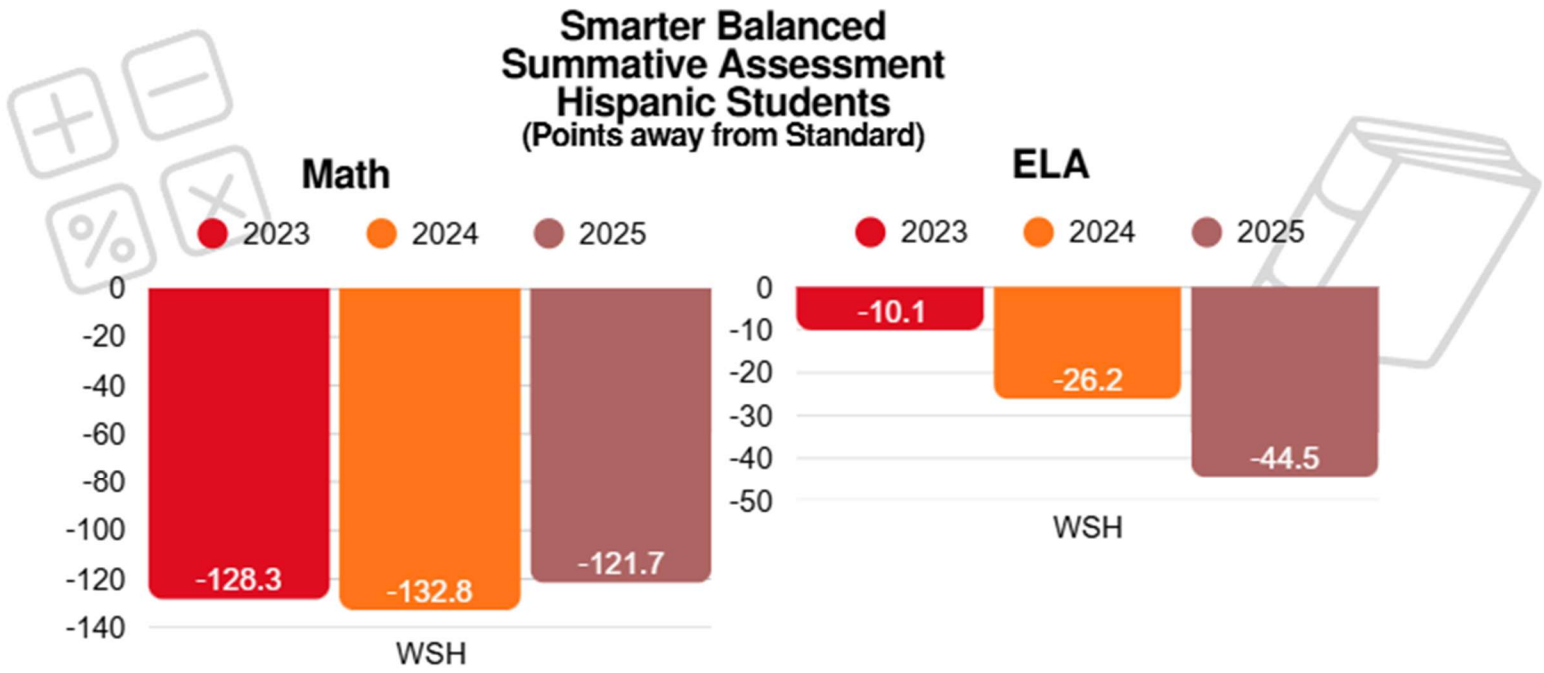
The 2024-27 LCAP is addressing this issue in:
Goal 1, Action 1: 21st Century Learning
Goal 1, Action 2: SWD Intervention Support and Instruction
Goal 1, Action 3: Targeted Small Group Instruction
Goal 1, Action 4: Academic Strategic Planning



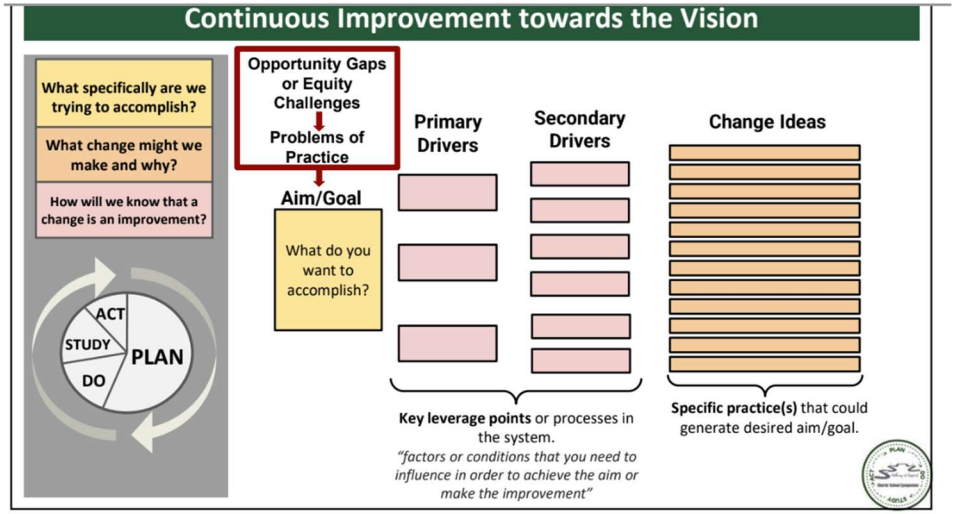
Current work under way to help improve student progress in the College and Career Readiness indicator: Similar to the strategy outlined above, the LEA will also conduct an in depth Root Cause Analysis to gain more insight into the barriers that are preventing these students from pursuing an A-G Course of Study, underlying reasons for not reaching the “Standard Met” or higher categories in math and ELA SBAC performance, and challenges with enrolling in Dual Enrollment and CTE courses. The LEA will also continue to use the data gathered in its annual Comprehensive Needs Assessment, Semesterly Achievement Chats, and Educational Partner surveys to gain a better understanding of this issue.

The 2024-27 LCAP is addressing this issue in:
Goal 1, Action 1: 21st Century Learning
Goal 1, Action 3: Targeted Small Group Instruction

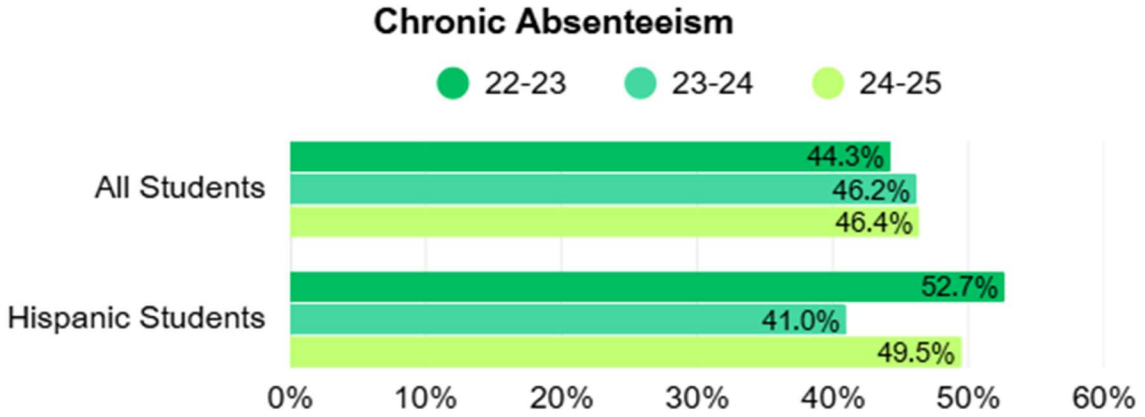
Goal 1, Action 4: Academic Strategic Planning
Goal 1, Action 6: WIOA Career Pathways
Goal 2, Action 1: My Math Path Cohorts
Goal 2, Action 2: My Reading Path Cohorts
Goal 2, Action 4: SBAC Prep
Goal 3, Action 1: Social-Emotional Learning
Goal 3, Action 2: Achievement Chats



Current work underway to improve SBAC performance in math & ELA: The 2024–27 LCAP is addressing this issue based on the Charter School Symposium breakout session, Turning Insights into Impact: Using Dashboard and Other Sources for Change. The LEA is utilizing the 'Continuous Improvement Towards the Vision' strategy, as depicted in the PowerPoint presentation below, to improve student outcomes for its Hispanic students in the areas of SBAC performance for both math and ELA. We are examining what the students who are performing better in these two areas are doing and comparing those actions to what our Hispanic students are doing. For example, we have found that fewer Hispanic students are enrolling in direct instruction classes than students from other student populations. This issue will continue to be examined in our 2026-27 Comprehensive Needs Assessment in order to gain further insight into the root causes related to SBAC performance outcomes for our Hispanic students. The LEA will also gather qualitative data from our Hispanic students and families during Achievement Chats and through focus groups to help better understand the academic challenges facing this population of students.



The 2024-27 LCAP is addressing this issue in:
Goal 2, Action 1 - My Math Path Cohort
Goal 2, Action 2 - My Reading Path Cohort
Goal 2, Action 3 - Targeted Small Group Instruction
Goal 2, Action 4 - SBAC Prep
Goal 2, Action 5 - Benchmark Assessments and Interventions



Current work underway to improve Chronic Absenteeism: The LEA will also use the Charter School Symposium Break Out Session - Understanding your System: Using Root Cause Analysis to Foster Equity to conduct an in depth Root Cause Analysis pertaining to Chronic Absenteeism particularly for our Hispanic population of middle school students. School staff will examine both quantitative and qualitative data to gain a better understanding of why the issue of chronic absenteeism is negatively affecting our Hispanic students more than any other group of students in order to develop strategies and support to reduce chronic absenteeism amongst this group of students.

The 2024-27 LCAP is addressing this issue
Goal 3, Action 1 - Social Emotional Learning
Goal 3, Action 2 - Achievement Chats
Goal 3, Action 3 - Parent Involvement and Educational Partner Engagement
Goal 3, Action 6 - Intervention Trackers
Goal 3, Action 7 - Middle School Cohort with Support Staff
Goal 3, Action 8 - Equitable Transportation Access Initiative

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

OFL - William S. Hart was identified for the Comprehensive Support and Improvement Plan based on our 4 - 5 year graduation cohort rate average which is below the 68% ESSA requirement. The CSI plan in alignment with our LCAP will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate.

The LEA intends to continue implementing its Comprehensive Support and Improvement (CSI) strategies outlined in our 2025-26 plan throughout the 2026-27 academic year. Our primary objective is to enhance our 4-5 year graduation cohort rate with the aim of transitioning out of CSI identification by the conclusion of the 2026-27 school year.

Through all of the efforts set forth in our 2025-26 LCAP the LEA has been able to maintain a one year DASS graduation cohort rate above 68% for the last 6 school years at 91%, 87.4%, 86.2%, 85.15%, 89%, and 92.3% respectively. In order to meet the minimum standard of having a 4 - 5 year cohort graduation rate at or above 68%, the LEA will continue refining and examining our instructional practices and procedures. Additionally, OFL-WSH will address all other indicators on the CA Dashboard and CNA outcomes that are in need of improvement (very low/low) based on the 2025 dashboard as well as indicated in our CNA outcome areas of need: College and Career, and Chronic Absenteeism. Our CSI plan will include an analysis of this data reviewed throughout our CNA, including identification of Evidence-Based Interventions (EBI) and resources inequities identified for implementation that will have positive student outcomes. Evidence-based interventions were identified and selected to address our performance indicators on the CA Dashboard to help boost our student performance outcomes.

LCAP goals that align to our CSI focus areas are as follows: LCAP Goal 1 metrics and actions align to our CSI graduation rate and college and career readiness focus areas, and LCAP Goal 3 metrics and actions align to our chronic absenteeism CSI focus areas.

Data Reviewed with all Educational Partners
Current data is shared with all educational partners from the Fall 2025 CA Dashboard release through a collaborative process based on graduation rates, ELA and Math SBAC scores, EL/LTEL progress, suspension rates, and chronic absenteeism. Annual Comprehensive Needs Assessments are conducted with our Educational Partners following a data dive protocol to facilitate productive dialogue about the school's data.

The following observations were noted based on the LEA's graduation data:
The charter's CA Dashboard Graduation Rate improved from 41.4% in the 2022-23 school year to 57.5% in the 2024-25 school year including improvement from the following special populations: Socioeconomically Disadvantaged students improved by 6.4%, Students with

Disabilities improved by 1.6% improvement, and White students improved by 19.1%
The charter continues to maintain a high 1 year DASS graduation cohort rate which was 92.3% in the 2024-25 school year

The following observations were noted based on the LEA's Chronic Absenteeism data:
There was a slight increase in overall Chronic Absenteeism at 0.2% between the 2023-24 and 2024-25 school years. However, there was a 2.7% decrease among our Hispanic students during the same time period

Middle School Students continued to struggle with completing 6 or more units of English and math in the 2024-25 school year. On average 4.7 English units and 4.7 math units were completed by Middle School students in the 2024-25 school year

The following observations were noted based on the LEA's College and Career data:
The College and Career Readiness Indicator improved from Orange to Yellow in the 2024-25 school year with an increase of 5.7% of students reaching the "Prepared" level. Socioeconomically Disadvantaged students improved by 7%, Students with Disabilities improved by 9.5%, and White students improved by 11%.

The LEA continues to struggle with Hispanic students and EL/LTEL students enrolling in Dual Enrollment courses.

There was improvement in CTE class enrollment in the 2024-25 school year with 15.4% of our Hispanic student population, 15.4% of our Socioeconomically Disadvantaged students, and 37.5% of our Students with Disabilities enrolling in CTE courses.

The LEA is improving its A-G completion with 30.3% of all graduating students being A-G eligible in the 2024-25 school year. In particular, the following student populations graduated as A-G eligible: Socioeconomically Disadvantaged 22.1%, Students with Disabilities 20.6%, Homeless 30%, and Hispanic 30.3%. However, the LEA continues to struggle with EL and LTEL students pursuing an A-G course of study.

The following observations were noted based on the LEA's SBAC performance in math and ELA:

In math the LEA improved by 2 color rankings from Red to Yellow on the 2025 CA Dashboard. Hispanic students improved from Red to Orange, and White students improved from Orange to Yellow. There was a decrease with our Socioeconomically Challenged students moving from Orange to Red.

In ELA the LEA maintained its Orange color ranking on the 2025 CA Dashboard. However, there was improvement with White students moving from Orange to Yellow.

The current SGI class schedule is causing students to have to choose between enrolling in math, science or English creating scheduling conflicts where many students have to choose one SGI class over the other. Math and science classes are frequently chosen over English

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to graduation rate were as follows:
Students enroll in our school because they are not on track to graduate in 4 years.

We have shifted our focus to the student's 9th grade entry date and providing targeted interventions to get as many students as possible back on pace for graduation within 4 to 5 years of their 9th grade entry date.

Graduating within 4 to 5 years of the 9th grade entry date is being discussed more intentionally during orientation and semesterly achievement chats which is having a more positive impact on academic strategic planning.

The charter continues to provide wrap-around support to get as many seniors as possible to graduation within 1 year of earning 12th grade credits.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to Chronic Absenteeism were as follows:
Middle school students struggle to acclimate to the speed and nature of an Independent Study Program.

Middle school students need more focused academic support; there are no Small Group Instruction course offerings for middle school students. However, the middle school math cohort implemented in the 2025-26 school year is having a positive impact math unit completion and content knowledge.

The teachers have gained an understanding that Chronic Absenteeism is triggered when the same Middle School student is truant for 2 months at any time within the same school year.

The middle school truancy prevention tracker which implemented in the 2025-26 school year is helping to reduce middle school truancies.

There is a lack of consistency in the curriculum modalities assigned to middle school students (SAW vs EDM), the roll out of the LYLA curriculum in the 2026-27 school year should help with this.

Middle School students need more student engagement opportunities to help them feel more connected to the school community.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to College and Career Readiness were as follows:
The increased number of students qualifying for the Seal of Biliteracy may have contributed to the increase in the “Prepared” level of the CCI Improvement in math SBAC performance may also be a contributing factor to the increase in the “Prepared” level of the CCI.

Taking college level courses is too intimidating for our SWD, EL/LTEL, FY and H student populations; they do not see the value in these courses.

Dual Enrollment courses are only promoted in English.

CTE courses are offered at inconvenient times for our EL/LTEL students as they often have family obligations.

Foster Youth students might be hesitant to enroll in CTE courses due to more transient living situations.

Discussions with students about the benefits of taking CTE courses resulted in SWD, Hispanic, and Socioeconomically Disadvantaged students giving CTE a try.

Hispanic, SWD, Socioeconomically Disadvantaged students feel CTE courses will help them prepare to enter the workforce after high school as they prioritize working versus attending college after graduation.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to SBAC performance in math and ELA were as follows:
EL/LTEL students are intimidated about enrolling in SGI classes due to language barriers.

Incorporating IXL interventions in math SGI classes are helping students understand more challenging course content as well as helping them to fill in learning gaps in foundational skills.

Middle School math cohorts are helping middle school students complete more math units and have improved their understanding of difficult math concepts.

Middle school students are not completing enough grade level math units prior to SBAC testing.

More students are enrolling in math and science SGI classes than English SGI classes because they need more support with math and science content.

The Comprehensive Needs Assessment Identified the following Next Steps to improve graduation rates:
Continue regular Post-Secondary Counselor check-ins with all Foster Youth students.

Continuing to utilize the 9th-grade entry date as a reference point, we will identify 10th and 11th grade students who are one or two semesters behind in accruing graduation credits. Continue to offer comprehensive wrap-around support to assist these students in catching up and graduating within the 4 to 5-year graduation cohort.

Continue monthly Post-Secondary Counselor tracking of 12th grade students' academic progress towards graduation.

Regularly monitor the monthly academic progress towards graduation for Hispanic, Low-Income, Students with Disabilities, and White students to ensure equitable support and progress tracking for all demographic groups.

The Comprehensive Needs Assessment Identified the following Next Steps to improve Chronic Absenteeism:
Have dedicated support staff assigned to assist with Middle School Cohorts.

Provide bus passes for all middle school students.

Continue with Middle School math cohorts in each Learning Center.

Provide a Middle School workshop in June to provide strategies for middle school students to learn/reinforce skills to help them be more successful with their academics for the 2026-27 school year. Topics will include time management skills, organizational skills, establishing good study habits, and available academic resources the students can access throughout the school year.

Provide additional student engagement opportunities for Middle School students.

Provide wrap-around support to middle school students who have received their first truancy in the school year to try to prevent a 2nd truancy which will trigger chronic absenteeism.

The Comprehensive Needs Assessment Identified the following Next Steps to improve College and Career Readiness:
Have all 9th and 10th graders start with an A-G course of study.

Promote CTE and Dual Enrollment courses throughout the entire school year.

Provide Community College tours to help promote dual enrollment options.

Increase CTE and Dual Enrollment promotion efforts with EL, LTEL, FY, H, and SWD populations.

Continue having intentional discussions with students from our EL, LTEL, FY, H, SWD, Hispanic, and Socioeconomically Disadvantaged student populations about the benefits of taking CTE and/or Dual Enrollment courses.

Continue to provide guidance and pathways to students to qualify for the State seal of Biliteracy.

The Comprehensive Needs Assessment Identified the following Next Steps to improve SBAC performance in ELA and math:

Have intentional discussions with Hispanic, SWD, EL/LTEL, Socioeconomically Disadvantaged, Foster Youth, and Homeless students to enroll in math and English SGI classes.

Continue to enroll students who were identified as needing urgent intervention during benchmark testing into intervention courses (My Math Path and My Reading Path).

Adjust math, science and English SGI class schedules to avoid scheduling conflicts.

Implement IXL interventions into SGI classes to help students build missing foundational skills.

Making sure all students are reaching unit 8 in math and English classes prior to the SBAC testing window.

Continue having Middle School math cohorts in each learning center.

Continue to offer Tech in Testing SBAC preparation classes in the Spring semester.

Resource Inequities identified and to be addressed through the implementation of the CSI Plan:
Following a comprehensive Resource Inequity Review, the Charter determined that no significant inequities currently exist in the allocation of time, funding, or personnel. The review included an analysis of staffing levels, budget allocations, and facility access across all school sites and student groups.

Findings indicate that all students have equitable access to instructional materials, technology, and support programs, including tutoring, academic intervention, and specialized services for English Learners (EL), Long-Term English Learners (LTEL), Foster Youth, students with disabilities, and students experiencing homelessness. Staffing and funding decisions are guided by student needs to ensure resources are distributed in a manner that promotes academic success and engagement across all subgroups.

While the Charter acknowledges that EL and LTEL students may experience language-related learning barriers, these challenges are attributed to student needs and circumstances rather than inequitable access to resources. To address these needs, the Charter provides targeted instructional support, including implementation of iLit and Academic Language Development (ALD), to strengthen English proficiency and overall academic achievement.

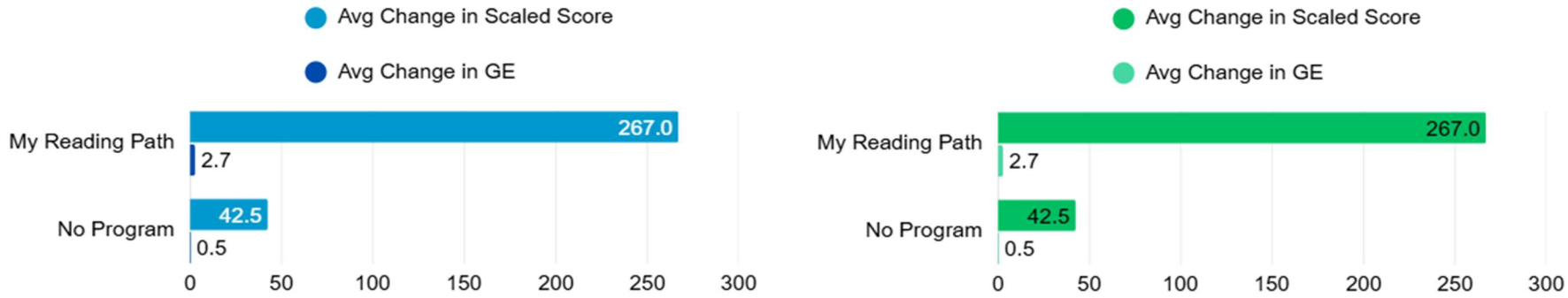
Although no resource inequities were identified, the Charter will continue to monitor resource distribution throughout the school year. Ongoing evaluation of staffing patterns, budget expenditures, and facility utilization will remain integral to the Charter’s continuous improvement process, ensuring equitable access to time, personnel, and fiscal resources and enabling timely identification of any emerging disparities.

Engaging Educational Partner Engagement:
Engaging our Educational Partners has been instrumental in refining and enhancing our educational practices to better serve our students' needs. Throughout the 2025-26 school year, our partners actively contributed feedback, particularly regarding core course completion,

through various channels including engagement surveys, focus groups, Achievement Chats, and participation in key meetings such as DELAC, PAC, staff meetings, and counselor meetings.

Our Comprehensive Support and Improvement (CSI) plan was collaboratively developed by our school leadership and educational partners, leveraging data analysis to identify evidence-based interventions and address resource inequities. We've seamlessly integrated feedback received from partner surveys into our engagement events, ensuring compliance with ESSA requirements.

Evidence-based Interventions:
Building on the success of our 2023-24, 2024-25 and 2025-26 Comprehensive Support and Improvement (CSI) plan and the positive outcomes achieved through our evidence-based interventions (EBIs), we will continue to implement these strategies into the 2026-27 school year. Our school leadership team has thoroughly reviewed the data, which confirms the effectiveness of our current interventions. As illustrated in the infographic below, these EBIs have significantly improved our internal benchmark assessment of student performance outcomes.



Change in RenStar Math Scores - Fall to Winter 24-25

Evidenced Based Interventions -Curriculum
Expository Reading and Writing Curriculum (ERWC), a tier 2 intervention, is a grade 12 English curriculum that emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students' English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth-grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts, fiction and non-fiction texts to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase of 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension, 5 percentiles more than the average student on overall

comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient.

Exact Path aka My Math Path, a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform, which the LEA currently utilizes for digital curriculum. My Math Path includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional supporting resources for students. My Math Path provides students with immediate feedback and adjusts in real time to student progress. My Math Path incorporates a formative assessment approach to monitoring student progress and adjusting instruction. Research on the effectiveness of My Math Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using My Math Path, compared to students who did not. Studies also suggest that My Math Path targets the skills that students need to develop in order to improve their mathematics achievement, making it a successful tool for personalizing instruction and intervention for students.

Exact Path aka My Reading Path, a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform, which the LEA currently utilizes for digital curriculum. My Reading Path includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional supporting resources for students. My Reading Path provides students with immediate feedback and adjusts in real time to student progress. My Reading Path incorporates a formative assessment approach to monitoring student progress and adjusting instruction. Research on the effectiveness of My Reading Path revealed that there are statistically significant positive impacts on ELA achievement, for students using My Reading Path, compared to students who did not. Studies also suggest that My Reading Path targets the skills that students need to develop in order to improve their ELA achievement, making it a successful tool for personalizing instruction and intervention for students.

The following strategies below were taken from What Works Clearinghouse Educator's Practice Guide from the US Department of Education - Preventing Dropout in Secondary Schools, which focused on 4 evidence-based strategies that specifically target graduation rates through dropout prevention.

Recommendations provided from the Educator's Practice Guide - Preventing Dropout in Secondary Schools

Recommendation 1: Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems was shown to have tier 3, promising level of evidence. It was also pointed out in the literature that this recommendation, when paired with the others, the studies demonstrated positive effects. The intervention also incorporates
Recommendation 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success, which was shown to have tier 2, moderate level of evidence. The LEA has developed a menu of support options that are used by the teacher and counselor to help students in the school community and the community at large. The monitoring and weekly t racking, allows the LEA to identify and assign intense interventions to support academic, personal, and emotional needs. As a result the charter will also implement the following 1-4 strategies in order to prevent drop-outs and help increase overall graduation rates.

William S Hart's Implementation of Strategies:
Intentional and individualized tracking, monitoring, and support for seniors centered on strategic planning and academic progress. All seniors meet with their school counselor at least once a semester for academic and graduation planning. School counselors are tracking the academic progress of every senior on a monthly basis and implementing intervention strategies with any senior who did not meet their

monthly goal. Sophomores and Juniors who are one or two semesters behind in graduation credits will meet with the Career Pathways Coordinator at least once a semester for academic and graduation planning. The Career Pathways Coordinator will track the academic progress of these students on a monthly basis and will implement intervention strategies if the monthly goals are not met. All students are also monitored and tracked weekly by teachers and assigned immediate individualized interventions such as, but not limited to extra appointment, strategic planning sessions, unit chunking, individualized tutoring, mental health resources and referrals, home visits, My Math Path, iLit or My Reading Path. My Math Path and My Reading Path cohorts have been established for students who are testing in the "Needs Urgent Intervention" category during RenStar assessments. Placement with a designated Intervention Teacher is offered when students continue to struggle. Based on Preventing Dropout in Secondary Schools, four evidence-based recommendations were cited.

Increasing WIOA and career awareness to engage students to connect to schoolwork and college/career success. WIOA implementation provides students with information on different career pathways and the avenues to pursue those careers through exposure to industry professionals at workshops, in career chats, and on field trips. The LEA has Career Pathway Coordinators (CPC), to engage students in connecting schoolwork and college/career success. Newly enrolled students meet with the CPC to help guide them into a desired career path. The CPC also provides each student with resources for the selected career path to engage students in college and career readiness, through career chats, WIOA inclusion, career fairs and community outreach, and internship opportunities. The CPC provides resources and workshops such as CTE specific courses based on construction, nursing, information technology, animal science and offers life skill workshops at each learning center. The LEA is working to increase these opportunities for students. The LEA also incorporated entrepreneurial opportunities such as Shark Tank and elective classes focused on career exploration. Following recommendation 3: Engage students by offering curricula and programs that connect schoolwork with college and career success and improve students' capacity to manage challenges in and out of school, which showed tier 1, strong level of evidence, the LEA is offering these opportunities to all students.

Following Recommendations 3 and 4: For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support, which demonstrated moderate evidence and falls into tier2, the LEA aims to increase student and family engagement in order to provide students with a community of support that ultimately encourages school membership and inclusion in the school community. The LEA offers many engagement opportunities which include, but are not limited to: Pathways trips, sports, Student Council, Wellness groups, a senior cohort, Back to School Night, Open House, Senior Social, and student achievement celebrations. Additionally, families are asked to engage in strategic academic planning sessions twice a year where collaboratively, the student, parent, and instructional staff go over the individual student data, progress towards graduation, establish an academic and social-emotional road map for the upcoming semester, and address any needs and concerns.

Each learning center utilizes a Math Intervention Specialist. This position works with targeted students to increase math proficiency and course completion during additional appointment times. The LEA feels having additional and targeted math support along with assigned interventions throughout the year will increase student math skills so they are better prepared to take the SBAC. In line with Recommendations 1 and 2, the LEA feels the Math Intervention Specialist position with additional support and appointments addresses students' intervention needs and targets students who are struggling with courses and subject matter by offering intensive and individualized support.

Evidence-Based Interventions incorporated into our LCAP/CSI Plan:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf
iLit: https://www.pearsonschool.com/index.cfm?locator=PS3zYd

Expository Reading and Writing Course (ERWC): https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing-course-erwc
Exact Path: https://www.edmentum.com/products/exact-path

Monitoring and Evaluating Effectiveness

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

OFL William S. Hart implements a structured, data-driven system to monitor the implementation and effectiveness of its Comprehensive Support and Improvement (CSI) plan. This process ensures that strategies are implemented with fidelity, student outcomes are closely tracked, and timely adjustments are made to improve school performance.

Ongoing Monitoring of Implementation
Implementation of the CSI plan is monitored through regular data collection and structured progress reviews. Data sources include:

- California Dashboard indicators, including graduation rates and College/Career measures
- Internal student information systems (StudentTrac and related databases)
- Achievement chat documentation, intervention logs, and teacher progress monitoring notes
- A-G completion tracking and credit accrual reports

The Principal, Assistant Principal, and Center Coaches meet quarterly to review implementation benchmarks, including graduation progress, participation in Math Intervention Specialist appointments, Homework Cafés, and other targeted supports. Following each review cycle, a summary report is submitted to the Director of Schools to ensure accountability and alignment with LEA priorities.

Evaluation of Effectiveness
The effectiveness of CSI interventions is evaluated by analyzing trends in:

- 4- and 5-year cohort graduation rates
- Credit accrual and A-G completion rates
- Senior progress toward postsecondary goals
- Participation in college and career readiness activities
- Student engagement and attendance data

Post-Secondary Counselors, teachers, coaches, Career Pathways Coordinators, and Assistant Principals use internal tracking systems to monitor senior progress in strategic planning, WIOA participation, career awareness activities, and student/family engagement. Data is compiled quarterly to identify students requiring additional intervention and to evaluate whether current supports are improving outcomes.

Additional wraparound supports are provided for sophomores and juniors who are off-track for graduation. Progress is reviewed regularly to determine whether interventions are accelerating credit recovery and improving cohort stability.

Educational Partner Engagement and Feedback

Educational Partner feedback is incorporated throughout the monitoring cycle. Goal-related data is shared monthly during staff meetings and reviewed during three Area In-Service sessions annually. Semester engagement meetings provide additional opportunities for staff and partners to review progress data and offer recommendations.

The Parent Advisory Committee (PAC) meets at least three times per year to review CSI-related data, advise on the development and refinement of the SPSA, and provide feedback on progress toward graduation targets. Survey data collected throughout the year is analyzed to assess school climate, engagement, and perceived effectiveness of supports.

Using Findings to Make Adjustments
Data analysis informs ongoing refinement of the CSI plan. When progress monitoring indicates that outcomes are not improving at the expected rate, leadership reallocates resources, modifies intervention schedules, increases frequency of achievement chats, or adjusts staffing assignments to better target identified needs.

Quarterly reviews allow the leadership team to identify trends early and recalibrate strategies in real time. Findings and adjustments are communicated transparently to staff, Educational Partners, and the PAC to ensure shared ownership of improvement efforts.

Continuous Improvement Focus
Through systematic progress checks, clearly defined metrics, and collaborative analysis, OFL William S. Hart ensures that its CSI plan remains responsive and outcome-driven. This continuous improvement cycle strengthens implementation fidelity, improves graduation outcomes, and ensures that all students receive the academic and postsecondary support necessary for long-term success.

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

Staff
Students
Parents
Governing Board
PAC/ELAC/DELAC
	The LEA engaged its staff, including Center Coordinators, Area 1 Teachers, Area 2 Teachers, Teachers, Career Pathways Coordinators, Post-Secondary Counselors, Special Education Specialists, EL Specialists, Instructional Coaches, Assistant Principals, and the Principal, through various avenues:
	• **Regular Teacher/Staff Meetings:** Assistant Principals met routinely with teachers at each school site to review student progress and charter goal advancement. Monthly staff gatherings at school sites facilitated discussions on aligning site procedures with overarching charter goals and policies.
	• **Charter In-Services:** These sessions served as forums for Professional Learning Communities to deliberate on the progress of workshop implementations and resource utilization aimed at addressing critical areas such as graduation rates, support for special populations, English and math performance, and college and career readiness.
	  ○ September 19, 2025 - Meeting Agenda: Charter Updates; Child Find Annual Training; Suicide Prevention; Counselor Updates; Lyla Curriculum Launch and Implementation Planning; Credit Enrichment Debreif; LCAP Review; Pathways updates
	  ○ December 5, 2025 - Meeting Agenda: Charter Updates; Special Education Case Studies; Instructional Coach updates; Accessibility for Academic Success, LCAP Review; Fall 2025 CA Dashboard Review and Discussion; Counselor Updates; Conference Recaps
	  ○ March 27, 2026 - Meeting Agenda: Charter Updates; ELD/CABE-Multilingual Learner Series, LCAP review and feedback, Incentive updates, Instructional Coach updates,, Credit Enrichment, Counselor updates, Science Conference Recap
	• **Leadership Meetings:** These meetings provided opportunities for Charter Leadership which included the Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist, Special Education Programs, Post-Secondary Counselors, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach to share department updates and collaborate on resource management. These meetings were conducted on the following dates: August 26, 2025, September 23, 2025, October 28, 2025, November 18, 2025, January 27, 2026, February 24, 2026, March 24, 2026, April 21, 2026 and May 19, 2026.
	• **Student Services Team Meetings:** These meetings provided opportunities for Charter Staff which included the Assistant Principal of Instructional Operations, Center Coordinator Coach, Student Council Advisors, Career Pathways Coordinators, Post-Secondary Counselors, Sports Advisor, and Diversity Team Members to collaborate on services and events offered to students to improve student engagement opportunities. These meetings were conducted on the following dates: September 11, 2025, October 9, 2025, November 13, 2025, December 11, 2025, January 8, 2026, February 12, 2026, March 12, 2026, April 9, 2026, and May 14, 2026
	• **PAC Meetings:**
	  ○ October 29, 2025 - Meeting Agenda: Introduction; Overview and Purpose of PAC; LCAP 2024-25 final outcomes and feedback; Back to School Night discussion; Parent Engagement Suggestions; Review and Comment of 2026-27 Comprehensive School Safety Plan

- January 28, 2026 - Meeting Agenda: Introduction; 2025-26 LCAP Midcycle update and feedback; Comprehensive Needs Assessment Data Dive; Announcements
- March 25, 2026 - Meeting Agenda: Introduction; Proposed 2026-27 LCAP Goals, Metrics and Actions with Feedback and Discussion; Announcements

- **DELAC Meetings:**
  - October 2, 2025 - Meeting Agenda: Introductions; Overview and Purpose of DELAC; Review and Comment on Reclassification Procedures; Overview of State and Internal Testing
  - February 20, 2026 - Meeting Agenda: Introductions; LCAP Parent Survey; Student Testing Updates; Development of a District Master Plan for Education Programs and Service for English Learners; State Seal of Biliteracy for Bilingual Scholarship; Introduction to the School Site Associate Mental Health Clinician; Sports and Pathways Update
- **Parent Engagement Meetings:**
  - September 12, 2025 & February 20, 2026 - Parent Appreciation Breakfasts: Parents and Guardians were encouraged to join PAC and DELAC, were advised of the planned family and student engagement opportunities for the 2025-265 school year, invited to share ideas for additional engagement opportunities they would like to see; and provided feedback on the program
  - October 23, 2025 - Back to School Night: Fall 2025 School Improvement Goals and Parent Comprehensive Needs Assessment Data Dive. School site staff conducted data dives with parents, guardians and students at this event. Through this joint effort, we ensured that our parents, guardians, and students became active partners in our Comprehensive Needs Assessment (CNA) process. This allowed them to gain a comprehensive understanding of where the school excelled and identified areas for growth, all based on our data-driven approach. Additionally, by fostering open dialogue and interactive sessions during this event, we were able to gain valuable feedback from our educational partners, enriching our understanding of community perspectives and needs.
  - November 5 & 12, 2025 - FSFA Workshops: Information about Financial Aid and Assistance with Completing Applications
  - March 10, 2026 - Sports Banquet: Students and Families Celebrating Student Athletes
  - March 12, 2026 - Open House: Spring 2026 School Improvement Goals
  - May 20, 20226 - Spring Awards Ceremony: Celebration of Student Accomplishments
  - May 30, 2026 - ELD Celebration: Celebration of EL/LTEL Student Accomplishments and Reclassifications
- **Governing School Board Meetings:**
  - September 17, 2025 - Meeting Agenda: Consent Agenda; Charter Update; Financial Update; Resolution 2526-01 Approval of the Spending of Funds Received from the Education Protection Account; Alternative Graduation Pathway Policy; Dual Enrollment Policy; Closed Session - Public Employee Performance Evaluation (Gov. Code section 54957(b)(1).) Title: Superintendent;

- December 3, 2025 - Meeting Agenda: Consent Agenda; Charter Update; Priority 1 Local Indicator Update; School Wellness Plan Progress to Goals Update; Financial Update; Unaudited Actuals Financial Report for Fiscal Year 2024-2025; Approval of the Invoice of the 2025 Extended School Year Costs with William S. Hart Union High School District; Health Insurance for Fiscal Year 2026-2027
- January 21,2026 - Meeting Agenda: Consent Agenda; Charter Update; Mid-Year LCAP Update for Fiscal Year 2025-26; Report of Executive Compensation; Financial Update; First Interim Report; Audited Financials for Fiscal Year 2024-25; School Accountability Report Card (SARC) Report for Fiscal Year 2024-25; Election of Board Director
- March 25, 2026 - Meeting Agenda: Consent Agenda; Charter Update; Student Handbook for Fiscal Year 2026-2027; Financial Update; Second Interim Report; Academic Calendar for Fiscal Year 2026-276; Response to Immigration Enforcement Policy and Procedures
- Below is a summary of the process used to review and adopt the charter's 2026–2027 LCAP in alignment with Education Code requirements:
  - The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1). This hearing took place during the June 24, 2026 Board Meeting.
  - The LEA adopted the Local Control and Accountability Plan during a public meeting, in accordance with Education Code section 52060(b)(2) or 52068(b)(2). Adoption occurred at the June 29, 2026 Board Meeting, where the Board approved the 2026–2027 LCAP.

- **Student and Parent - Achievement Chats:**
  - December 8, 2025- December 18, 2025 - academic strategic planning, student needs, and program feedback
  - April 24, 2026 - Senior Social: Student and Parent Event to get information about graduation and end of year senior activities
  - May 18, 2026 - June 4, 2026 - academic strategic planning, student needs, and program feedback
- **School Improvement Feedback Surveys**
  - October 6 - November 7, 2025 - Fall School Climate Surveys of Staff, Parents, and Students
  - February 2 - March 20, 2025 - Spring Semester Feedback Surveys of Staff, Parents, and Students

Additionally, school site staff conducted data dives with our student council. Through this joint effort, we ensured that our students became active partners in our Comprehensive Needs Assessment (CNA) process. This allowed students to gain a comprehensive understanding of where the school excelled and identified areas for growth, all based on our data-driven approach. Additionally, by fostering open dialogue and interactive sessions, we were able to gain valuable feedback from our students, enriching our understanding of student body perspectives and needs.

	At OFL-William S. Hart we believe in the collective responsibility of all educational partners in creating a positive and inclusive learning environment. School staff, including ,Center Coordinators, Area 1 Teachers, Area 2 Teachers, Teachers, Career Pathways Coordinators, Post-Secondary Counselors, Special Education Specialists, EL Specialists, Instructional Coaches, Assistant Principals, and the Principal**,** students, parents, and community members are encouraged to collaborate and actively participate in shaping the school's vision, goals, and initiatives. We are committed to advancing equity and inclusivity by celebrating diversity, recognizing and addressing systemic biases, and ensuring equal opportunities for engagement and contribution for all partners. We welcome feedback and suggestions from all Educational Partners and regularly evaluate our practices and processes to ensure they align with our objectives and effectively support learning and development for all involved.

SELPA/COE	**SELPA Consultations:**
	• July 2025- Beyond the SST
	• August, 2025 - AB 438 – Secondary Transition Assessment and ITPs
	• October 2025- Personnel Report submission support & review
	• October- Workplace Violence Prevention Plans (SB 553) Overview & Intersection w/ Special Education
	• September 2025- CALPADs Certification Period 1 support
	• September- Annual Non-Compliance Letter
	• September- Workability Program Meeting
	• October 2025 - Low Incidence Submissions & Procedures
	• October- Case Consult- Runaway student
	• November 2025- 25–26 Individualized Education Program Implementation Data Collection
	• December 2025- Unallowable Use of IDEA Part B Funds for Decertified NPS
	• December 2025- Overview of the 1% Cap for the Alternative Assessment
	• January 2026- Mental Health Case Consult
	• February 2026- Timeline Compliance report submitted
	• March 2026- Yearly SELPA Visit
	• March 2026- Annual Determination letter consultation
	• April 6, 2026 - Opportunities for Learning William S. Hart administrators met with Krystal Walton from the LA County Office of Education Charter SELPA to review achievement data for year 2 of the 2024-27 LCAP for our Students with Disabilities. Verbal approval was given for the Opportunities for Learning William S. Hart to continue with the proposed 2026-2027 LCAP Goals, Metrics, and Actions that were developed to help close the achievement gap for Students with Disabilities.
	
	Program Council Meetings
	• **August 2025**
	  ○ CALPADS Calendar- Fall 1 and EOY Dates discussions
	  ○ Fall 1 Submission Window – October 1, 2025 – December 12, 2025
	  ○ Targeted Monitoring
	  ○ PWN discussion and samples
	  ○ CALPADs Compliance Monitoring
	  ○ Dispute Resolution
	  ○ 2025-2026 NPA Contracts
	  ○ AB 438- Secondary Transition
	• **October 2025**
	  ○ Multi-Factor Authentication – SEIS, CALPAD
	  ○ Legislative Updates
	  ▪ AB 1224 – Substitute Teacher Extension of Time in Single Classroom (Gov. Newsom veto rationale)

	▪ AB560 – Require LEAs to distribute Initial IEP assessments fairly among RSP teachers, recommend an adult-to-pupil ratio for SDC classroom staffing (Pending) ▪ AB784 – DHH services may be delivered as a standalone service supporting a pupil's access and communication ▪ Final Legislative Actions and 2025 Legislative Session Summary ▪ IEP Implementation 2026 o AB 438- Max Benson's Law o Dispute Resolution" Constituent Support Services Unit • **December 2025** o New Requirements for Student Expulsion Rehabilitation Plans & Readmission Procedures o CIM and SIL Supports o Personnel Data Report (PDR) Training o IEP Implementation 2026 o Compliance & Improvement Monitoring (CIM) Targeted Due Jan 10,, 2026 o Tech-Eze Data Support Provide • **February 2026** o Soledad Unified Due Process Case (OAH Case No. 2025040218) ▪ Procedural compliance, assessment plans and implications for special education o F3 2025 Legislative Updates o Personnel Data Report o EP Implementation 2026 o Woodcock-Johnson V for Fall 2026 o 2026 Annual Determination Letters o Small Monitoring Webinar for Cycle C

Insert or delete rows, as necessary.

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

The development of the 2026–27 LCAP builds on the robust foundation of educational partner engagement established during the 2025–26 cycle. Feedback from parents, students, and staff—gathered through surveys, Achievement Chats, direct conversations, and advisory committee meetings—directly informed the refinement of goals, metrics, actions, and budget priorities.

Goal 1: College and Career Readiness
Educational partners consistently emphasized the importance of strengthening college and career preparation. In response, the 2026–27 LCAP continues to expand opportunities for students to participate in CTE and Dual Enrollment courses, enabling them to earn college credits while in high school. Action steps informed by partner feedback include:

- Regular academic strategic planning sessions with Post-Secondary Counselors to ensure course alignment with students' postsecondary goals.
- Tracking and support of WIOA career pathways for every student.
- Increased access to career exploration activities through consistent meetings with the Career Pathways Coordinator.

Goal 2: Academic Support
Feedback highlighted the need for targeted tutoring and intervention, particularly in Math and ELA, for students who are SWD, EL/LTEL, or socioeconomically disadvantaged. To address these priorities, the LCAP maintains and expands initiatives informed by this input:

- My Math Path and My Reading Path cohorts provide structured intervention.
- Dedicated Math Intervention Specialists in each learning center.
- Homework Cafés to provide additional after-school support.

These actions reflect partner input on equitable academic access and ensure resources are focused on areas with the greatest demonstrated need.

Goal 3: Social-Emotional Learning, Safety, and Community Engagement
Parents and students stressed the importance of a safe, inclusive, and socially engaging learning environment. In response, the 2026–27 LCAP includes actions that directly address this feedback:

- Expanded social-emotional learning opportunities through wellness groups, student councils, field trips, pathways trips, and school events.
- Continued investment in security personnel, upgraded safety systems, and regular safety drills.
- Monthly cultural events led by the diversity team to promote inclusion and respect.
- Enhanced communication strategies via School Messenger, Remind App, Google Voice, and social media to keep families and community members informed and engaged.

Prioritization and Budget Alignment
The LEA considered educational partner input alongside available resources to prioritize initiatives that would have the greatest impact on student outcomes. Budget allocations and action plans were adjusted to ensure sustained investment in college/career readiness, academic support, and social-emotional learning, while maintaining fiscal responsibility. Where Equity Multiplier funds are allocated, input from schools serving unduplicated students specifically guided the expansion of interventions and support for these populations.

By integrating the perspectives of educational partners into goal-setting, action development, and resource allocation, the 2026–27 LCAP remains a responsive and actionable plan. These targeted efforts ensure that students receive the academic, social-emotional, and career-focused support they need, while demonstrating transparency and responsiveness to the community's priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	By the end of the 2026-27 school year, the charter aims to significantly increase both college and career readiness indicators and graduation rates, with particular attention to improving outcomes for Hispanic, Low-Income (LI), Students with Disabilities (SWD), and White student subgroups.	Focus

State Priorities addressed by this goal.

4: Student Achievement
5: Student Engagement
7: Course Access
8: Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed in response to ongoing challenges in graduation rates and college/career readiness, as indicated by the California Dashboard. While the one-year cohort DASS graduation rate remains strong at 92.3%, the multi-year graduation rate for all students is 57.5%, reflecting the need for continued, targeted interventions to support students in achieving timely graduation.

This trend is particularly evident among key student subgroups:
- Hispanic Students (HI): 54.3% graduated, ↓1%
- Homeless Students (HOM): 41.9% graduated, ↓4%
- Socioeconomically Disadvantaged Students (SED): 55.6% graduated, ↑6.4%
- Students with Disabilities (SWD): 63% graduated, ↑1.6%
- White Students (WH): 65.2% graduated, ↑19.1%

The most recent College & Career Indicator (CCI) data continues to highlight low overall postsecondary readiness, with 15.8% of all students meeting the “prepared” benchmark (↑5.7%). Subgroup outcomes further underscore persistent equity gaps:
- Hispanic Students (HI): 12.2% prepared, maintained (-0.3%)
- Socioeconomically Disadvantaged Students (SED): 14.3% prepared, ↑7%
- Students with Disabilities (SWD): 17.4% prepared, ↑9.5%
- White Students (WH): 20.7% prepared, ↑11.1%

Analysis from the Comprehensive Needs Assessment (CNA) confirms that many students enter the program off track in credits or behind their cohort, requiring personalized academic interventions to accelerate progress. Additionally, certain populations—such as EL/LTEL, Foster Youth, and SWD students—continue to face barriers to accessing Dual Enrollment and CTE opportunities, limiting exposure to postsecondary pathways.

To address these gaps, the charter will:

- Expand A–G course offerings and increase Dual Enrollment access
- Enhance CTE pathways and targeted career preparation programs
- Implement personalized interventions, tutoring, and credit recovery to support timely graduation
- Provide professional development to strengthen educator capacity for supporting diverse learners
- Engage families and stakeholders to reinforce academic and postsecondary planning

By focusing on these targeted strategies, the charter aims to increase graduation rates, improve college and career readiness, and ensure that all students have equitable access to postsecondary opportunities. These efforts support the overarching mission of preparing students to succeed in college, technical training, or the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Improve College/Career Preparedness	Fall 2023 CA Dashboard: 9.5% Met UC/CSU Requirements	Fall 2024 CA Dashboard: 10.1% Met UC/CSU Requirements	Fall 2025 CA Dashboard: 15.8% Met UC/CSU Requirements	Implement targeted interventions to improve A-G completion rates by at least 5% among the all student group level with the goal of improving our CCI preparedness level by 2026-27.	6.3%↑
Metric #2	Increase 4-5-year cohort Graduation Rates by a percentage	Fall 2023 CA Dashboard 4-5 cohort Graduation Rate - 41.4%	Fall 2024 CA Dashboard 4-5 cohort Graduation Rate - 52%	Fall 2025 CA Dashboard 4-5 cohort Graduation Rate - 57.5%	Increase overall graduation rates to at least 50% by 2026-27, with specific attention to raising rates for Hispanic, LI, SWD, and White students by 5%.	16.1%↑
Metric #3	Maintain one-year DASS Graduation Rates	Fall 2023 CA Dashboard one-year DASS graduation rate - 90%	Fall 2024 CA Dashboard one-year DASS graduation rate - 89%	Fall 2025 CA Dashboard one-year DASS graduation rate - 92.3%	Maintain our one-year DASS graduation rate at or above 80% through 2026-27.	2.3%↑
Metric #4	Core course credit completion units	2023-24: Core Course Credit Completion English: 6.87 Math: 6.37 Science: 7.10 Social Studies: 7.73	2024-25: Core Course Credit Completion English: 7.2 Math: 6.7 Science: 7.9 Social Studies: 7.9	2025-26: Core Course Credit Completion English: 8.5 Math: 7.8 Science: 8.9 Social Studies: 8.4	Core course completion rates will be at 6 units or more for all core subjects annually though the 2026-27 school year	English: 1.63↑ Math: 1.43↑ Science: 1.8↑ Social Studies: 0.67↑

Metric #5	Progression as a percentage	2023-24 Progression: 88.1%	2024-25 Progression: 89.2%	2025-26 Progression: 90.1%	Monthly Student Progression will be maintained at or above 86% annually throughout the 2024-27 LCAP cycle.	2% ↑

Insert or delete rows, as necessary.

Goal Analysis for 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.

All of the planned actions outlined in Goal 1 were fully implemented as intended and identified within the LCAP.

Successes: As a result of the successful implementation of the actions outlined in Goal 1, the LEA has improved student outcomes related to Graduation Rate: All students improved by 5.5%, Low Income students improved by 6.4%, SWD improved by 1.6%, and White students improved by 19.1%. Additionally, the LEA continues to maintain a high DASS 1 year graduation rate at 91.5% in the 2024-25 school year. These improved outcomes were achieved through a number of strategies. First, the LEA continues to focus on each student's 9th grade entry date combined with their targeted 4 to 5 year graduation date. The LEA has found academic strategic planning with school staff, parents/guardians, and the student to create an individualized plan for each student to recover credit deficiencies wherever possible to be extremely beneficial. This process enables all educational partners to have a voice in developing individualized goals and strategies to best support each student's academic needs. Additionally, the student is more committed to following this plan since they were an integral part of its development. Plans include targeted interventions and enrollment in small group instruction classes as warranted. Low Income students continue to be provided with technology supplies such as Chromebooks and Hot Spots, bus passes, and school and/or hygiene supplies when needed, and SWD continue to receive academic support from Special Education Specialist and Paraprofessionals. The LEA was able to improve College and Career Readiness color ranking from Orange to Yellow with improved outcomes for the following student groups in reaching the "Prepared" category: White students increased by 11.1%, Low Income students increased by 7%, and Students with Disabilities increased by 9.5%. The LEA saw increased participation in both CTE and Dual Enrollment programs from these student populations in the 2024-25 school year. All students were provided with these opportunities as well as access to Targeted Small Group Instruction classes, and support with selecting a preferred WIOA career pathway and subsequent exposure to those industries and career resources through the Career Pathways Coordinators.

Challenges: The LEA continues to be challenged with improving College and Career Readiness outcomes for students from our Hispanic population; this student population had a slight decline of 0.3% in the "Prepared" category. The LEA continues to explore ways to increase participation in both CTE and Dual Enrollment from our special populations with additional focus on our Hispanic students. Through our annual CNA we have determined that we need to intentionally promote these opportunities to these students continuously throughout the year instead of just at the start of each semester. Additionally, information about these opportunities and their benefits need to be presented

in Spanish to the parents/guardians of our Hispanic students. We are also committed to finding out what the specific barriers are for each student group that are preventing them from taking advantage of these valuable opportunities so we can do a better job of accommodating these students.

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

There were no material differences between planned services and actual implementation of actions under this goal, as all planned materials, services, and resources were fully implemented as intended. However, estimated actual expenditures exceeded initial budgeted projections in certain areas, primarily related to staffing, contracted services, and instructional supports. These increases were funded through base funding and reflect higher-than-anticipated costs associated with full implementation of planned actions. LCAP budget estimates are developed prior to final funding determinations, and the LEA prioritizes full implementation of services to support student needs, which may result in variances between budgeted and actual expenditures. The LEA will continue to monitor expenditures and refine future budget assumptions to improve alignment.

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

The actions outlined in Goal 1 have demonstrated effectiveness based on the LEA's current data and ongoing progress monitoring. Actions related to improving the 4–5 year graduation cohort rate have shown positive impact, as each student group has exceeded the Year 3 target outcomes for Goal 1, Metrics 2 and 3 during the first and second years of the 2024–27 LCAP cycle. The LEA continues to maintain and refine its targeted outcomes due to the unique nature of its program, which includes continuous enrollment and students entering with varying levels of credit deficiency. This results in fluctuations in cohort calculations from year to year; however, overall trends indicate continued improvement in graduation outcomes.

Academic Strategic Planning has been a key driver of this progress. This process begins at student orientation, where educational partners review the student's 9th grade entry date, expected 4–5 year graduation timeline, current credit status, and remaining requirements. An individualized academic plan is then developed with targeted interventions, appropriate course placement, and academic supports. These plans are reviewed and updated each semester based on student progress and evolving postsecondary goals. Students with Disabilities receive additional support through Special Education Specialists and Paraprofessionals to ensure access to academic and transition planning supports.

Goal 1 Metrics 4 (Core Course Completion) and 5 (Student Monthly Progression) have supported progress toward graduation outcomes. The LEA has observed strong performance in core course completion, with students consistently earning six or more units in core subjects, as well as exceeding the 86% target for Student Monthly Progression during the first and second years of the 2024–27 LCAP cycle.

Actions related to College and Career Readiness have also demonstrated effectiveness, as reflected in increases in the "Prepared" indicator on the California Dashboard for several student groups, including White students (+11.1%), Low Income students (+7%), and Students with Disabilities (+9.5%) in year two of the LCAP cycle. However, the Hispanic student group showed a slight decline (-0.3%) in this indicator. In response, the LEA is examining strategies to increase participation in CTE and Dual Enrollment programs, including expanded Spanish-language communication with families regarding program opportunities and benefits, as well as ongoing efforts to identify barriers to participation through student and family feedback.

The LEA will continue to monitor these outcomes closely and refine support to further strengthen College and Career Readiness outcomes, particularly for underrepresented student groups.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year as the LEA is satisfied with progress being made towards meeting all of the desired outcomes.

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
Action #1	21st Century Learning	The LEA is dedicated to equipping students with the essential skills needed to thrive as 21st-century learners. Through tailored courses and expanded access to cutting-edge technology and digital resources, we aim to enhance students' technical proficiency and leverage digital tools to enrich their learning experiences. Additionally, we are committed to broadening our Career and Technical Education (CTE) program to encompass emerging fields such as construction, nursing, and information technology, ensuring alignment with students' evolving interests and post-graduation aspirations.	$170,000.00	Yes
Action #2	SWD Intervention Support and Instruction	Individualized support from Special Education Specialists and Paraprofessionals to improve academic outcomes, college and career readiness, and graduation rates for our SWD as highlighted on the CA Dashboard. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP, SWD and Hispanic students.	$360,000.00	No
Action #3	Targeted Small Group Instruction	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for LTEL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	$340.000.00	Yes
Action #4	Academic Strategic Planning	Our goal is to ensure that 85% of seniors engage in strategic planning and goal setting sessions with their Post-Secondary Counselor. These sessions will be informed by the Common Core State Standards, students' career aspirations, GPA, assessment data, and performance standards, providing personalized guidance to support their transition to post-secondary education and career pathways. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP, SWD and Hispanic students.	$70,000.00	No
Action #5	SWD Professional Development	Annual professional development and any needed specialized training to support SWD in their academic coursework for Special Education Specialist and Paraprofessionals.	$60,000.00	No

Action #6	Career Pathways	Identify and track the career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP, SWD and Hispanic students.	$145,000.00	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	The charter is committed to improving SBAC math and ELA performance, with a primary focus on Long Term English Learners (LTEL), Students with Disabilities (SWD), and Low-Income (LI) students, while also facilitating reclassification to strengthen language proficiency and enhance academic achievement.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students have equitable access to academic success by addressing ongoing challenges in ELA and math performance, particularly among historically underserved student populations. Recent California Dashboard data indicates that overall ELA performance remains 15.1 points below standard (maintained, ↑1.3 points, orange rating), while overall math performance greatly improved, moving from a Red color ranking to a Yellow color ranking, math performance is 114.5 points below standard (increased, ↑5.7 points) and continues to reflect areas of concern, highlighting the need for targeted interventions to support students in meeting grade-level standards .

Subgroup data underscores persistent disparities:

<u>English Language Arts (ELA):</u>
Hispanic Students (HI): 44.5 points below standard, ↓18.4 points
Socioeconomically Disadvantaged Students (SED): 31.7 points below standard, ↓9 points
White Students (WH): 23.8 points above standard, ↑37.9 points

<u>Math</u>
Socioeconomically Disadvantaged Students (SED): 121.9 points below standard, ↓5 points
Hispanic Students (HI): 121.7 points below standard, ↑11.1 points
White Students (WH): 98.3 points below standard, ↑4.1 points

English Learner Progress:

EL Students: 54.5% making progress, maintained (↑1.9%)
LTEL Students: 57.1% making progress, maintained (↑1.6%)

These findings highlight the need for focused academic support, particularly for Hispanic, SED, and EL/LTEL students, to ensure all students can meet or exceed grade-level expectations.

Based on the CNA and Dashboard findings, the charter will implement targeted strategies to improve academic outcomes:
Small group instruction and targeted interventions for students performing below standard
Expanded academic support services, including access to Math Intervention Specialists and additional tutoring resources
Integration of social-emotional learning (SEL) to address non-academic barriers to learning
SBAC-aligned practice and assessments to strengthen readiness for state assessments
Ongoing professional development for educators to enhance instructional strategies for diverse learners

Through these evidence-based strategies, the charter aims to close achievement gaps and ensure that all students—regardless of background—receive the support needed to succeed academically in both ELA and math. By fostering equity, engagement, and targeted interventions, the school remains committed to preparing students for long-term academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Increase the % of students at standard nearly met or higher on the Math SBAC	Long-term English learners: 0%. Students with Disabilities: 20%. Low-income students: 24%.	Long-term English learners: The LEA did not have a numerically significant LTEL population size for reporting, therefore data will be suppressed to protect student privacy. Students with Disabilities: 27.78%. Low-income students: 30%.	Long-term English learners: The LEA did not have a numerically significant LTEL population size for reporting, therefore data will be suppressed to protect student privacy. Students with Disabilities: 10.82%. Low-income students: 9.16%. Points Below Standard Low-income: 121.9 SWD: 152.3	By the release of the 2027 CA Dashboard, improve the percentage of our unduplicated students scoring at the Standard Nearly Met or higher level on the Math SBAC: Long-term English learners:10%. Students with Disabilities: 30%. Low-income students: 35%.	LTEL: no change Low-Income: 9.18%↓ SWD: 14.84%↓

Metric #2	Increase Internal RenStar Metric for math	Spring 2024 RenStar: .91 all students .68 LTEL .71 SWD .78 FRMP	2024-2025 Average Math GLE Score Growth: Grade Level Equivalency (GLE) growth measures the change in students' GLE scores between the first and subsequent assessment All Student Level: 1.01 LTEL: 2.48 SWD: 1.13 FRMP: 0.95	Spring 2025-26 Math GLE Score Growth: 1.12 all students -0.2 LTEL 1.19 SWD 1.1 FRMP	All students, particularly those performing below standard in math, are expected to achieve an average growth of 1.0 in their GLE by the end of the 2026-27 academic school year.	Math GLE Score Growth:: 0.21↑ all students 0.88↓ LTEL 0.48↑ SWD 0.32↑ FRMP
Metric #3	Increase the % of students at standard nearly met or higher on the ELA SBAC	Long-term English Learners: 27% 7th graders: 50%	Long-term English Learners: The LEA did not have a numerically significant LTEL population size for reporting, therefore data will be suppressed to protect student privacy. 7th graders: 52.94%	Long-term English Learners: The LEA did not have a numerically significant LTEL population size for reporting, therefore data will be suppressed to protect student privacy. 7th graders: 48.71%	By the release of the 2027 CA Dashboard, improve the percentage of our unduplicated students scoring at the Standard Nearly Met or higher level on the ELA SBAC: Long-term English learners: 35% 7th graders: 55%.	LTEL: no change 7th graders: 1.29%↓

Metric #4	Increase Internal RenStar Metric for ELA	Spring 2024 RenStar: 1.05 all students 1.54 LTEL .96 SWD 1.06 FRMP	2024-2025 Average ELA GLE Score Growth: Grade Level Equivalency (GLE) growth measures the change in students' GLE scores between the first and subsequent assessment All Student Level: 1.0 LTEL: 2.9 SWD: 1.1 FRMP: 1.1	Spring 2025 ELA GLE Score Growth: Grade Level Equivalency (GLE) growth measures the change in students' GLE scores between the first and subsequent assessment: 1.1 all students 0.8 LTEL 1.1 SWD 1.2 FRMP	All students, particularly those performing below standard in ELA, are expected to achieve an average growth of 1.0 in their GLE by the end of the 2026-27 academic school year.	ELA GLE Score Growth: 0.05 ↑ all students 0.74 ↓ LTEL 0.14 ↑ SWD 0.14 ↑ FRMP
Metric #5	Reclassification rate	Spring 2024 Internal Data: 100% of eligible students	Spring 2025 Data: 100% of eligible students	Spring 2026 Data: 100% of eligible students	Reclassification will be at or above 20% annually.	No change
Metric #6	English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC)	Fall 2023 CA Dashboard: 68% making progress on their ELPAC Level	Fall 2024 CA Dashboard: 52.6% making progress on their ELPAC Level	Fall 2025 CA Dashboard: 54.5% making progress on their ELPAC Level	Maintain a high ELPI level, 55% of English Language Learners making progress on their ELPAC Level by the release of the Fall 2027 CA Dashboard.	13.5%↓

Metric #7	Local Indicator - Priority 2: Implementation of State Standards	Fall 2023 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 4 – Full Implementation and 5 –Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 4 – Full Implementation 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 4 –	Fall 2024 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 – Full Implementation; ELD – 2 Beginning Development 2. Instructional Materials: Full Implementation; ELD – 2 Beginning Development 3. Policy & Program Support: 5 –Full Implementation and Sustainability for all academic standards 4. Implementation of Standards: 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	Fall 2025 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 –Full Implementation; ELD – 3 Initial Implementation 2. Instructional Materials: 5 –Full Implementation and Sustainability for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability for all academic standards 4. Implementation of Standards: 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation	Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 4 – Full Implementation 4. Implementation of Standards: 4 – Full Implementation and 5 – Full	Professional Development: Core Academic Standards - 5 ELD - 2 → 3 Instructional Materials: Core Academic Standards - 5 ELD - 2 → 5

		Full Implementation		and Sustainability ratings for all academic standards	Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 4 – Full Implementation	

Insert or delete rows, as necessary.

Goal Analysis for 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.

All of the planned actions outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes: As a result of the successful implementation of the actions outlined in Goal 2, the LEA had improved student outcomes related to math SBAC performance: the LEA's performance color ranking improved from Red to Yellow. While Hispanic students performing in the "Standard Nearly Met" or higher categories decreased by 2.22%, their color ranking improved from Red to Orange with an overall improvement of 11.1 points below standard and a notable increase of Hispanic students testing in the "Exceeds Standard" category from 2.44% to 4.35%. Similarly, White students performing in the "Standard Nearly Met" or higher categories decreased by 5%, their color ranking improved from Orange to Yellow with an overall improvement of 4.1 points below standard. RenStar Grade Level Equivalency growth goals for the year 2 outcome were either met or exceeded as follows: in math our overall student growth was 1.3 grade levels, FRMP students grew 1 grade level, and Students with Disabilities grew 1.19 grade levels; and in ELA our LTEL students grew 1.8 grade levels, Students with Disabilities grew 1.6 grade levels, FRMP students grew 1.1 grade levels, and overall student growth was 1.3 grade levels. These improved student outcomes were the result of ongoing efforts by the LEA to utilize targeted interventions with these student populations including the strategic use of intervention classes for both math and ELA, extra tutoring opportunities with Math Intervention Specialists and English tutors, additional academic support from EL Specialists, Special Education Specialists and Paraprofessionals, and weekly SBAC prep questions for all students. Additional successes were getting 100% of eligible students reclassified and improving our ELPI from 52.67% to 54.5%. These successes were accomplished through the support of our EL Specialists and general education teachers working together to support the academic and social-emotional needs of our English Learner population, utilizing a Language Acquisition Development curriculum with our LTEL students, adding an ELD intervention program, IXL to support both EL and LTEL students improve their language proficiency skills, and the continued improved communication with our Spanish speaking families through our bilingual EL Specialist.

Challenges: The LEA continues to have challenges with 7th grade ELA SBAC performance as evidenced by a 4.22% increase in the "Standard Not Met" category. Since the middle school student population is very small, just one or two 7th grade students not doing well on the SBAC assessment can dramatically impact the overall outcome. Additionally, middle school students are reluctant to enroll in intervention classes as they have very few elective opportunities each semester and prefer to take "fun" elective classes over remedial or intervention classes. The LEA is exploring different intervention opportunities such as IXL, which can be incorporated into the middle school English curriculum, to support our middle school students as this program has proven to be successful with other student populations. The LEA did not have a numerically significant English Learner (EL) or Long-Term English Learner (LTEL) population testing for the SBAC assessment; therefore, data will be suppressed to protect student privacy. As a result, no progress update is available at this time.

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.

There were no material differences between planned services and actual implementation of actions under this goal, as all planned materials, services, and resources were fully implemented as intended. However, estimated actual expenditures exceeded initial budgeted projections in certain areas, primarily related to staffing, contracted services, and instructional supports. These increases were funded through base funding and reflect higher-than-anticipated costs associated with full implementation of planned actions. LCAP budget estimates are developed prior to final funding determinations, and the LEA prioritizes full implementation of services to support student needs, which may result in variances between budgeted and actual expenditures. The LEA will continue to monitor expenditures and refine future budget assumptions to improve alignment.

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

The actions outlined in Goal 2 have demonstrated effectiveness based on the LEA's current data and ongoing progress monitoring. Actions focused on increasing the percentage of students performing at the "Standard Nearly Met" level or higher in Math SBAC have shown positive impact, as evidenced by the LEA's improvement of two performance color levels, moving from Red to Yellow. While overall performance improved, notable subgroup gains were observed, including Hispanic students improving by 11.1 points below standard and moving from Red to Orange, and White students improving by 4.1 points below standard and moving from Orange to Yellow.

In ELA, actions supporting increased student performance have resulted in the LEA maintaining an Orange performance level on the California Dashboard. This stable performance indicates sustained outcomes, with continued implementation of instructional supports and interventions contributing to consistency in results. However, the 7th grade ELA population continues to present an area of need, as reflected in increased performance within the "Standard Not Met" category. To address this, the LEA is considering the integration of IXL within middle school English courses to strengthen skill development and engagement.

Students identified through benchmark assessments as needing targeted support are enrolled in intervention cohorts such as My Math Path and My Reading Path, which provide structured support in foundational skill development. Additionally, Students with Disabilities continue to receive push-in support during direct instruction to improve access to grade-level content.

Actions related to improving Grade Level Equivalency (GLE) growth targets of one year per academic year in both Math (Goal 2, Metric 2) and ELA (Goal 2, Metric 4) have generally been effective. In Math, all identified student groups met or exceeded growth targets with the exception of LTEL students, who experienced a slight decline of 0.23 grade levels. In ELA, all student groups exceeded the established

growth targets. The LEA will continue to monitor LTEL performance closely and further analyze contributing factors to inform future instructional adjustments and targeted supports.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year as the LEA is satisfied with progress being made towards meeting all of the desired outcomes.

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
Action #1	MMP Cohorts	Students who are identified as being in need of urgent intervention on the RenStar math assessment will be assigned a My Math Path (MMP) cohort as an intervention to improve their foundational math skills	$20,000.00	No
Action #2	MRP Cohorts	Students who are identified as being in need of urgent intervention on the RenStar ELA assessment will be assigned a My Reading Path (MRP) cohort as an intervention to improve their foundation ELA skills	$15,000.00	No
Action #3	Targeted Small Group Instruction (duplicate - Goal 1, Action 3)	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for LTEL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	$0	Yes
Action #4	SBAC Prep	Weekly SBAC practice questions including performance tasks in English and Math SGI classes. Tech in Testing will be provided in the Spring semester.	$50,000.00	No
Action #5	Benchmark Assessments and Interventions	Employ systematic benchmark assessments and tailored interventions to monitor student progress and address learning gaps effectively.	$170,000.00	Yes
Action #6	LTEL PD	Annual professional development for English Language Specialists	$115,000.00	Yes
Action #7	LTEL Language Acquisition program	The LTEL Language Acquisition Program is an Academic Language Development curriculum specifically designed for Long Term English Learners. It focuses on the targeted development of both linguistic and non-linguistic skills. Targeted Development of Linguistic Skills: • Academic Vocabulary and Writing Structures • Cognition Academic Literacy Skills Targeted Development of Non-linguistic Skills: • Foundational Academics • Work Habits • Digital Literacy	$10,000.00	Yes
Action #8	Professional Development	Instructional staff will actively participate in annual professional development sessions aimed at enhancing their capacity to deliver personalized, standards-aligned instruction. These opportunities will empower educators with the latest methodologies and tools, ensuring they can effectively tailor their teaching approaches to meet the diverse needs of each student, thereby fostering a culture of continuous improvement and academic excellence.	$330,000.00	Yes

Action #9	LTEL Individualized Support and Instruction	Individualized support through EL Specialists to improve academic outcomes, college and career readiness, and graduation rates for our LTEL students as highlighted on the CA Dashboard	$150,000.00	Yes
Action #10	IEP Monitoring	Caseload Managers and School Psychologists will continue to review IEP's upon enrollment and receiving the IEP and evaluate the need for re-evaluation, modification of services, and readiness for state testing (e.g., CAASP and ELPAC)	$80,000.00	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	By the end of the 2026-27 school year, the charter aims to decrease chronic absenteeism rates with a special emphasis on Middle School and Hispanic students and foster a positive school climate that promotes attendance and engagement among students.	Focus

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Parent Involvement
Priority 5: Student Engagement
Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to address ongoing challenges in chronic absenteeism and school climate as reflected on the California Dashboard. While the LEA has maintained its overall chronic absenteeism rate at 46.4% (↑0.2%), concerns persist among specific student groups, underscoring the need for targeted interventions to support attendance and engagement.

Subgroup Chronic Absenteeism Data:
- Hispanic Students (HI): 46.5% chronically absent, ↓2.7%
- Socioeconomically Disadvantaged Students (SED): 49.5% chronically absent, ↑1.3%
- White Students (WH): 46.5% chronically absent, ↑5.5%

These findings highlight the need for ongoing support, particularly for SED students and other subgroups facing attendance barriers.

Suspension Data:
- All Students: 0% suspended at least one day, maintained (-0.1%)

School Climate:
- Overall school climate results:

	Student Connection to Teachers	Social Emotional & Physical Safety	Connection & Belonging	Inclusion
Students	3.9	4.6	4.5	4.3
Parents	4.5	4.7	4.7	4.4
Staff	4.5	4.6	4.7	4.6

Key areas for improvement:
The Peer Pressure (Social Media Focus) dimension explores how social media trends and peer expectations influence student behavior, self-image, and decision-making. Across all dimensions of the 2026 Altitude School Climate Survey, this area received the lowest scores from both staff and parents. The scores for this dimension are measured on a scale of 1 to 5, where 1 is the lowest and 5 is the highest:

- Staff (3.27): This was the lowest-rated dimension across all groups. Staff expressed significant concern that peer dynamics and social media trends are actively affecting student behavior and academic performance.
- Students (3.88): Students rated this area more positively than adults, indicating they feel the pressure is "generally manageable". While they acknowledge the presence of online influence, they reported higher confidence in their ability to navigate these challenges than adults perceived.
- Parents (3.97): Although this was the parents' lowest-rated dimension, it still reflects a "moderate" level of satisfaction. Parents generally feel the school provides enough support, though they remain more concerned about online social trends than the students themselves.

Based on CNA findings and Dashboard data, the LEA will implement targeted strategies to improve attendance, reduce suspensions, and strengthen school climate:

- Expand targeted attendance interventions for at-risk students, particularly in middle school
- Provide additional support services, including transportation and family engagement initiatives, to mitigate barriers to regular attendance
- Enhance behavioral support programs, including social-emotional learning initiatives and positive reinforcement strategies
- Implement restorative justice and conflict resolution practices to maintain low suspension rates, particularly for students with additional needs
- Continue school-wide climate initiatives that foster positive relationships, student engagement, and community-building

By proactively addressing chronic absenteeism, suspension rates, and school climate, the LEA is committed to ensuring that all students—regardless of background—have the support, structure, and positive learning environment needed to thrive academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Suspension Rates	Fall 2023 CA Dashboard: 0%	Fall 2024 CA Dashboard: 0.1%	Fall 2025 CA Dashboard: 0%	The charter aims to maintain its suspension rates at or below 1.5%	No change
Metric #2	Decrease the Chronic Absenteeism	Middle School: 43.86% Hispanic: 52.7%	Fall 2024 CA Dashboard: Middle School: 46.2% Hispanic: 49.2%	Fall 2025 CA Dashboard: Middle School: 57.5% Hispanic: 54.3%	Decrease the Chronic Absenteeism rate by 3% by June 30, 2027.	Middle School: 13.64%↑ Hispanic: 1.6%↓
Metric #3	Dropout rates	High School: 1.6% Middle School: 4.1%	High School: 2.4% Middle School: 2.3%	High School: 0.3% Middle School: 0%	The high school dropout rates will be maintained at or below 5%. The middle school dropout rate will be maintained at or below 2%.	High School: 1.3%↓ Middle School: 4.1%↓
Metric #4	School Climate Survey	Parent: Social Media 3.6 Student: Social Media 3.5 Staff: Social Media 3.6	Spring 2025 Altitude School Climate results: Social Medial/Peer Pressure reported all groups above the 3.5 range: • Staff Score: 3.78 • Student Score: 3.88 • Parent Score: 4.9	Parent: Social Media 3.97 Student: Social Media 3.88 Staff: Social Media 3.27	The Social Media rating on the School Climate Survey will be within the 3.5-4.0 range for each survey group by the end of the Spring 2027 survey.	Staff Score: 0.37↑ Student Score: 0.38↑ Parent Score: 1.3↓

Metric #5	Basic Services	Fall 2023 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 38.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFL William S. Hart, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is	Fall 2024 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 32.1% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFL WSH, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is	Fall 2025 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 35.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFL WSH, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is	Teaching Assignment Monitoring Outcomes: Clear (% of teaching FTE): maintained at or above 38.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0	Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 3.2%↓ • Textbook Insufficiencies: no change • Facilities Inspections: no change Number of Uniform Complaints: no change

		permitted in California under the education Code reference mentioned above for alternative settings. Using this report In the 2022-2023 school year, all OFL William S. Hart teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2023-24 school year, all OFL WSH teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2024-25 school year, all OFL WSH teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.		

Insert or delete rows, as necessary.

Goal Analysis for 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.

All of the planned actions outlined in Goal 3 were fully implemented as intended and identified within the LCAP.

Successes:
As a result of the implementation of Goal 3 actions, the LEA reduced chronic absenteeism for Hispanic students by 2.7%. The middle school dropout rate also decreased by 0.2%, reflecting improved student engagement and support systems. These outcomes were supported through quarterly Achievement Chats with middle school families, which strengthened communication between students, families, and school staff and increased awareness of student progress and needs. In addition, a dedicated middle school support staff member provided targeted academic and attendance support for students requiring additional intervention. The use of intervention tracking systems allowed teachers to identify students needing support in a timely manner and assign targeted interventions throughout the school year. Additionally, all middle school students were provided access to monthly bus passes to reduce transportation-related barriers to attendance.

Challenges:

Despite these efforts, reducing overall chronic absenteeism remains an ongoing challenge. Students continue to experience inconsistent attendance patterns that require more frequent and proactive intervention strategies. While systems are in place to monitor student progress, ensuring timely identification and consistent follow-through on interventions remains an area for continued improvement.

Through the 2024–25 CNA process, the LEA identified the need for earlier and more consistent monitoring of truancy indicators. In response, the LEA will strengthen middle school staff capacity to monitor attendance patterns more closely and implement early intervention strategies at the first sign of attendance concerns. The goal is to provide timely support and prevent repeated truancy occurrences through targeted academic and wraparound services.

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.

There were no material differences between planned services and actual implementation of actions under this goal, as all planned materials, services, and resources were fully implemented as intended. However, estimated actual expenditures exceeded initial budgeted projections in certain areas, primarily related to staffing, contracted services, and instructional supports. These increases were funded through base funding and reflect higher-than-anticipated costs associated with full implementation of planned actions. LCAP budget estimates are developed prior to final funding determinations, and the LEA prioritizes full implementation of services to support student needs, which may result in variances between budgeted and actual expenditures. The LEA will continue to monitor expenditures and refine future budget assumptions to improve alignment.

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

The actions implemented under Goal 3 have been effective in supporting improved student engagement and reducing chronic absenteeism, as evidenced by current local and state data.

Actions related to reducing chronic absenteeism have been effective, with the Hispanic student group showing a 2.7% improvement in the 2025 CA Dashboard metric. This progress reflects the impact of increased Academic Strategic Planning meetings, targeted middle school supports, and expanded social-emotional learning opportunities designed specifically for middle school students. These strategies have improved student monitoring and strengthened early identification of attendance concerns. However, ongoing challenges remain in ensuring consistent attendance patterns for all student groups, and the LEA continues to refine its early intervention approach to reduce repeat truancy occurrences.

Actions related to school climate and engagement have also been effective, as reflected in School Climate Survey results. Parent ratings averaged 3.97 out of 5 and student ratings averaged 3.88 out of 5, indicating generally positive perceptions of the school environment. These results were supported by expanded social-emotional learning opportunities and staff training focused on improving student engagement and communication practices.

Staff survey results (3.27 out of 5) indicate an area for continued improvement. In response, the LEA will provide additional professional development focused on strengthening staff engagement strategies and improving consistency in communication and relationship-building practices during the 2026–27 school year.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year as the LEA is satisfied with progress being made towards meeting all of the desired outcomes.

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
Action #1	Social Emotional Learning	The LEA is committed to offering a diverse array of opportunities for student engagement, including experiential learning trips, camps, sports, clubs, and field trips. These experiences will provide students with dynamic learning opportunities beyond the traditional classroom setting, allowing them to apply academic knowledge and social-emotional skills in real-world contexts, fostering holistic growth and development. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism, as highlighted on the CA Dashboard, with a particular emphasis on our Hispanic students.	$400,000.00	Yes
Action #2	Achievement Chats	The LEA is committed to engaging in academic strategic planning with parents/guardians, students and educational staff to collaborate on academic goals, post-secondary planning, and individualized academic support. Achievement Chats will take place once a semester for high school students and every quarter for middle school students.	$1,000.00	No
Action #3	Parental involvement and Educational Partner Engagement	The LEA will host various events to increase parent and student connectedness to school and to foster increased diversity and inclusion. The LEA will also offer educational partner engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all educational partners in the Fall and Spring to inform program effectiveness.	$80,000.00	Yes
Action #4	Social Media Workshop/Event	The LEA will organize at least one annual workshop or event aimed at educating students, families, and staff on the safe and productive use of social media platforms.	$15,000.00	No
Action #5	Enhance School Climate Surveys	Administer regular school climate surveys to assess students' perceptions of safety, connectedness, and overall satisfaction with the school environment. Use survey data to identify areas for improvement and implement targeted interventions to enhance school climate.	$3,000.00	No
Action #6	Intervention Trackers	The LEA will continue the use of innovative intervention tracking systems to efficiently identify and monitor student attendance, academic advancement, and the effectiveness of targeted interventions. These trackers will enable us to swiftly respond to students' needs, ensuring timely support and fostering continuous improvement in their educational journey. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism, as highlighted on the CA Dashboard, with a particular emphasis on our Hispanic students.	$90,000.00	Yes

Action #7	Middle School Cohort with Support Staff	The LEA will be piloting a dedicated support staff member within a middle school cohort to provide targeted assistance to students, aiding them in overcoming academic challenges effectively. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism, as highlighted on the CA Dashboard, with a particular emphasis on our Hispanic students.	$35,000.00	No
Action #8	Equitable Transportation Access Initiative	The LEA will offer monthly bus passes to all middle school students as well as those from low-income backgrounds, ensuring equitable access to transportation services.	$3,000.00	Yes
Action #9	Foster Youth and Homeless Service	Foster Youth and Homeless students meet with the Post-Secondary Counselor every semester.	$25,000.00	Yes
Action #10	Student Wellness	The LEA will maintain a Wellness and Resource Corner at each learning center to support low income and Foster Youth students by ensuring they are maintaining a sense of wellness and nourishment.	$20,000.00	Yes
Action #11	Improve School Connectedness	The LEA will utilize various platforms such as School Messenger, social media, Google Voice, etc. to communicate important school information and advertise engagement events.	$15,000.00	No
Action #12	School Safety	The LEA will provide well-maintained and safe learning facilities that support student learning.	$45,000.00	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,012,917	$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
12.484%	11.542%	$1,842,482.64	25.01%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action #1 Action #6	A Comprehensive Needs Assessment (CNA) conducted in 2023–24, 2024–25, and 2025-26 informed by CA Dashboard data, internal student performance reviews, and feedback from educational partners, identified key challenges impacting English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income (LI) students. While the actions described in this section are implemented charterwide for equity and consistency, the strategies are principally directed toward unduplicated student groups who face disproportionate barriers to postsecondary readiness, college and career pathway access, and engagement in dual enrollment and Career Technical Education (CTE) courses. **Key Needs Identified:** English Learners (EL) & Long-Term English Learners (LTEL): Language acquisition barriers continue to impact enrollment in dual enrollment and CTE courses. Limited English proficiency and the need to balance family obligations reduce access to rigorous coursework, contributing to lower performance on the College/Career Indicator as reflected in the CA Dashboard. These students require structured language support, targeted academic guidance, and course scheduling flexibility to ensure progress toward postsecondary readiness. Foster Youth: Transient living situations and inconsistent academic support contribute to under-enrollment in dual enrollment and CTE programs. Foster youth require tailored guidance, mentoring, and access to stable, structured learning opportunities that promote successful completion of college- and career-ready coursework. Low-Income Students: Economic and familial barriers can limit participation in dual enrollment, CTE pathways, and emerging workforce-focused	Each action is implemented LEA-wide to ensure consistent access and systemic impact, while being principally directed toward unduplicated students, as demonstrated by the 2023–24 and 2024–25 CNA, CA Dashboard data, and educational partner feedback. **Goal 1, Action 1 – 21st Century Learning** How the Action Addresses Identified Needs: • Expands access to technology, digital tools, and innovative learning experiences to enhance technical proficiency for all students, with particular focus on FRMP, SWD, EL, and LTEL students. • Broadens Career and Technical Education (CTE) offerings to emerging fields (e.g., construction, nursing, information technology), aligning with students' interests and postsecondary goals. • Provides differentiated supports and tailored learning experiences to address academic and socio-emotional needs, reduce achievement gaps, and increase engagement. Why LEA-Wide: • Guarantees equitable access to 21st-century skills development for all students across the LEA. • Ensures instructional consistency, avoids fragmentation of services, and allows for scalable, sustainable monitoring of student outcomes. **Goal 1, Action 6 – Career Pathways** How the Action Addresses Identified Needs: • Tracks each student's career pathway and provides exposure to relevant industries through qualified staff and student events.	**Goal 1, Metric 1 – College and Career Preparedness** Implement targeted interventions to increase A–G completion rates by at least 5% across all students by 2026–27. **Goal 1, Metric 2 – Graduation Rates** Expand 21st Century Learning opportunities and WIOA Career Pathways to support student engagement and academic achievement. Increase the overall 4–5 year graduation cohort rate to at least 50% by 2026–27, with a 5% targeted increase for Hispanic, Low-Income (LI), Students with Disabilities (SWD), and White students.

programs. These students benefit from targeted interventions, supportive counseling, and opportunities that reduce systemic barriers to enrollment in advanced and career-connected coursework.

The CNA and internal data review highlighted under-enrollment among these unduplicated student groups in dual enrollment and CTE courses. Barriers include language challenges, family responsibilities, transient or unstable living situations, and lack of exposure to emerging career pathways. These inequities directly impact postsecondary readiness and career opportunities, reinforcing the need for LEA-wide actions that are specifically tailored to address the needs of EL, LTEL, FY, and LI students.

2025–26 Data Trends:
Student Achievement Data:

Student Population	English SGI classes	Math SGI Classes	Dual Enrollment	CTE
EL	20%	8%	0	0
LTEL	22.2%	11.1%	0	0
Foster Youth	0	14.3%	0	0
Socioeconomically Disadvantaged	29.8%	27.3%	2.5%	9.5%

Attendance & Credit Attainment:

Student Population	Chronic Absenteeism	Credit Attainment
EL	9.5%	69.2%
LTEL	14.3%	62.4%
Foster Youth	60%	59.1%
Socioeconomically Disadvantaged	31.9%	64.2%

Educational Partner Feedback: In our 2025-26 Educational Partner Surveys 84.47% of students were either very satisfied or satisfied with the college and career programs being offered; 91% of students and 94.12% of parents were either very satisfied or satisfied with the level of academic support being offered; and 82% of students and 91% of parents were either very satisfied or satisfied with the mental health support being provided.

- Supports college and career readiness, graduation attainment, and engagement in academic and career-focused coursework.
- Principally directed to FRMP, SWD, Hispanic, EL, and LTEL students to close opportunity and achievement gaps.

Why LEA-Wide:

- Ensures consistent guidance and career pathway opportunities for all students.
- Promotes equitable access to college and career supports while maintaining systemic consistency and sustainability.

Together, these actions provide a comprehensive approach to equipping students with the skills, knowledge, and experiences needed to succeed academically and professionally. By offering these initiatives LEA-wide, the LEA ensures equitable access, systemic consistency, and targeted support for unduplicated student groups who face persistent academic and socio-emotional barriers. These actions strengthen instructional capacity, increase student engagement, and promote postsecondary readiness, thereby advancing educational equity and supporting long-term student success.

	Based on CNA findings, the LEA is implementing charter wide actions—such as 21st Century Learning experiences and WIOA-aligned Career Pathways—that are principally directed toward these student groups. CTE offerings are being expanded to emerging fields, including construction, nursing, and information technology, and course schedules are adjusted to accommodate family obligations and transient living situations. These measures are designed to remove systemic barriers, increase equitable access, and improve college and career readiness for unduplicated students.		

Goal 1 Action #3 Goal 2 Action #3 Action #5 Goal 3 Action #6	A Comprehensive Needs Assessment (CNA) conducted in 2023–24, 2024–25, and 2025-26, informed by CA School Dashboard data, internal academic performance reviews, and feedback from educational partners, identified key challenges affecting Low-Income (LI), Foster Youth (FY), English Learners (EL), Long-Term English Learners (LTEL), and Homeless (H) students. While charterwide actions are implemented for equity and consistency, these strategies are principally directed toward unduplicated student groups who experience disproportionate barriers in academic achievement, access to intervention programs, and targeted support services. **Key Needs Identified:** English Learners (EL) & Long-Term English Learners (LTEL): Language acquisition barriers continue to impact performance across core subjects, particularly literacy and mathematics. These students require structured language support, scaffolded instruction, and ongoing monitoring toward reclassification and course completion. Low-Income (LI), Foster Youth (FY), & Homeless (H) Students: Economic and socio-emotional barriers limit access to academic support outside of school. These students benefit from personalized interventions, manipulatives, graphic organizers, flexible deadlines, and additional support that directly address learning gaps and mitigate challenges related to attendance, mobility, or family obligations. Enrollment and Performance Gaps: Low participation in math Small Group Instruction (SGI) classes and limited access to targeted interventions exacerbate achievement gaps for EL, LTEL, LI, FY, and H students. These sessions are designed to provide individualized instruction tailored to each	Each action below is implemented charter wide to ensure equitable access and systemic impact, while being principally directed toward unduplicated students, as identified through the CNA, CA Dashboard data, student outcome analyses, and educational partner feedback. **Goal 1 & Goal 2, Action 3 – Targeted Small Group Instruction** How the Action Addresses Identified Needs: • Provides differentiated instruction to identify and address learning gaps for EL, LTEL, Low-Income, Foster Youth, and Homeless students. • Integrates targeted strategies for LTEL students to support language development alongside content mastery. • Implements labs and additional instructional time to address attendance and engagement challenges for Foster Youth, Homeless, and Low-Income students. Why Charter wide: • Ensures all students benefit from consistent, personalized support while prioritizing unduplicated student groups. • Promotes equity, instructional consistency, and inclusive practices across all programs. **Goal 2, Action 5 – Benchmark Assessments and Interventions** How the Action Addresses Identified Needs: • Employs systematic benchmark assessments to monitor academic progress and identify gaps. • Delivers tailored interventions to support academic and socio-emotional needs of unduplicated students. • Provides data-informed guidance for instructional adjustments, ensuring timely and effective support.	**Goal 1, Metric 2 – Overall Graduation Rate** Increase overall graduation rates to at least 50% by 2026–27, with a 5% increase for Hispanic, Low Income, Students with Disabilities, and White students. **Goal 1, Metric 3 – DASS One-Year Graduation Rate** Maintain the DASS one-year graduation rate at or above 80% through 2026–27. **Goal 1, Metric 4 – Core Course Completion:** Ensure core course completion rates are 6 units or more in all core subjects annually through 2026–27. **Goal 1, Metric 5 – Monthly Student Progression** Maintain monthly student progression at or above 86% annually throughout the 2024–27 LCAP cycle. **Goal 2, Metric 1 – Math SBAC Proficiency** By the 2027 CA Dashboard, improve the percentage of unduplicated students

student's unique academic needs. Teachers employ differentiated strategies to support language development, content mastery, and socio-emotional readiness, ensuring students receive equitable instructional opportunities.

Systemic Monitoring and Access Gaps: Intervention trackers and regular benchmark assessments are used to closely monitor unduplicated students' progress. Data from these tools informs individualized intervention plans and allows instructional staff to adjust strategies in real time, targeting the specific barriers faced by EL, LTEL, LI, FY, and H students more effectively than generalized instruction.

2025–26 Data Trends:
Student Achievement Data:

SBAC Performance Outcomes: % of students scoring Standard Nearly Met or higher; N/A: not enough students to measure

Student Population	2024-24 SBAC Math	2023-24 SBAC Math	Change in performance outcomes	2024-25 SBAC ELA	2023-24 SBAC ELA	Change in performance outcomes
EL	N/A	N/A	N/A	N/A	N/A	N/A
LTEL	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	70.58%	60.845	↑9.74%	61.02%	49.97%	↑11.05%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A

Student Population	English SGI classes	Math SGI classes	Math GLE Growth	ELA GLE Growth
EL	20%	8%	1.51	1.4
LTEL	22.2%	11.1%	-0.04	1.1
Socioeconomically Disadvantaged	29.8%	27.3%	1.65	1.5
Foster Youth	0	14.3%	3.3	-0.2
Homeless	58.8%	23.5%	1.15	1.7

Attendance & Credit Attainment:

Student Population	Chronic Absenteeism	Credit Attainment
EL	9.5%	69.2%
LTEL	14.3%	62.4%
Socioeconomically Disadvantaged	31.9%	64.2%
Foster Youth	60%	64.2%
Homeless	31.6%	56.2%

Educational Partner Feedback: 91% of students were either very satisfied or satisfied with the level of academic support being offered

Why Charter wide:
- Establishes a consistent system for progress monitoring across all classrooms.
- Supports equitable access to targeted interventions and reduces the risk of fragmented services.

Goal 3, Action 6 – Intervention Trackers
How the Action Addresses Identified Needs:
- Tracks student attendance, academic progress, and intervention effectiveness for unduplicated students, including Hispanic, Low-Income, Foster Youth, and Homeless populations.
- Enables swift response to chronic absenteeism and learning gaps, ensuring timely support.
- Supports continuous improvement and personalized strategies to close achievement gaps.

Why Charter wide:
- Provides a systemic approach to monitoring students' academic and socio-emotional progress.
- Ensures consistent, equitable intervention for all students, while focusing on high-need groups.

By combining targeted small group instruction, systematic benchmark assessments, and innovative intervention trackers, the LEA ensures that unduplicated students receive timely, differentiated support tailored to their unique academic and socio-emotional needs. Charter wide implementation guarantees equity, consistency, and sustainability of these interventions, fostering improved academic outcomes, increased engagement, and reduced chronic absenteeism across all student populations.

scoring Standard Nearly Met or higher on the Math SBAC:
Long-Term English Learners: 10%
Students with Disabilities: 30%
Low-Income students: 35%

Goal 2, Metric 2 – Math Grade-Level Equivalency Growth
All specified student groups will achieve an average GLE increase of 1.0 per year across the 3-year LCAP, with particular focus on students performing below standard in math.

Goal 2, Metric 3 – ELA SBAC Proficiency
By the 2027 CA Dashboard, improve the percentage of unduplicated students scoring Standard Nearly Met or higher on the ELA SBAC:
Long-Term English Learners: 35%
7th Graders: 55%

Goal 2, Metric 4 – ELA Grade-Level Equivalency Growth
All specified student groups will achieve an

	These charter wide actions, principally directed toward unduplicated students, combine SGI, individualized interventions, benchmark assessments, and continuous progress monitoring. By providing targeted instructional support, differentiated strategies, and socio-emotional interventions, the LEA aims to close achievement gaps, improve academic outcomes, and foster an equitable learning environment where EL, LTEL, LI, FY, and H students can succeed.		average GLE increase of 1.0 per year across the 3-year LCAP, with particular focus on students performing below standard in ELA. **Goal 3, Metric 2 – Chronic Absenteeism Rate** Decrease the Chronic Absenteeism rate by 3% by June 30, 2027.

Goal 2 Action #8	A Comprehensive Needs Assessment (CNA) conducted in 2023–24, 2024–25, and 2025-26, informed by CA School Dashboard results from 2022–23 and internal data reviews, identified persistent challenges affecting Low-Income (LI), Foster Youth (FY), English Learners (EL), and Long-Term English Learners (LTEL). While professional development actions are implemented charterwide for consistency, they are principally directed toward these unduplicated student groups who experience disproportionate academic and engagement barriers.
	
	Key Needs Identified:
	Chronic Absenteeism: Overall chronic absenteeism with unduplicated students disproportionately affected highlighting the need for targeted attendance interventions and engagement support.
	
	Academic Performance: Performance gaps persist in core academic subjects. ELA distance from standard worsened overall from -11.4 to -16.4, with Hispanic students dropping from -10.1 to -26.2. Students with Disabilities remained in the “Very Low” range (-52.9 to -54.9), and socioeconomically disadvantaged students remained well below standard (-22.6). English Learners continue to struggle, with a distance from standard of -76.
	
	Professional Development Needs: Teachers require strengthened instructional capacity to meet the unique needs of unduplicated student populations. This includes:
	• Targeted teaching strategies for EL, LTEL, LI, and FY students
	• Culturally responsive practices to engage diverse learners
	• Support for English language development and academic proficiency
		Goal 2, Action 8 – Professional Development
		How the Action Addresses Identified Needs:
		• High-Needs Content Areas: Provides all staff with professional development in math and English to ensure equitable access to core content for all students.
		• Targeted Support for Unduplicated Students:
		  ○ Low-Income and Foster Youth: Training helps staff recognize socio-economic barriers and implement strategies to close academic and opportunity gaps.
		  ○ English Learners and Long-Term English Learners: Staff receive ongoing training in scaffolding, differentiated instruction, and intervention strategies to support language development and content mastery.
		• Data-Informed Instructional Practices:
		  ○ Professional Learning Communities (PLCs): Staff review data collaboratively to tailor instruction and interventions for high-need students.
		  ○ Instructional Coaches: Provide guidance on lesson modifications, student data interpretation, and targeted instructional strategies.
		
		Why LEA-Wide:
		• Ensures all instructional staff are equipped to address diverse student needs consistently across the charter.
		• Promotes instructional equity, cohesion, and sustainable implementation of best practices.
		• Strengthens the overall educational environment while maintaining a principal focus on unduplicated student groups.
		
		Expected Outcomes:
			Goal 2, Metric 1 – Increase the % of students at Standard Nearly Met or higher on the Math SBAC
			By the release of the 2027 CA Dashboard, improve the percentage of unduplicated students scoring at Standard Nearly Met or higher on the Math SBAC:
			Long-Term English Learners: 10%
			Students with Disabilities: 30%
			Low-Income students: 35%
			
			Goal 2, Metric 2 – Increase Internal RenStar Metric for Math
			All specified student groups will achieve an average GLE increase of 1.0 per year across the 3-year LCAP. Students performing below standard in math are expected to achieve an average growth of 1.0 in their GLE by the end of the 2026–27 academic year.
			
			Goal 2, Metric 3 – Increase the % of students at Standard Nearly Met or higher on the ELA SBAC

- Training in interventions for socio-economic and attendance-related challenges

2025–26 Data Trends:
Chronic Absenteeism:

Student Population	Chronic Absenteeism
EL	9.5%
LTEL	14.3%
Socioeconomically Disadvantaged	31.9%
Foster Youth	60%
Homeless	31.6%

Academic Performance:

SBAC Performance Outcomes: % of students scoring Standard Nearly Met or higher; N/A: not enough students to measure

Student Population	2024-24 SBAC Math	2023-24 SBAC Math	Change in performance outcomes	2024-25 SBAC ELA	2023-24 SBAC ELA	Change in performance outcomes
EL	N/A	N/A	N/A	N/A	N/A	N/A
LTEL	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	70.58%	60.845	↑9.74%	61.02%	49.97%	↑11.05%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A

Educational Partner Feedback: 87.27% of staff were either very satisfied or satisfied with the Professional Development offered and found it relevant to their position and/or needs; 84.47% of students were either very satisfied or satisfied with the college and career programs being offered; 91% of students and 94.12% of parents were either very satisfied or satisfied with the level of academic support being offered.

These professional development actions are offered charter wide but are principally directed toward unduplicated student groups. By equipping staff with targeted instructional strategies, culturally responsive practices, and intervention techniques, the LEA aims to improve engagement, attendance, and academic outcomes for EL, LTEL, LI, and FY students. Charter wide implementation ensures that all teachers are prepared to support a diverse

- Improved Academic Performance: Increased achievement in math and English for Low-Income, Foster Youth, EL, and LTEL students.
- Equitable Access to Curriculum: All students can engage with core content, particularly those facing language or economic barriers.
- Effective, Targeted Interventions: Timely support informed by student data improves academic and socio-emotional outcomes for high-need populations.

By providing charter-wide professional development focused on data-informed practices and differentiated instruction, this action ensures that educators are prepared to meet the unique needs of unduplicated student groups while promoting equity, engagement, and academic success for all learners.

By the release of the 2027 CA Dashboard, improve the percentage of unduplicated students scoring at Standard Nearly Met or higher on the ELA SBAC:
Long-Term English Learners: 35%
7th Graders: 55%

Goal 2, Metric 4 – Increase Internal RenStar Metric for ELA
All specified student groups will achieve an average GLE increase of 1.0 per year across the 3-year LCAP. Students performing below standard in ELA are expected to achieve an average growth of 1.0 in their GLE by the end of the 2026–27 academic year.

	student body, while the design and focus of these actions specifically target the achievement gaps and barriers faced by unduplicated students.		

Goal 3 Action #1	A Comprehensive Needs Assessment (CNA) conducted in 2023–24, 2024–25, and 2025-26 informed by California School Dashboard results and internal data reviews, identified persistent social-emotional and attendance challenges affecting Low-Income (LI) students, Foster Youth (FY), English Learners (EL), and Long-Term English Learners (LTEL). While Social-Emotional Learning (SEL) initiatives are implemented charterwide for equity and consistency, they are principally directed toward these unduplicated student groups who experience disproportionate barriers to engagement, emotional regulation, and school connectedness.
	
	Key Needs Identified:
	Chronic Absenteeism: Overall absenteeism increased from 46.2% to 46.4%, signaling a continued need for intervention. Hispanic students saw a slight improvement (49.2% → 46.5%) but remain at high levels. Socioeconomically disadvantaged students decreased from 48.2% to 49.5%, yet barriers persist.
	
	EL/LTEL Absenteeism: EL and LTEL students faced a 23.8% absenteeism rate in 2024-25, indicating gaps in engagement that must be addressed through tailored supports.
	
	Foster Youth and Low-Income Students: These students often experience trauma, instability, and financial stress, contributing to higher absenteeism and lower engagement.
	
	Social-Emotional Needs: LTEL students may encounter language barriers that limit participation in SEL activities. Low-income and foster youth students require trauma-informed
		Goal 3, Action 1 – Social-Emotional Learning and Experiential Engagement
		How the Action Addresses Identified Needs:
		• Targeted Support for Unduplicated Students:
		  ○ Low-Income, Foster Youth, LTEL, and Hispanic students face social-emotional and engagement challenges that can contribute to chronic absenteeism.
		  ○ This action provides meaningful, hands-on experiences to foster student connection, motivation, and belonging.
		• Experiential Learning Opportunities:
		  ○ Includes trips, camps, sports, clubs, and field experiences to extend learning beyond the classroom.
		  ○ Encourages the application of academic and social-emotional skills in real-world settings, reinforcing growth and engagement.
		• Holistic Student Development:
		  ○ Supports personal, social, and emotional growth alongside academic learning.
		  ○ Provides safe, inclusive opportunities for all students to explore interests and build confidence.
		
		Why LEA-Wide:
		• Ensures all students have access to experiential and enrichment opportunities, promoting equity across the charter.
		• Creates a consistent, supportive school culture where all students benefit from engagement-focused initiatives.
		• Provides systemic impact while maintaining a strong focus on the needs of unduplicated student populations.
		
		Expected Outcomes:
		• Improved Attendance: Increased participation and reduced chronic absenteeism, particularly among Hispanic students.
			Goal 3, Metric 2 – Decrease the Chronic Absenteeism Rate
			Decrease the Chronic Absenteeism rate by 3% by June 30, 2027.

approaches to build resilience, emotional regulation, and a sense of belonging.

2025–26 Data Trends:
Chronic Absenteeism:

Student Population	Chronic Absen
EL	9.5%
LTEL	14.3%
Socioeconomically Disadvantaged	31.9%
Foster Youth	60%

SEL Participation:

Student Population	SEL Participation
EL	0
LTEL	0
Socioeconomically Disadvantaged	28.2%
Foster Youth	16.7%

Educational Partner Feedback: 81.99% of students and 91.18% of parents were either very satisfied or satisfied with how well the school supports mental health and overall wellbeing.

SEL initiatives are offered on a charter wide basis but are principally directed toward unduplicated student groups. These actions include:

- Incorporating trauma-informed practices to help low-income and foster youth process experiences and improve engagement.
- Providing language-supported SEL opportunities to ensure EL and LTEL students can fully participate.
- Facilitating peer connection activities and staff mentorship to strengthen school belonging for foster youth and low-income students.

Charter wide implementation ensures all students benefit from an inclusive environment

- Enhanced Engagement: Students develop a stronger sense of belonging and connection to school.
- Academic and Social-Emotional Growth: Hands-on experiences reinforce skills that support both learning and personal development.
- Positive School Climate: Experiential learning fosters inclusivity, collaboration, and peer connection.

By integrating social-emotional learning with experiential opportunities, this action addresses the unique engagement and holistic needs of unduplicated student groups while benefiting all students. LEA-wide implementation ensures equitable access, strengthens school culture, and supports academic, social, and emotional success for every learner.

	while prioritizing support for students facing the most significant barriers. By focusing on the needs of unduplicated student populations, the LEA aims to improve engagement, social-emotional development, and overall academic success.		

Goal 3 Action #3	A Comprehensive Needs Assessment (CNA) conducted in 2023–24, 2024–25, and 2025-26 informed by California School Dashboard results, internal data reviews, and educational partner feedback, identified barriers affecting Low-Income (LI) students, Foster Youth (FY), and English Learners/Long-Term English Learners (EL/LTEL). While parent engagement initiatives are implemented charter wide for equity and consistency, they are principally directed toward these unduplicated student groups who experience disproportionate risk for dropout, limited access to resources, and reduced participation in school governance.
	
	Key Needs Identified:
	Dropout Risk: Unduplicated student groups face higher dropout rates than the general student population. Economic hardship, inconsistent home environments, and educational instability contribute to these disparities.
	
	Parental Engagement: Low participation in the Parent Advisory Committee (PAC) and DELAC limits family input in school programs and reduces support for students facing systemic barriers.
	
	Social-Emotional and Academic Support: LI, FY, and EL/LTEL students require targeted support to navigate socio-economic challenges, language barriers, and family instability that impact attendance, engagement, and academic progress.
	
	School Climate: The 2025-26 School Climate Survey showed improvements in parent perceptions of connectedness (median 4.54) and respect for diversity (median 4.45), but gaps
		Goal 3, Action 3 – Parental Involvement and Educational Partner Engagement
		How the Action Addresses Identified Needs:
		• Targeted Support for Unduplicated Students:
		  ○ Low-Income, Foster Youth, and LTEL students often face barriers such as limited parental involvement, feelings of isolation, and lack of access to support systems.
		  ○ This action strengthens parent-school connections and builds inclusive environments to improve engagement and academic success.
		• Parental Involvement Initiatives:
		  ○ Hosting Events: Family engagement events foster diversity, inclusion, and provide multiple avenues for parents to build community and school connection.
		  ○ Supportive Relationships: Events enable parents to develop stronger relationships with staff, equipping them to support their children's educational needs.
		  ○ Educational Partner Surveys: Feedback from surveys informs program development, ensuring responsiveness to the unique needs of unduplicated students and other diverse populations.
		• Program Development:
		  ○ Collected input guides the refinement and growth of school programs, enhancing alignment with student and family needs.
		
		Why LEA-Wide:
		• Ensures all families and students have access to engagement opportunities, promoting equity across the charter.
		• Creates a consistent and inclusive school culture, fostering community and strengthening home-school partnerships.
		• Maintains systematic monitoring of parent engagement and program responsiveness for unduplicated student groups.
			Goal 3, Metric 3 – Dropout Rates
			Maintain the high school dropout rate at or below 5% and the middle school dropout rate at or below 2%.

	remain in inclusive participation for families of unduplicated students. **2025–26 Data Trends:** • Dropout Rates: In 2025-26, LI students had a dropout rate of 3.2%, EL students 5%, LTEL students 3.4%, and FY students 0%, compared to an overall rate of 2.2%. • Parent Engagement Metrics: Parent participation in PAC and DELAC has improved from 1% to 5% participation • School Climate Feedback: Connection and Belonging was rated (out of 5) 4.54 by staff, 3.85 by students, and 4.46 by parents and Student and Family Engagement was rated 4.67 by staff, 4.0 by students, and 4.33 by parents. Parent engagement initiatives are offered on a charter wide basis but are principally directed toward unduplicated student groups. Key strategies include: • Hosting targeted events to increase parent involvement and build connections with school staff, fostering supportive relationships and stronger school community engagement. • Providing resources and accommodations such as translation services, flexible meeting times, and transportation to remove barriers to participation for families of LI, FY, and EL/LTEL students. • Administering feedback surveys to ensure the perspectives of families facing the greatest barriers inform program development and school decision-making. By focusing on unduplicated student groups, the LEA ensures that the most vulnerable populations receive the support necessary to	Expected Outcomes: • Increased Parent Engagement: Stronger home-school connections for low-income, foster youth, and LTEL families. • Improved Student Attendance: Students feel more supported and motivated to attend school regularly. • Reduced Dropout Rates: Enhanced engagement and belonging help lower dropout risk among high-need student groups. • Responsive Programs: Programs evolve based on educational partner feedback to meet diverse student needs effectively. By fostering meaningful parent involvement and engaging educational partners, this action addresses the specific needs of unduplicated students while promoting a cohesive, inclusive environment for all learners. LEA-wide implementation ensures equity, consistency, and systematic support across the charter.	

	reduce dropout risk, improve family engagement, and strengthen student success, while maintaining an inclusive environment for all students.		

Goal 3 Action #8	A Comprehensive Needs Assessment (CNA) conducted in 2023–24, 2024–25, and 2025-26 informed by California School Dashboard data, internal reviews, and educational partner feedback, identified persistent barriers affecting Low-Income (LI) students, Foster Youth (FY), English Learners (EL), Long-Term English Learners (LTEL), and Homeless students. These students experience disproportionate challenges with consistent school attendance, which contributes to chronic absenteeism and limits access to academic and socio-emotional supports.
	
	Key Needs Identified:
	Transportation Barriers: Unduplicated student groups face financial, logistical, and situational obstacles to attending school consistently. LI students struggle to afford public transit, FY and homeless students face unstable or distant living situations, and EL/LTEL students may encounter language-related difficulties navigating transportation systems.
	
	Chronic Absenteeism: Overall absenteeism increased from 46.2% to 46.4%, with middle school and Hispanic students identified as high-need subgroups. Transportation challenges were cited by educational partners, including PAC members, as a major contributing factor.
	
	Equity in Access: Inconsistent attendance limits participation in instructional programs, school events, and social-emotional learning opportunities, creating systemic inequities for vulnerable populations.
	
	2025–26 Data Trends:
		Goal 3, Action 8 – Equitable Transportation Access Initiative
		How the Action Addresses Identified Needs:
		• Targeted Support for Unduplicated Students:
		  ○ Low-Income, Foster Youth, and LTEL students often face inconsistent school attendance due to unreliable or unaffordable transportation, unstable housing, economic hardship, or lack of familial support.
		  ○ Providing reliable transportation removes a key barrier to school attendance and academic engagement.
		• Equitable Transportation Services:
		  ○ Monthly Bus Passes: All middle school students receive monthly bus passes, ensuring students from unduplicated backgrounds can attend school consistently.
		  ○ Targeted Accessibility: Addresses transportation barriers caused by housing instability, financial hardship, and limited adult support, conditions that disproportionately affect unduplicated students.
		• Impact on Engagement and School Climate:
		  ○ Consistent attendance fosters stronger peer and teacher relationships, supports classroom continuity, and contributes to a positive school culture.
		
		Why LEA-Wide:
		• Ensures no student is excluded based on income, background, or undocumented circumstances.
		• Reduces stigma by offering universal access to transportation while targeting those who need it most.
		• Supports a culture of attendance and engagement across the charter, benefiting all students indirectly through stronger community and school climate.
		• Enables systematic monitoring of attendance and timely identification of students needing additional support.
			Goal 3, Metric 2 – Decrease the Chronic Absenteeism Rate
			Decrease the Chronic Absenteeism rate by 3% by June 30, 2027.

Chronic Absenteeism:

Student Population	Chronic Absen
EL	9.5%
LTEL	14.3%
Socioeconomically Disadvantaged	31.9%
Foster Youth	60%

Transportation Access Impact: (Approximately 10% of the student population receives a monthly bus pass.

Student Feedback: 25% of students miss school due to transportation issues and 18% of students miss school due to anxiety related issues.

The Equitable Transportation Access Initiative is offered on a charter wide basis but is principally directed toward unduplicated student groups, including LI, FY, EL, LTEL, and Homeless students. Key strategies include:

- Providing monthly bus passes to all middle school students and students from low-income backgrounds to ensure equitable access to school.
- Reducing chronic absenteeism by removing transportation as a barrier, promoting timely arrival and regular attendance.
- Supporting families facing economic hardship by offsetting commuting costs, which alleviates financial strain.
- Fostering school connectedness and belonging by enabling consistent in-person participation in academic and socio-emotional programs.
- Increasing academic engagement by ensuring students can access the full breadth of school learning opportunities.

Expected Outcomes:

- Reduced Chronic Absenteeism: Reliable transportation supports consistent attendance, particularly for middle school and Hispanic students.
- Improved Student Engagement: Students develop consistent routines, participate fully in academics, and access extracurricular opportunities.
- Enhanced Equity: Transportation directly addresses barriers for unduplicated students, ensuring equitable access to education.
- Stronger School Climate: Regular attendance promotes instructional continuity, peer connection, and a supportive learning environment.

By providing equitable transportation access charter-wide, the LEA removes a critical barrier for unduplicated students, promotes consistent engagement, and fosters an inclusive, supportive school environment where all students have the opportunity to succeed academically and socially.

	By addressing transportation-related barriers for unduplicated students, the LEA advances equitable access to education, supports positive school climate goals, and helps close opportunity gaps. Through ongoing monitoring and data-informed adjustments, this action ensures that every student, regardless of their circumstances, can attend school consistently and succeed academically.		

Insert or delete rows, as necessary.

Limited Actions

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

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

Goal 2 Action #6 Action #7 Action #9	Based on the 2025-26 Comprehensive Needs Assessment and 2025 California School Dashboard data, the LEA identified persistent disparities in English Learner (EL) and Long-Term English Learner (LTEL) performance. Notably, ELPI outcomes slightly increased by 1.9% and remained below the target outcome of 55%, highlighting ongoing challenges in language acquisition and academic achievement. **Unique Needs and Barriers:** Academic Gaps: EL and LTEL students face significant challenges in core academic courses due to language acquisition demands. Difficulty accessing grade-level content in English limits performance on standardized assessments and impacts overall course completion and graduation readiness. Systemic Barriers: LTEL students require targeted language instruction to accelerate proficiency, yet current curriculum and intervention structures do not fully address their differentiated needs. Access to SDAIE-informed strategies and differentiated supports is critical to overcoming these systemic gaps. Engagement and Stability Needs: Many EL and LTEL students experience difficulty engaging with classroom content without individualized language support. Educational partner feedback indicates a need for consistent instructional approaches, monitoring, and culturally responsive supports that promote equitable access to academic opportunities. Targeted Interventions: • Staff trained in SDAIE (Specially Designed Academic Instruction in English) and differentiation strategies provide tailored	The following actions are principally directed and exclusively provided to Long-Term English Learners (LTELs) based on data-verified need and specialized language acquisition requirements identified in the Comprehensive Needs Assessment (CNA) and student outcome data. General education services alone are insufficient to address the specific academic and language barriers faced by LTEL students. These targeted supports are designed to overcome barriers, promote academic progress, and ensure equitable outcomes. **Goal 2 Action 6 – LTEL Professional Development (PD)** How It Addresses Need(s): • Provides annual professional development for English Language Specialists, focusing on evidence-based strategies for language acquisition, scaffolded instruction, and differentiated supports tailored to LTEL needs. • Equips staff to identify LTEL learning gaps and implement specialized instructional strategies to improve both academic language proficiency and content mastery. Why Exclusively for LTEL Students: • LTELs require expertise in both linguistic and academic content that general professional development does not provide. • Targeted training ensures that interventions are tailored to the unique challenges of LTEL students, including delayed English proficiency and persistent academic gaps. Expected Impact: • Strengthened instructional capacity of EL Specialists and teachers serving LTELs. • More consistent and effective academic interventions, supporting equitable outcomes	**Goal 2, Metric 5 – Reclassification Rate** Reclassification of English Learners will be at or above 20% annually. **Goal 2, Metric 6 – English Language Proficiency (ELPAC)** Maintain a high ELPI level, with 55% of English Learners making progress on their ELPAC level by the release of the Fall 2027 CA Dashboard.

	support to address EL and LTEL learning gaps.
	• Curriculum and interventions are specifically designed to develop language proficiency and content knowledge simultaneously, ensuring students can engage meaningfully in core academic courses.
	• Professional development for educators focuses on data-informed practices and current policies supporting EL and LTEL students, ensuring staff are equipped to provide equitable and effective instruction.
	
	By implementing these limited actions, the LEA provides differentiated academic and socio-emotional support to EL and LTEL students, addressing persistent disparities and promoting equitable access to high-quality instruction and academic success. These services are exclusively provided to EL and LTEL students due to their unique needs and are not available to the broader student population.
		and measurable growth in English proficiency and academic performance.
		
		Goal 2 Action 7 – LTEL Language Acquisition Program
		How It Addresses Need(s):
		• Implements a specialized Academic Language Development (ALD) curriculum for LTEL students, targeting both linguistic and non-linguistic skills:
		  ○ Linguistic: Academic vocabulary, writing structures, cognition, and literacy skills.
		  ○ Non-linguistic: Foundational academics, work habits, and digital literacy.
		• Provides tailored instruction delivered by EL Specialists to address persistent gaps in language and academic readiness.
		
		Why Exclusively for LTEL Students:
		• LTELs have prolonged language acquisition needs that are not met through general English instruction.
		• Curriculum is specifically designed to accelerate English proficiency and ensure students can access rigorous academic content and college/career pathways.
		
		Expected Impact:
		• Improved English proficiency and academic literacy.
		• Increased ability to engage with grade-level content, complete core coursework, and progress toward college and career readiness.
		• Supports equitable access to curriculum and interventions specifically for LTELs.
		
		Goal 2 Action 9 – LTEL Individualized Support and Instruction
		How It Addresses Need(s):	

		• Provides one-on-one and small-group support delivered by EL Specialists to address each student's unique academic and language gaps. • Focuses on academic progress, graduation readiness, and college/career preparedness for LTEL students, using data-driven strategies to target learning gaps identified in the CNA and dashboard metrics. Why Exclusively for LTEL Students: • LTELs require individualized interventions beyond general instruction to close achievement gaps and meet English proficiency standards. • Support is legally and pedagogically justified, ensuring students who have not yet achieved reclassification receive specialized attention. Expected Impact: • Increased academic achievement and English proficiency. • Greater likelihood of reclassification and improved graduation outcomes. • Ensures equitable outcomes and targeted support not available to the broader student population. Each of these actions is specifically designed to meet the unique and complex needs of these unduplicated student groups, providing the specialized support necessary to help them overcome academic barriers and successfully progress through their education.	

Goal 3 Action #9	Based on the 2025-26 Comprehensive Needs Assessment and internal student performance data, the LEA identified unique academic and socio-emotional needs for Foster Youth students. While the 2025-26 dropout rate for this population was 0%, the transient nature of Foster Youth enrollment creates systemic barriers that can place students at risk of falling behind academically or losing awareness of their graduation options. **Unique Needs and Barriers:** Academic Gaps: Frequent school transitions can disrupt course progression, A–G completion, and post-secondary readiness. Foster Youth students require individualized guidance to ensure timely credit attainment and graduation planning. Systemic Barriers: Without structured interventions, students may be unaware of differences between modified curriculum pathways and full A–G compliance, potentially limiting future college and career opportunities. Engagement and Stability Needs: Foster Youth benefit from consistent mentoring, counseling, and targeted support to navigate academic, social-emotional, and post-secondary planning challenges. Continuous engagement is critical due to enrollment variability and unique personal circumstances. Targeted Interventions: • Regular one-on-one meetings with Post-Secondary Counselors provide tailored guidance on academic progress, intervention plans, and post-secondary pathways. • Counselors deliver individualized support explaining curriculum options, A–G requirements, and workforce opportunities to	**Goal 3 Action 9 – Foster Youth and Homeless Service** How It Addresses Need(s): • Provides individualized support through semester meetings with the Post-Secondary Counselor to review academic performance, progress, and post-secondary plans. • Offers tailored guidance on graduation options, including modified curricula versus A-G completion, based on each student's career goals, living situation, and personal needs. • The Foster Youth Liaison ensures staff are informed of available services and resources, supporting timely interventions and consistent follow-up. • Supports both academic and career planning, helping students navigate barriers related to housing instability, trauma, and inconsistent family support. Why Exclusively for Foster Youth and Homeless Students: • These students face unique circumstances—including frequent mobility, unstable housing, and socio-emotional challenges—that require individualized counseling and planning. • General academic counseling is insufficient to address their specific barriers and risk factors. • This action fulfills the LEA's commitment to targeted support for unduplicated students who require specialized guidance to remain on track for graduation and post-secondary success. Expected Impact: • Increased academic engagement and attendance, reducing chronic absenteeism. • Decreased dropout rates among Foster Youth and Homeless students.	**Goal 3, Metric 2 – Decrease the Chronic Absenteeism Rate** Decrease the Chronic Absenteeism rate by 3% by June 30, 2027. **Goal 3, Metric 3 – Dropout Rates** Maintain the high school dropout rate at or below 5% and the middle school dropout rate at or below 2%.

	help students make informed academic choices. • Interventions are data-informed and specifically principally directed toward Foster Youth students to address systemic barriers and ensure equitable access to graduation and post-secondary success. These limited actions are exclusively provided to Foster Youth students to meet their unique academic and socio-emotional needs, ensuring timely graduation, informed decision-making, and equitable access to post-secondary opportunities.	• Improved college and career readiness, ensuring students receive guidance aligned with their personal goals and circumstances. Ensures equitable outcomes by providing supports that directly respond to the challenges faced by this vulnerable student population.	

Goal 3 Action #10	Based on the 2025-26 Comprehensive Needs Assessment, internal student data, and feedback from educational partners, the LEA identified critical socio-economic barriers for Foster Youth and Low-Income students that impact their academic engagement and overall wellness. **Unique Needs and Barriers:** Basic Needs and Wellness: Foster Youth and Low-Income students often face limited access to hygiene products, school supplies, and other essential items necessary for daily functioning. Systemic Barriers: Economic hardship and unstable living situations create challenges for consistent school attendance, engagement, and the ability to focus on learning. Engagement and Stability Needs: Students without basic support are at higher risk of absenteeism and academic disruption, limiting their equitable access to educational opportunities. Targeted Interventions: • The LEA provides essential supplies and resources to Foster Youth and Low-Income students, addressing economic and wellness barriers that interfere with learning. • Interventions are principally directed toward these unduplicated student populations to ensure equitable access to school and instructional engagement. • By meeting fundamental needs, students are better able to participate fully in academics, engage consistently with teachers and peers, and achieve meaningful educational outcomes.	**Goal 3 Action 10 – Student Wellness** How It Addresses Need(s): • Provides direct access to essential wellness resources through the Wellness and Resource Corner at each learning center. • Supplies items that support nutrition, hygiene, and basic needs, helping students focus on learning rather than unmet daily necessities. • Targets barriers caused by economic hardship and unstable living situations, ensuring students can participate fully in school activities. Why Exclusively for Low-Income and Foster Youth Students: • These students face unique socio-economic challenges that general school services cannot fully address. • Without targeted wellness support, students may experience chronic absenteeism, disengagement, or difficulty accessing learning opportunities. • The action is principally directed at these unduplicated student groups to meet data-verified needs identified in the CNA. Expected Impact: • Increased student attendance and engagement by removing barriers related to unmet basic needs. • Improved social-emotional well-being and academic focus, supporting equitable access to learning. Promotes academic progress and personal growth by ensuring students' wellness needs are consistently met.	**Goal 3, Metric 2 – Decrease the Chronic Absenteeism Rate** Decrease the Chronic Absenteeism rate by 3% by June 30, 2027. **Goal 3, Metric 3 – Dropout Rates** Maintain the high school dropout rate at or below 5% and the middle school dropout rate at or below 2%.

	These limited actions are exclusively provided to Foster Youth and Low-Income students to overcome barriers that general services cannot address, ensuring that socio-economic challenges do not impede academic progress, attendance, or personal growth.		

Insert or delete rows, as necessary.

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

To determine the contribution of limited actions toward meeting the Increased or Improved Services requirement, the LEA analyzed services provided exclusively to unduplicated student groups, including Long-Term English Learners (LTEL), Foster Youth, Homeless Youth, and Low-Income students. This review included analysis of academic performance data, English Language Progress Indicator (ELPI) levels, reclassification trends, chronic absenteeism rates, graduation data, and input from educational partners.

Based on this analysis, the LEA identified specific actions that are principally directed toward unduplicated students and that address documented academic and non-academic barriers. The methodology below outlines how staffing allocations and program costs were calculated, how services are currently implemented, and why these actions are limited to the identified student groups.

Goal 2, Action 6 – LTEL Professional Development
Methodology:
We dedicate 100% of English Language Specialist Coach time to annual professional development for LTEL support staff. This includes reviewing student data, implementing Academic Language Development strategies, training in scaffolding and differentiated instruction, and strengthening targeted intervention practices to improve academic language acquisition.

Estimated Allocation: 100% of EL Coach time
Estimated Dollars: $80,000 LCFF S/C Funding

Justification:
This action is exclusively provided to Long-Term English Learners to address persistent language acquisition gaps and academic barriers. General professional development does not sufficiently target the instructional strategies required to accelerate LTEL progress. Dedicated training ensures staff are equipped to improve reclassification outcomes and academic achievement.

Goal 2, Action 7 – LTEL Language Acquisition Program
Methodology:
We dedicate 1% of the Skyrocket curriculum contract to implement a tailored Academic Language Development (ALD) program for LTEL students. Instruction focuses on targeted linguistic development (academic vocabulary, writing structures, literacy skills) and non-linguistic skills (foundational academics, work habits, digital literacy). Services are delivered by EL Specialists and trained instructional staff.

Estimated Allocation: 1% of Skyrocket curriculum contract
Estimated Dollars: $10,000 LCFF S/C Funding

Justification:
This program is exclusively for LTEL students due to their specific academic language needs. General instruction cannot sufficiently close gaps in vocabulary development, writing proficiency, or academic literacy. Targeted language acquisition services promote equitable access to grade-level content and support progress toward reclassification.

Goal 2, Action 9 – LTEL Individualized Support and Instruction
Methodology:
We dedicate 100% of EL Specialist time to individualized support for LTEL students. Specialists provide targeted instruction, monitor academic progress, analyze performance data, and implement interventions aligned to individual learning needs.

Estimated Allocation: 100% of EL Specialist time
Estimated Dollars: $150,000 LCFF S/C Funding

Justification:
This action is limited to LTEL students to address ongoing academic and language barriers that require intensive, personalized support. Individualized instruction ensures equitable access to academic success and supports improved outcomes in SBAC performance, graduation rates, and reclassification.

Goal 3, Action 9 – Foster Youth and Homeless Services
Methodology:
We dedicate 30% of Post-Secondary Counselor time to semesterly meetings with Foster Youth and Homeless students. Meetings include academic progress monitoring, graduation planning, post-secondary guidance, and workforce pathway exploration. The Foster Youth Liaison collaborates with counselors and staff to connect students with specialized resources and community services.

Estimated Allocation: 30% of Post-Secondary Counselor time
Estimated Dollars: $30,000 LCFF S/C Funding

Justification:
This action is exclusively provided to Foster Youth and Homeless students due to unique challenges including housing instability, trauma, and mobility. Consistent, individualized counseling ensures students remain on track toward graduation and post-secondary success in ways that general counseling services cannot provide.

Goal 3, Action 10 – Student Wellness
Methodology:

We dedicate 20% of APIO time and 10% of Center Coordinator Coach time to maintaining Wellness and Resource Corners at each learning center. These centers provide essential supplies, including hygiene items, school materials, and basic necessities, to low-income and Foster Youth students to reduce barriers related to economic hardship.

Estimated Allocation: 30% combined staff time
Estimated Dollars: $25,000 LCFF S/C Funding ($20,000 staffing + $5,000 supplies)

Justification:
This action is limited to Low-Income and Foster Youth students to address unmet basic needs that directly impact attendance, engagement, and academic focus. By ensuring access to essential wellness supports, the LEA promotes equitable participation and removes non-academic barriers to success.

The limited actions outlined above are principally directed toward unduplicated student groups and are designed to address documented academic, language, attendance, and socio-emotional barriers identified through data analysis and stakeholder input. Staffing allocations and program expenditures were calculated based on the proportion of services exclusively benefiting these students.

Through targeted language acquisition support, individualized counseling, and wellness services, the LEA ensures increased and improved services that go beyond those provided to the general student population. These investments reflect a strategic and data-informed approach to meeting the needs of unduplicated students while supporting measurable progress toward LCAP goals and improved student outcomes.

Additional Concentration Grant Funding

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

The LEA receives additional Concentration Grant Add-On funding due to having an unduplicated pupil percentage above 55%. All schools within the LEA exceed the 55% threshold for English Learners, Low-Income students, and Foster Youth. As a result, the additional funds are strategically used to increase and retain certificated and classified staff providing direct services to students at these high-need school sites.

School sites receiving staffing increases are identified based on:

- Enrollment percentages of unduplicated students
- Academic performance data (SBAC, GLE growth, graduation rates)
- Attendance and chronic absenteeism trends
- Staffing ratios relative to student need
- Educational partner input

These funds are aligned to specific LCAP Goals and Actions that directly expand or sustain staffing capacity for unduplicated student populations.

Goal 2, Action 6 – LTEL Professional Development

Objective:
Strengthen instructional capacity to support Long-Term English Learners through specialized professional development.

Use of Funds:
Concentration grant add-on funds support the retention of English Language Specialists and instructional coaches who provide ongoing professional development to teachers serving LTEL students. This ensures high-quality integrated ELD instruction and targeted language acquisition strategies.

Staffing Impact:
- Retention of certificated EL Specialists
- Sustained coaching and instructional support for staff serving LTEL students

Justification:
Retaining specialized staff ensures continuity of targeted language development services. High-quality professional development improves instructional effectiveness and directly benefits English Learners in schools serving high concentrations of unduplicated students.

Goal 2, Action 7 – LTEL Language Acquisition Program
Objective:
Expand direct academic language development services for Long-Term English Learners (LTEL) to accelerate reclassification and improve access to grade-level content.

Use of Funds:
Additional Concentration Grant Add-On funds support implementation of the Academic Language Development (ALD) program designed specifically for LTEL students. Funds contribute to curriculum licensing, instructional materials, and staff time dedicated to delivering targeted language instruction embedded within core content.

Staffing Impact:
- Retention and dedicated time of certificated EL Specialists delivering ALD instruction
- Support for classroom teachers implementing integrated ELD strategies
- Coordination time for instructional staff to monitor LTEL progress and adjust interventions

Methodology for Allocation:
Schools with higher concentrations of LTEL students and lower reclassification or SBAC performance rates receive prioritized staffing support. Allocation decisions are based on subgroup academic performance data, ELPI results, and reclassification trends.

Justification:
LTEL students require structured, targeted academic language instruction beyond general classroom supports. The Language Acquisition Program addresses persistent vocabulary, writing, and literacy gaps that impede access to rigorous coursework. By retaining and allocating staff time specifically for LTEL services at schools with unduplicated enrollment above 55%, the LEA increases direct instructional support and strengthens equitable access to academic success.

Goal 2, Action 9 – LTEL Individualized Support and Instruction
Objective:
Increase direct instructional services for LTEL students through individualized academic intervention.

Use of Funds:
Add-on funds support salaries for certificated EL Specialists and classified instructional support staff who provide small-group instruction, progress monitoring, and targeted intervention services.

Staffing Impact:
- Retention and potential expansion of EL Specialists
- Sustained classified support staff assisting with targeted interventions

Justification:
Expanding and maintaining staffing ensures that LTEL students receive timely, individualized support beyond general classroom instruction. Increased staffing ratios reduce service gaps and strengthen academic outcomes in schools with high concentrations of unduplicated students.

Goal 3, Action 9 – Foster Youth and Homeless Services
Objective:
Increase direct counseling and case management services for Foster Youth and Homeless students.

Use of Funds:
Concentration grant add-on funding supports the retention and partial expansion of Post-Secondary Counselors and staff who provide semesterly academic planning, credit monitoring, graduation pathway guidance, and workforce exploration.

Staffing Impact:
- Retention of Post-Secondary Counselors
- Sustained staff time dedicated to case management and individualized planning

Justification:
Foster Youth and Homeless students require consistent, individualized support due to mobility, housing instability, and socio-emotional barriers. Maintaining staffing ensures continuity of services and improves graduation and post-secondary outcomes.

Goal 3, Action 10 – Student Wellness
Objective:
Expand direct wellness and resource services for Low-Income and Foster Youth students.

Use of Funds:

Funds support classified staff time to maintain Wellness and Resource Corners and coordinate distribution of essential supplies. Staffing ensures students receive timely access to hygiene products, school materials, and basic necessities.

Staffing Impact:
- Retention of classified staff providing direct wellness support
- Increased coordination of student support services

Justification:
Stable staffing ensures students' basic needs are met, directly impacting attendance, engagement, and academic focus. Maintaining personnel at high-need campuses promotes equitable access to non-academic supports critical for student success.

In years when additional concentration grant funds are insufficient to significantly expand staffing, the LEA prioritizes retention of existing certificated and classified staff who provide direct daily services to unduplicated students. Funds may be used for:
- Competitive compensation
- Professional development and coaching
- Recruitment and onboarding support
- Workload stabilization to prevent burnout

This approach ensures continuity of services, reduces turnover at high-need campuses, and strengthens long-term student relationships.

The LEA strategically deploys Additional Concentration Grant Add-On funding to increase and retain certificated and classified staff providing direct services at schools where unduplicated student enrollment exceeds 55%. Through expanded instructional support, specialized counseling, and wellness services, these funds directly enhance staffing capacity and improve service levels for English Learners, Low-Income students, and Foster Youth.

By aligning staffing investments to identified academic and attendance needs, the LEA ensures that students at the highest-need campuses receive increased access to high-quality instruction, targeted intervention, and comprehensive support services that promote equitable outcomes and long-term success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,313,500.00	$ 3,347,305.87

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	21st Century Learning	Yes	$ 170,000	$ 221,748
1	2	SWD Intervention Support and Instruction	No	$ 420,000	$ 381,857
1	3	Targeted Small Group Instruction	Yes	$ 370,000	$ 315,784
1	4	Academic Strategic Planning	No	$ 80,000	$ 73,417
1	5	SWD Professional Development	No	$ 65,000	$ 75,030
1	6	Career Pathways	Yes	$ 150,000	$ 134,093
2	1	MMP Cohorts	No	$ 22,000	$ 22,368
2	2	MRP Cohorts	No	$ 20,000	$ 15,531
2	3	Targeted Small Group Instruction (duplicate - Goal 1, Action 3)	Yes	$ -	$ -
2	4	SBAC Prep	No	$ 70,000	$ 32,809
2	5	Benchmark Assessments and Interventions	Yes	$ 180,000	$ 158,468
2	6	LTEL PD	Yes	$ 115,000	$ 116,881
2	7	LTEL Language Acquisition program	Yes	$ 10,000	$ 25,650
2	8	Professional Development	Yes	$ 400,000	$ 409,263
2	9	LTEL Individualized Support and Instruction	Yes	$ 150,000	$ 126,242
2	10	IEP Monitoring	No	$ 95,000	$ 102,690
3	1	Social Emotional Learning	Yes	$ 620,000	$ 626,740

3	2	Achievement Chats	No	$	2,000	$	2,141
3	3	Parental involvement and Educational Partner Engagement	Yes	$	90,000	$	117,112
3	4	Social Media Workshop/Event	No	$	20,000	$	-
3	5	Enhance School Climate Surveys	Yes	$	1,000	$	8,633
3	6	Intervention Trackers	Yes	$	100,000	$	133,964
3	7	Middle School Cohort with Support Staff	No	$	40,000	$	41,807
3	8	Equitable Transportation Access Initiative	Yes	$	3,500	$	6,088
3	9	Foster Youth and Homeless Service	Yes	$	30,000	$	44,050
3	10	Student Wellness	Yes	$	20,000	$	27,352
3	11	Improve School Connectedness	No	$	20,000	$	26,465
3	12	School Safety	No	$	50,000	$	101,122

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,999,878	$ 2,408,500	$ 2,472,068	$ (63,568)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Fund	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentag
1	1	21st Century Learning	Yes	$ 170,000	$ 221,748	0.000%	0.000%
1	3	Targeted Small Group Instruction	Yes	$ 370,000	$ 315,784	0.000%	0.000%
1	6	Career Pathways	Yes	$ 150,000	$ 134,093	0.000%	0.000%
2	3	Targeted Small Group Instruction (duplicate - Goal 1, Action 3)	Yes	$ -	$ -	0.000%	
2	5	Benchmark Assessments and Interventions	Yes	$ 180,000	$ 158,468	0.000%	0.000%
2	6	LTEL PD	Yes	$ 115,000	$ 116,881	0.000%	0.000%
2	7	LTEL Language Acquisition program	Yes	$ 10,000	$ 25,650	0.000%	0.000%
2	8	Professional Development	Yes	$ 400,000	$ 409,263	0.000%	0.000%
2	9	LTEL Individualized Support and Instruction	Yes	$ 150,000	$ 126,242	0.000%	0.000%
3	1	Social Emotional Learning	Yes	$ 620,000	$ 626,740	0.000%	0.000%
3	3	Parental involvement and Educational Partner Engagement	Yes	$ 90,000	$ 117,112	0.000%	0.000%
3	5	Enhance School Climate Surveys	Yes	$ -	$ 8,633	0.000%	0.000%
3	6	Intervention Trackers	Yes	$ 100,000	$ 133,964	0.000%	0.000%
3	8	Equitable Transportation Access Initiative	Yes	$ 3,500	$ 6,088	0.000%	0.000%
3	9	Foster Youth and Homeless Service	Yes	$ 30,000	$ 44,050	0.000%	0.000%
3	10	Student Wellness	Yes	$ 20,000	$ 27,352	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 15,963,261	$ 1,999,878	14.500%	27.028%	$ 2,472,068	0.000%	15.486%	$ 1,842,482.64	11.542%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 16,123,973	$ 2,012,917	12.484%	12.582%	25.066%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personne	Total Non-personnel
Totals	$ 2,023,000	$ 769,000	$ -	$ -	$ 2,792,000.00	$ 1,701,000	$ 1,091,000

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	21st Century Learning	FY, LI, EL, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 170,000	$ 170,000	$ -	$ -	$ -	$ 170,000	0.000%
1	2	SWD Intervention Support and Instruction	SWD	No			All Schools	Ongoing	$ 280,000	$ 80,000		$ 360,000	$ -	$ -	$ 360,000	0.000%
1	3	Targeted Small Group Instruction	FY, LI, EL, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ 340,000	$ -	$ 340,000	$ -	$ -	$ -	$ 340,000	0.000%
1	4	Academic Strategic Planning	All	No			All Schools	Ongoing	$ 70,000	$ -		$ 70,000	$ -	$ -	$ 70,000	0.000%
1	5	SWD Professional Development	SWD	No			All Schools	Ongoing	$ 40,000	$ 20,000		$ 60,000	$ -	$ -	$ 60,000	0.000%
1	6	Career Pathways	LI,H	Yes	LEA-wide	Low-Income	All Schools	Ongoing	$ 90,000	$ 55,000	$ 145,000	$ -	$ -	$ -	$ 145,000	0.000%
2	1	MMP Cohorts	All	No			All Schools	Ongoing	$ 20,000	$ -	$ -	$ 20,000	$ -	$ -	$ 20,000	0.000%
2	2	MRP Cohorts	All	No			All Schools	Ongoing	$ 15,000	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
2	3	Targeted Small Group Instruction (duplicate - Goal 1, Action 3)	FY, LI, EL, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	SBAC Prep	All	No			All Schools	Ongoing	$ 50,000	$ -	$ -	$ 50,000	$ -	$ -	$ 50,000	0.000%
2	5	Benchmark Assessments and Interventions	FY, LI, EL, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ 160,000	$ 10,000	$ 170,000	$ -	$ -	$ -	$ 170,000	0.000%
2	6	LTEL PD	LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 70,000	$ 40,000	$ 110,000	$ -	$ -	$ -	$ 110,000	0.000%
2	7	LTEL Language Acquisition program	LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	8	Professional Development	FY, LI, EL, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ 170,000	$ 160,000	$ 330,000	$ -	$ -	$ -	$ 330,000	0.000%
2	9	LTEL Individualized Support and Instruction	LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 130,000	$ -	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
2	10	IEP Monitoring	SWD	No			All Schools	Ongoing	$ 60,000	$ 20,000	$ -	$ 80,000	$ -	$ -	$ 80,000	0.000%
3	1	Social Emotional Learning	FY, LI, LTL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ 20,000	$ 380,000	$ 400,000	$ -	$ -	$ -	$ 400,000	0.000%
3	2	Achievement Chats	All	No			All Schools	Ongoing	$ -	$ 1,000	$ -	$ 1,000	$ -	$ -	$ 1,000	0.000%
3	3	Parental involvement and Educational Partner Engagement	FY, LI, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ 20,000	$ 60,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
3	4	Social Media Workshop/Event	All	No			All Schools	Ongoing	$ -	$ 15,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
3	5	Enhance School Climate Surveys	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,000	$ 2,000	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%
3	6	Intervention Trackers	FY, LI, LTEL,H	Yes	LEA-wide	All	All Schools	Ongoing	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
3	7	Middle School Cohort with Support Staff	All	No			All Schools	Ongoing	$ 35,000	$ -		$ 35,000	$ -	$ -	$ 35,000	0.000%
3	8	Equitable Transportation Access Initiative	LI,H	Yes	LEA-wide	Low-Income	All Schools	Ongoing	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
3	9	Foster Youth and Homeless Service	FY,H	Yes	Limited	Foster Youth	All Schools	Ongoing	$ 25,000	$ -	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
3	10	Student Wellness	FY, LI,H	Yes	Limited	Foster Youth and Low-Income	All Schools	Ongoing	$ 15,000	$ 5,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
3	11	Improve School Connectedness	All	No			All Schools	Ongoing	$ -	$ 15,000	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
3	12	School Safety	All	No			All Schools	Ongoing	$ -	$ 45,000	$ -	$ 45,000	$ -	$ -	$ 45,000	0.000%

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
$ 16,123,973	$ 2,012,917	12.484%	12.582%	25.066%	$ 2,023,000	0.000%	12.547%	Total:	$ 2,023,000
								LEA-wide Total:	$ 1,728,000
								Limited Total:	$ 295,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	21st Century Learning	Yes	LEA-wide	All	All Schools	$ 170,000	0.000%
1	3	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	$ 340,000	0.000%
1	6	Career Pathways	Yes	LEA-wide	Low-Income	All Schools	$ 145,000	0.000%
2	3	Targeted Small Group Instruction (duplicate - Goal 1, Action 3)	Yes	LEA-wide	All	All Schools	$ -	0.000%
2	5	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	$ 170,000	0.000%
2	6	LTEL PD	Yes	Limited	English Learners	All Schools	$ 110,000	0.000%
2	7	LTEL Language Acquisition program	Yes	Limited	English Learners	All Schools	$ 10,000	0.000%
2	8	Professional Development	Yes	LEA-wide	All	All Schools	$ 330,000	0.000%
2	9	LTEL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 130,000	0.000%
3	1	Social Emotional Learning	Yes	LEA-wide	All	All Schools	$ 400,000	0.000%
3	3	Parental involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
3	5	Enhance School Climate Surveys	Yes	LEA-wide	All	All Schools	$ -	0.000%
3	6	Intervention Trackers	Yes	LEA-wide	All	All Schools	$ 90,000	0.000%
3	8	Equitable Transportation Access Initiative	Yes	LEA-wide	Low-Income	All Schools	$ 3,000	0.000%
3	9	Foster Youth and Homeless Service	Yes	Limited	Foster Youth	All Schools	$ 25,000	0.000%
3	10	Student Wellness	Yes	Limited	Foster Youth and Low-Income	All Schools	$ 20,000	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: William S. Hart

Date Resource Inequity Review was conducted: 4-28-26

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

*Note: Responses to questions 1 through 3 **need** to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.*

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Charter conducted a comprehensive Resource Inequity Review which included an analysis of staffing, budget allocations, and facilities across all school sites and student groups. It was determined that there are no significant resource inequities as all students have equitable access to educational materials and services including multiple curriculum platforms, technology, tutoring, academic intervention, and social-emotional programming. Additionally, there is equitable access to specialized services for EL, LTEL, Foster Youth, SWD, and Homeless students. The charter will continue to monitor the distribution of resources to ensure there are no resource inequities in the future.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	N/A

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

3. How does the Charter plan on addressing these inequities?	N/A
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	N/A

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: William S. Hart School Year: **2025-2026**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our DELAC and PAC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ California Dashboard performance data (Suspension, Graduation Rates, CCI, Chronic Absenteeism, SBAC ELA and Math)
- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- ➔ EL Reclassification Data
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (GLE Growth and Urgent Intervention Data)
- ➔ iLit and Exact Path Data
- ➔ Student and Family Feedback Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

- The charter's CA Dashboard Graduation Rate improved from 41.4% in the 2022-23 school year to 57.5% in the 2024-25 school year including improvement from the following special populations; Socioeconomically Disadvantaged students improved by 6.4%, Students with Disabilities improved by 1.6% and White students improved by 19.1%
- The charter continues to maintain a high 1 year DASS graduation cohort rate which was 92.3% in the 2024-25 school year
- There was a slight increase in overall chronic absenteeism at 0.2% between the 2023-24 and 2024-25 school years. However, there was a 2.7% decrease among our Hispanic students in the same time period
- Middle school students continued to struggle with completing 6 or more units of English and math in the 2024-25 school year. On average 4.7 English units and 4.7 math units were completed by Middle School students in the 2024-25 school year.
- The College and Career Readiness Indicator improved from Orange to Yellow in the 2024-25 school year with an increase of 5.7% of students reaching the 'Prepared" level. Socioeconomically Disadvantaged students improved by 7%, Students with Disabilities improved by 9.5% and White students improved by 11%
- The LEA continues to struggle with Hispanic students and EL/LTEL students enrolling in Dual Enrollment courses.
- There was improvement in CTE class enrollment in the 2024-25 school year with 15.4% of our Hispanic student population, 15.4% of our Socioeconomically Disadvantaged students, and 37.5% of our Students with Disabilities enrolling in CTE courses.
- The LEA is improving its A-G completion with 30.3% of all graduating students being A-G eligible in the 2024-25 school year. In particular, the following student populations graduated as A-G eligible: Socioeconomically Disadvantaged 22.1%, Students with Disabilities 20.6%, Homeless 30%, and Hispanic 30.3%. However, the LEA continues to struggle with EL and LTEL students pursuing an A-G course of study.
- In math the LEA improved by 2 color rankings from Red to Yellow on the 2025 CA Dashboard. Hispanic students improved from Red to Orange, and White students improved from Orange to Yellow. There was a decrease with our Socioeconomically Challenged students moving from Orange to Red.
- In ELA the LEA maintained its Orange color ranking on the 2025 CA Dashboard. However, there was improvement with White students moving from Orange to Yellow.
- The current SGI class schedule is causing students to have to choose between enrolling in math, science or English creating scheduling conflicts where many students have to choose one SGI class over the other. Math and science classes are frequently chosen over English

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: *A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

The following 4 areas of focus will be the charters' priorities in the upcoming school year:

1. **Graduation Rate:**
    - **a.** In the 2022-23 school year our 4-5 year graduation cohort rate was below our goal of 50% for the following student populations: all 41.4%, Low Income 41.7%, SWD 30%, H 34.6%, & Hispanic 36.7%
    - b. The LEA saw tremendous growth in the first 2 years of 2024-27 LCAP cycle with a comprehensive 16.1% improvement over two years. Based on this result, the LEA feels it is vital to continue with the metrics and actions related to improving this student outcome
2. **SBAC Math Performance:**
    - a. In math the LEA improved by 2 color rankings from Red to Yellow on the 2025 CA Dashboard. Hispanic students improved from Red to Orange, and White students improved from Orange to Yellow. There was a decrease with our Socioeconomically Challenged students moving from Orange to Red
    - b. This goal continues to be an area of focus for the LEA. Our internal data through benchmark testing is showing that students are growing in grade level equivalency (GLE) throughout the school year. The intervention support we are providing to students in need of urgent intervention is working. Students in most of our special populations exceeded GLE growth of 1 grade level in the fall semester of the 25-26 school year: SWD grew 1.19 grade levels, and the Socioeconomically Disadvantaged population grew 1.1 grade levels. Our LTEL population had a slight decrease of 0.2 grade levels
3. **SBAC ELA Performance:**
    - a. In ELA the LEA maintained its Orange color ranking on the 2025 CA Dashboard. However, there was improvement with White students moving from Orange to Yellow.
    - b. Our internal data through benchmark testing is showing that students are growing in grade level equivalency (GLE) throughout the school year. The intervention support we are providing to students in need of urgent intervention is working. Students in most of our special populations exceeded GLE growth of 1 grade level in the fall semester of the 25-26 school year: SWD grew 1.1 grade levels, Socioeconomically Disadvantaged students grew 1.2 grade levels, and LTEL students grew 0.88 grade levels
4. **Chronic Absenteeism**
    - a. There was a slight increase in overall chronic absenteeism at 0.2% between the 2023-24 and 2024-25 school years. However, there was a 2.7% decrease among our Hispanic students in the same time period
    - b. Chronic absenteeism continues to be the greatest area of struggle for the LEA. The LEA continues to examine the unique needs of its middle school population and is utilizing multiple strategies to improve student engagement and academic outcomes for these students. We are seeing continuing improvement in student monthly progression for our middle school students, however, this is just one component that is factored into the chronic absenteeism metric. The LEA continues focusing on ways to prevent multiple truancies from this student population as the second truancy in the school year is what triggers a student to be considered chronically absent in our program

ROOT CAUSE ANALYSIS / PHASE 3: MEASURABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: *A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

Area of Focus #1: In the 2022-23 school year our 4-5 year graduation cohort rate was below our goal of 50% for the following student populations: all 41.4%, Low Income 41.7%, SWD 30%, H 34.6%, & Hispanic 36.7%

Root Causes:

- Students enroll in our school because they are not on track to graduate in 4 years
- We have shifted our focus to the student's 9th grade entry date and providing targeted interventions to get as many students as possible back on pace for graduation within 4 to 5 years of their 9th grade entry date
- Graduating within 4 to 5 years of the 9th grade entry date is being discussed more intentionally during orientation and semesterly achievement chats which is having a more positive impact on academic strategic planning
- The charter continues to provide wrap-around support to get as many seniors as possible to graduation within 1 year of earning 12th grade credits

Measurable Outcomes:

- Increase overall graduation rates to at least 50% by 2026-27, with specific attention to raising rates for Hispanic, LI, SWD, and White students by 5%.
- The LEA is making sure all student records have an accurate 9th grade entry date and teachers are fully aware of that date.
- Teachers are actively discussing and explaining the 4-5 year graduation cohort expectation at orientation and at each semesterly Achievement Chat.
- Teachers are monitoring student progress toward graduation monthly and assigning targeted interventions when needed.
- Spanish speaking staff are reaching out to Hispanic families to provide student updates and offer support in their native language.

Area of Focus #2: The following student population had 50% or more of its students testing in the Standard Not Met category of the math SBAC for the 2023-24 school year: EL 100%, Low Income 70%, SWD 72.2%, 7th grade 50%, & 8th grade 77.78%

Root Causes:

- EL/LTEL students are intimidated about enrolling in SGI classes due to language barriers
- Incorporating IXL interventions in math SGI classes are helping students understand more challenging course content as well as helping them to fill in learning gaps in foundational skills

- Middle School math cohorts are helping middle school students complete more math units and have improved their understanding of difficult math concepts
- All students need more vocabulary instruction, differentiated instruction, manipulatives, and visual aids when working on math units.
- Students are not being challenged with higher level math classes; remedial classes are meeting the graduation requirements for math.
- Middle school students are not completing enough grade level math units prior to SBAC testing

Measurable Outcomes:

- By the release of the 2027 CA Dashboard, improve the percentage of our unduplicated students scoring at the Standard Nearly Met or higher level on the Math SBAC: Long-term English learners:10%, Students with Disabilities: 30%, and Low-income students: 35%.
- Teachers are challenging students to take higher level math courses like Geometry and Algebra 2 instead of other math course options to fulfill the graduation math requirement.
- Each learning center will be providing a middle school math cohort.
- Students identified as needing urgent intervention during benchmark testing are enrolled in math intervention cohorts (My Math Path).
- All students have access to the Math Intervention Specialist and math tutoring when needed.
- Teachers are encouraging students to enroll in math SGI (Small Group Instruction) classes whenever possible.
- All teachers are incorporating SBAC practice questions into their weekly instruction.

Area of Focus #3: 72% of EL/LTEL students are testing in the Standard Not Met category of the ELA SBAC for the 2023-24 school year

Root Causes:

- More students are enrolling in math and science SGI classes than English SGI classes because they need more support with math and science content
- EL/LTEL students are intimidated about enrolling in SGI classes due to language barriers
- These students lack the language proficiency skill set to help them navigate through a language demanding test like SBAC.
- These students may be experiencing testing burnout in the Spring semester as they have Benchmark testing and ELPAC testing in addition to the SBAC testing.

Measurable Outcomes:

- By the release of the 2027 CA Dashboard, improve the percentage of our unduplicated students scoring at the Standard Nearly Met or higher level on the ELA SBAC: Long-term English learners: 35%
- The LEA has implemented a newly developed Academic Language Development curriculum to help our LTEL students further develop their English Language Skills.
- EL Specialists are working one on one with EL and LTEL students on both language development and academic progress

Area of Focus #4: In the 2023-24 school year the overall chronic absenteeism rate was 44.3% with the Low Income population at 53.2%, SWD at 40%, and Hispanic at 52.7%

Root Causes:

- Middle school students struggle to acclimate to the speed and nature of an Independent Study Program
- Middle school students need more focused academic support; there are no Small Group Instruction course offerings for middle school students. However, the middle school math cohort implemented in the 2025-26 school year is having a positive impact math unit completion and content knowledge
- The teachers have gained an understanding that Chronic Absenteeism is triggered when the same Middle School student is truant for 2 months at any time within the same school year
- The middle school truancy prevention tracker which implemented in the 2025-26 school year is helping to reduce middle school truancies
- There is a lack of consistency in the curriculum modalities assigned to middle school students (SAW vs EDM), the roll out of the LYLA curriculum in the 2026-27 school year should help with this
- Middle School students need more student engagement opportunities to help them feel more connected to the school community

Measurable Outcomes:

- Decrease the Chronic Absenteeism rate by 3% by June 30, 2027.
- The LEA provides bus passes at no cost to all middle school students to help combat their transportation challenges.
- The LEA is starting middle school math cohorts in each learning center.
- Teachers are providing additional student engagement activities for middle school students.
- Teachers are conducting quarterly Achievement Chats with middle school families to provide in person updates on student progress, evaluate student needs and agree upon effective instructional strategies, targeted interventions, and social emotional support throughout the school year.

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged:

Successes and Strengths:

1. The LEA continues to excel at maintaining a high 1 year graduation cohort rate (students graduating within 1 year of becoming a senior). In the 24-25 school year 92.3% of seniors graduated.

2. In the 24-25 school year, the LEA improved its 4-5 year graduation cohort rate by 5.5%
3. Chronic Absenteeism decreased by 2.7% for our Hispanic students
4. In the 24-25 school year, the LEA's Math SBAC Performance improved by 2 color rankings with Hispanic and White students improving by 1 color ranking
5. The College and Career Readiness Indicator improved from Orange to Yellow in the 2024-25 school year with an increase of 5.7% of students reaching the 'Prepared" level. Socioeconomically Disadvantaged students improved by 7%, Students with Disabilities improved by 9.5% and White students improved by 11%

Challenges and Concerns:

1. The LEA enrolls students continuously throughout the school year. Students are enrolling in our program with significant credit deficiencies leaving us with an insufficient amount of time to get them to graduation within the 4-5 year graduation cohort time frame.
2. Chronic Absenteeism is determined by a combination of middle school student attendance and amount of academic progress each month. It only takes 2 months of a student being considered truant at any time throughout the school to identify them as being chronically absent on the CA Dashboard. Once the 2nd truancy occurs, there is no way to recover that student from being chronically absent even if they complete the maximum number of credits in every other month of the school year.
3. Limited resources and a small middle school population present challenges for the LEA to provide direct instruction classes for these students.

Trends and Themes:

1. The LEA's 4-5 year graduation cohort rate increased by 5.5% to 57.5% in the 2024-25 school year.
2. Chronic Absenteeism continues to be an area of focus; progress is being with the Hispanic student population
3. The LEA's College and Career Indicator is improving with a change in color ranking from Orange to Yellow and an increase of 5.7% of students reaching the 'Prepared" level. Socioeconomically Disadvantaged students improved by 7%, Students with Disabilities improved by 9.5% and White students improved by 11%
4. Math SBAC performance is improving for the LEA but the Socioeconomically Disadvantaged population continues to struggle as evidenced by a 1 color ranking decline from Orange to Red

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - 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 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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