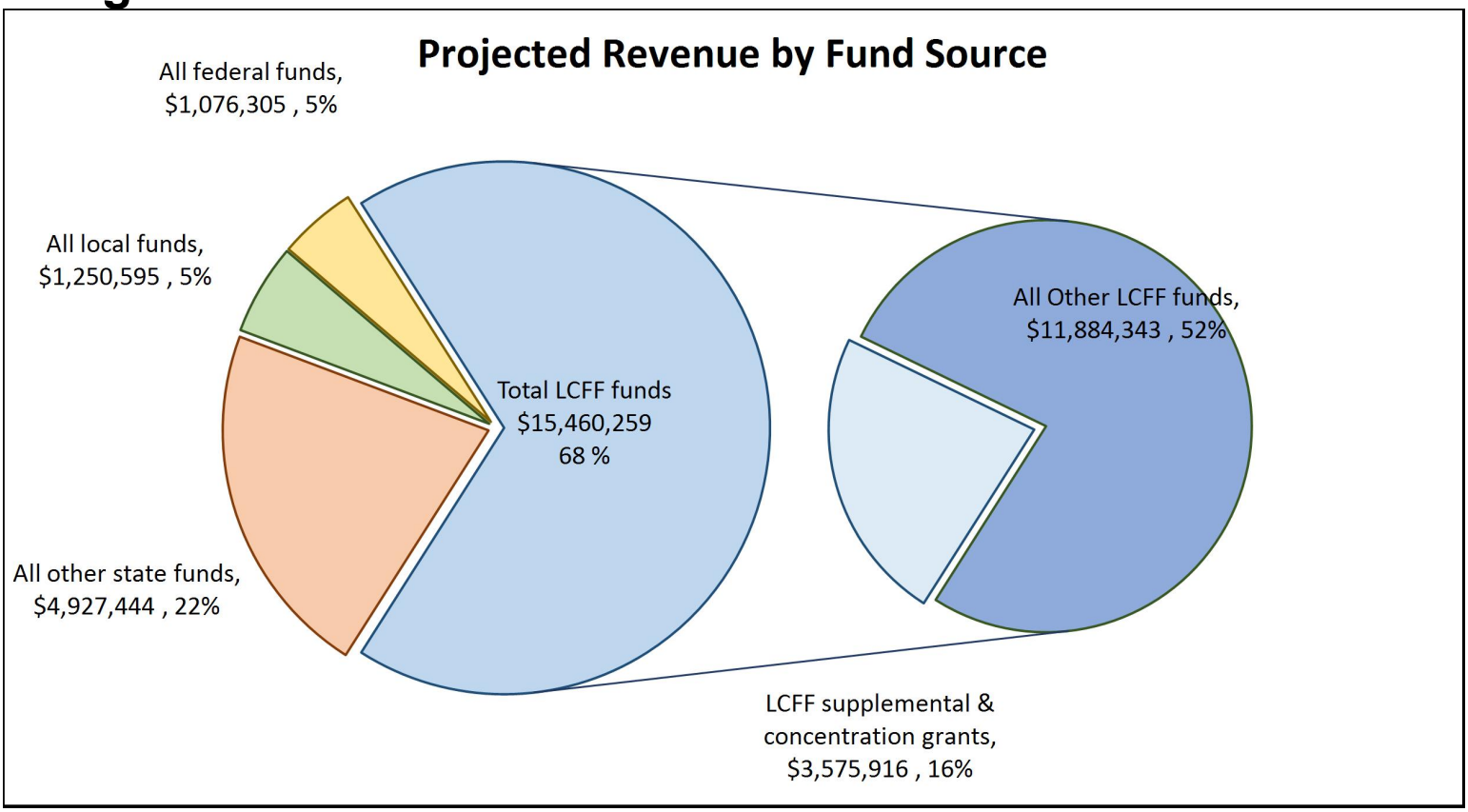
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ABLE Charter Schools
CDS Code: 39 68627 0126755
School Year: 2025-26
LEA contact information:
Dan Wright
Superintendent

(209) 478-1600

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

Budget Overview for the 2025-26 School Year



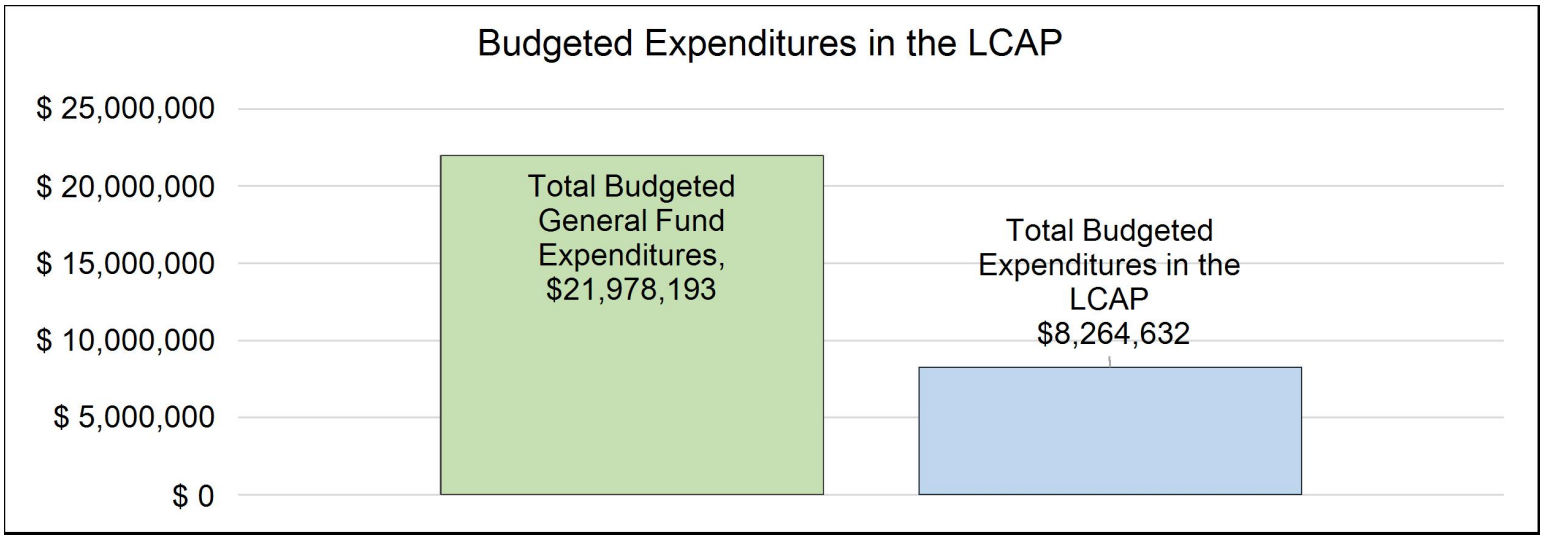
This chart shows the total general purpose revenue ABLE Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ABLE Charter Schools is $22,714,604, of which $15460259 is Local Control Funding Formula (LCFF), $4927444 is other state funds, $1250595 is local funds, and $1076305 is federal funds. Of the $15460259 in LCFF Funds, $3,575,916 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much ABLE Charter Schools plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ABLE Charter Schools plans to spend $21978193 for the 2025-26 school year. Of that amount, $8264632 is tied to actions/services in the LCAP and $13713561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

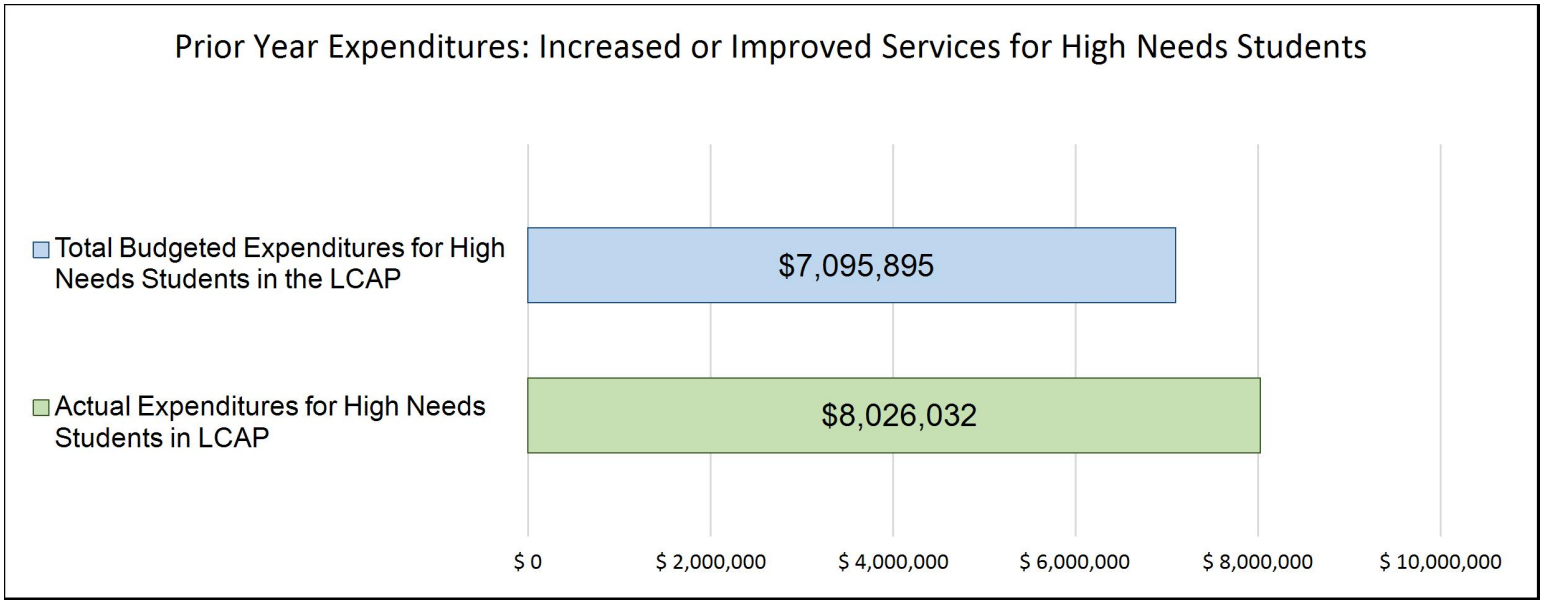
The budgeted expenditures not included in the LCAP, totaling $13,713,561, will support essential operational and educational functions beyond the scope of the LCAP. These include salaries and benefits for non-LCAP funded staff, facilities maintenance and operations, technology infrastructure, instructional materials outside LCAP-identified actions, transportation, and administrative services. These expenditures ensure the effective daily functioning of the school and support a safe, well-resourced learning environment for all students.

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

In 2025-26, ABLE Charter Schools is projecting it will receive $3,575,916 based on the enrollment of foster youth, English learner, and low-income students. ABLE Charter Schools must describe how it intends to increase or improve services for high needs students in the LCAP. ABLE Charter Schools plans to spend $8,229,532 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, ABLE Charter Schools's LCAP budgeted $7095895 for planned actions to increase or improve services for high needs students. ABLE Charter Schools actually spent $8026032 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $930137 had the following impact on ABLE Charter Schools’s ability to increase or improve services for high needs students:

ABLE Charter Schools spent nearly 1 million dollars more than budgeted. These monies were used to improve or increase services for high needs students SY 2024-2025.

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
ABLE Charter Schools	Dan Wright Superintendent	Dan.wright@ablecharter.com (209) 478-1600

Plan Summary [2025-26]

General Information

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

ABLE Charter Schools is located within a community within the city of Stockton, California and is located approximately 4.5 miles from downtown Stockton, 83 miles from San Francisco, and 45 miles from our state capital.

ABLE Charter is a dependent charter school that opened in 2013. ABLE Charter School serves students in grades TK–12 and is located in North Stockton, providing a unique blend of rigorous academics and career-focused programs. With an enrollment of approximately 1200 students, ABLE emphasizes individualized instruction and data-driven strategies to close learning gaps and support student achievement.

ABLE Charter identifies as a college prep school and therefore strives to teach every class at the honors level. ABLE Charter offers dual enrollment with Humphreys University and Delta College.

Similar to surrounding Districts and the County, the school has a diverse student body, including over 80% of students from socioeconomically disadvantaged backgrounds, English learners, and students with disabilities. English Learners make up 9.5% of the student population. 80% of our students are on free or reduced lunch. Additionally, 6.7% of the student body receives special education services. ABLE provides tailored interventions and enrichment opportunities through initiatives like WIN Time, which targets specific student needs in ELA, math and foundational skills (phonics).

ABLE's Goal: Students belong and achieve.

ABLE's Method: Facilitate academic confidence and success, build positive relationships, and deliver high-quality instruction.

ABLE's Mission: Students will prosper in a safe and nurturing environment that provides -foundational academic success, excitement for inquiry and exploration, and stimulation for learning; -exposure to the extraordinary diversity of greater Stockton and San Joaquin County; -college preparatory coursework and early college opportunities; -highly trained teachers who combine the best instructional practices with a technology-rich environment; and -opportunities for career pathways.

The school community has faced challenges stemming from the COVID-19 pandemic, including learning loss and chronic absenteeism. However, through focused efforts on attendance improvement, differentiated instruction, and family engagement, ABLE continues to address these issues while building a strong foundation for long-term academic success.

Reflections: Annual Performance

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

ABLE Charter School continues to make significant strides in student achievement, as reflected in the California School Dashboard. One of the most notable areas of progress is the improvement in Distance from Standard (DFS) scores in both English Language Arts (ELA) and Math. In ELA, the school improved from -33.8 in 2023 to -26.4 in 2024, while Math saw an even greater gain, moving from -88.7 to -76.3 over the same period. Particularly encouraging is the progress made by Students with Disabilities, who improved their ELA DFS from -114 in 2023 to -67.8 in 2024, along with African American students, who also demonstrated notable growth.

These achievements are the result of a multi-faceted approach focused on high-quality instruction, targeted interventions, and continuous professional development. Teachers engage in data-driven instruction through dedicated Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS) meetings, ensuring that instructional decisions are informed by real-time student data. Additionally, the implementation of evidence-based interventions—such as small group instruction and differentiated support during WIN Time—has provided students with the personalized assistance they need to succeed. The strategic use of assessment tools like Renaissance Star 360 has further supported student growth by allowing educators to monitor progress and adjust instruction accordingly.

Beyond academic growth, ABLE has also demonstrated improvement in key performance indicators that contribute to overall student success. CAASPP scores remained steady in ELA with a slight 0.6% increase, while Math CAASPP scores increased by 9.3 points. English Learners showed significant progress, with 53.9% making gains—an increase of 14.2% from the previous year. College and Career Readiness improved by 11.9%, with nearly half (47.9%) of the most recent graduating class deemed college and career ready.

In addition to academic gains, ABLE has made meaningful progress in areas that impact student well-being and school climate. Chronic absenteeism has decreased from 33.9% to 27.2%, thanks to an updated Chronic Absenteeism Policy, the formation of a dedicated Chronic Absenteeism Committee, and the hiring of Ms. Ramirez as a home-to-school intervention liaison. Suspension rates have also declined, dropping by 3.2% to 11.9%, as a result of proactive MTSS Tier 2 interventions that address social-emotional learning (SEL) and behavioral needs before issues escalate. Furthermore, the school’s graduation rate has increased from 91.9% to 95.9%, a testament to ongoing efforts to support student success through tiered academic interventions and credit recovery opportunities.

Moving forward, ABLE Charter remains committed to sustaining and expanding these successes. Plans include strengthening instructional norms, enhancing WIN Time to provide additional support for foster youth and English learners, and increasing family engagement through workshops and resources tailored to their needs. By maintaining a focus on equity, data-driven decision-making, and continuous improvement, ABLE is dedicated to ensuring that all students have the opportunity to reach their full academic potential.

Reflections: Technical Assistance

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

ABLE Charter Schools is no longer in Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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
English Learner Advisory Council During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that students, families, teachers, administrators, and school personnel had meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics. ABLE Charter's Charter Advisory Council and English Learner Advisory Committee (ELAC) reviewed institutional goals and offered recommendations. These advisory groups reviewed achievement data and helped identify focus areas, particularly for English learner students. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	Advisory Groups and Committees ABLE English Learner Advisory Committee (ELAC) reviewed drafts of LCAP goals and offered recommendations. These advisory groups reviewed achievement data and helped identify focus areas, particularly for English learners and socioeconomically disadvantaged students.
Charter Advisory Council During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that	ABLE Charter's Charter Advisory Council reviewed institutional goals and offered recommendations. These advisory groups reviewed achievement data and helped identify focus areas, particularly for English learners.

Educational Partner(s)	Process for Engagement
students, families, teachers, administrators, and school personnel had meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics. ABLE Charter's Charter Advisory Council and English Learner Advisory Committee (ELAC) reviewed institutional goals and offered recommendations. These advisory groups reviewed achievement data and helped identify focus areas, particularly for English learner students. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	
Parent Club (Booster) During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that students, families, teachers, administrators, and school personnel had meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics. Parent input was collected through multiple channels, including periodic Possip survey, site-level family engagement events, and meetings with parent groups. The feedback emphasized strong parental support for faculty, the importance of academic support services, and safe learning environments. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	Parent input was collected through multiple channels, including a periodic Possip survey, site-level family engagement events, and meetings with parent groups. The feedback emphasized strong parental support for faculty, the importance of academic support services, and safe learning environments.
Teachers During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that students, families, teachers, administrators, and school personnel had meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics.	Teachers were consulted through department-level and grade-level team meetings, Professional Learning Community (PLC) sessions, and all-staff meetings. These meetings provided opportunities to analyze CAASPP, Star 360, and other achievement data and identify academic priorities and challenges. Teachers also gave structured feedback on ABLE's academic and social-emotional supports, curriculum implementation, and WIN Time interventions.

Educational Partner(s)	Process for Engagement
Teachers were consulted through department-level and grade-level team meetings, Professional Learning Community (PLC) sessions, and all-staff meetings. These meetings provided opportunities to analyze CAASPP, Star 360, and other achievement data and identify academic priorities and challenges. Teachers also gave structured feedback on ABLE's academic and social-emotional supports, curriculum implementation, and WIN Time interventions. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	
Leadership During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that students, families, teachers, administrators, and school personnel had meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics. School leaders, including site principals, instructional coaches, and program directors, participated in development meetings that reviewed trends in student performance, discipline, attendance, and subgroup data. The leadership team also reviewed prior school goals and metrics to assess progress and identify high-impact actions for refinement or expansion. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	School leaders, including site principals, instructional coaches, and program directors, participated in development meetings that reviewed trends in student performance, discipline, attendance, and subgroup data. The leadership team also reviewed prior LCAP goals and metrics to assess progress and identify high-impact actions for refinement or expansion.
Student Council During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that students, families, teachers, administrators, and school personnel had	Student voice was included through surveys and focus groups conducted with middle and high school students. These engagements explored students' academic experiences, feelings of school belonging, and feedback on instructional supports, college/career readiness, and social-emotional well-being. Student responses directly informed revisions to instructional goals and support services.

Educational Partner(s)	Process for Engagement
meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics. Student voice was included through surveys and focus groups conducted with high school students. These engagements explored students' academic experiences, feelings of school belonging, and feedback on instructional supports, college/career readiness, and social-emotional well-being. Student responses directly informed revisions to instructional goals and support services. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	
Staff During the 2024–2025 school year, ABLE Charter Schools engaged in a comprehensive and ongoing process to consult with a wide range of educational partners to inform the development of the Local Control and Accountability Plan (LCAP). This inclusive process ensured that students, families, teachers, administrators, and school personnel had meaningful opportunities to provide input, reflect on data, and help shape our school's goals, actions, and metrics. Classified and support staff—including instructional aides, office staff, paraprofessionals, and special education service providers—were included through targeted meetings and informal feedback loops. These staff members shared valuable perspectives on student needs, site operations, and the implementation of behavioral and academic supports. This multi-faceted engagement process ensured that the development of ABLE's LCAP was grounded in the lived experiences, insights, and priorities of our entire educational community.	Classified and support staff—including instructional aides, office staff, paraprofessionals, and special education service providers—were included through targeted meetings and informal feedback loops. These staff members shared valuable perspectives on student needs, site operations, and the implementation of behavioral and academic supports.

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

All educational partners were given opportunities to provide feedback on past LCAP plans and recommendations for future goals. The feedback was considered while creating the new goals and before the LCAP plan was approved by the board, all education partners were given an opportunity to provide feedback on the proposed goals. Based on the feedback, proposed goals were adjusted and new goals were included.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ABLE will provide a Multi-Tiered System of Supports (MTSS) to ensure all students receive the academic, behavioral, and social-emotional supports and interventions necessary to grow and achieve.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ABLE Charter Schools believes that all students—regardless of background or circumstance—are entitled to an education that prepares them for success in both college and career pathways. At the heart of this vision is access to rigorous, standards-aligned curriculum and instruction, paired with timely, data-driven academic supports.

Over the past several years, ABLE has made strategic investments in the adoption and implementation of high-quality curricula. We have seen positive early returns in student performance, particularly in English Language Arts and high school graduation rates. However, gaps in student achievement remain—particularly in mathematics, where we continue to face challenges in meeting grade-level expectations.

This goal reflects ABLE's continued commitment to academic equity and instructional excellence. It outlines a multi-pronged strategy that includes:

- Deepening the implementation of proven, standards-aligned curriculum
- Expanding the use of curriculum-aligned assessments and progress monitoring
- Investing in new curricular materials to fill existing gaps
- Leveraging expanded academic supports and interventions through our Multi-Tiered System of Supports (MTSS) framework

We are also committed to improving outcomes for our English Learners, ensuring they continue to make measurable progress on the ELPAC, and increasing the percentage of students identified as college and career ready upon graduation. Maintaining our strong graduation rate is a reflection of our commitment to seeing every student through to postsecondary success.

2023–2024 Baseline Data & Targets:

- ELA: Current DFS is –26.4. Goal: Improve by at least 3 points in 2024–25; long-term goal is DFS of –5.

- Math: Current DFS is –76.3. Goal: Improve by at least 3 points in 2024–25; long-term goal is DFS of –25.
- EL Progress: 53.9% of EL students made progress. Goal: Increase by at least 2 points in 2024–25; ongoing goal is 55%+ making progress annually.
- College & Career Readiness: 47.9% classified as prepared. Goal: 2% growth annually; long-term goal is 55%.
- Graduation Rate: 95.9%. Goal: Maintain or improve.

This goal serves as a foundational driver of student achievement and reflects ABLE's mission to ensure every student graduates fully prepared to succeed in college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment (SBAC) Language Arts (ELA) Distance from Standard (DFS)	SBAC ELA Results (SY 2022-2023) * All: -26.9 * AA: -42.5 * ELs: -54.3 * SED: -33.1 * Hispanic: -29.9 * SWD: -108.5 *Asian: 27 *White: -12.3	SBAC ELA Results (SY 2023-2024) * All: -26.4 * AA: -34.6 * ELs: -64.7 * SED: -32.6 * Hispanic: -36.5 * SWD: -67.8 * LTEL: -63.5 *Asian: 16.5 *White: 4.8		SBAC ELA Results * All: -23.4 * AA: -31.6 * ELs: -61.7 * SED: -29.6 * Hispanic: -33.5 * SWD: -64.8 * LTEL: -60.5 *Asian: 19.5 *White: 7.8	Subgroup Change All +0.5 African American (AA). +7.9 English Learners (ELs) -10.4 (SED) +0.5 Hispanic -6.6 Students with Disabilities (SWD) +40.7 Asian -10.5 White +17.1
1.2	Smarter Balanced Assessment (SBAC)	SBAC Math Results (SY 2022-2023)	SBAC Math Results (SY 2023-2024)		SBAC Math Results	Group | Difference (Year 1 - Baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math Distance from Standard (DFS)	* All: -85.6 * AA: -101.5 * ELs: -109.6 * SED: -93.2 * Hispanic: -93.2 * SWD: -161.2 *Asian: -36.3 *White: -46.8	* All: -76.3 * AA: -100.2 * ELs: -106.5 * SED: -82.2 * Hispanic: -84.8 * SWD: -116.6 * LTEL: -152.6 *Asian: -42.2 *White: -27.9		* All: -73.3 * AA: -97.2 * ELs: -103.5 * SED: -79.2 * Hispanic: -81.8 * SWD: -113.6 * LTEL: -149.6 *Asian: -39.2 *White: -24.9	--- All | +9.3 AA | +1.3 ELs | +3.1 SED | +11.0 Hispanic | +8.4 SWD | +44.6 LTEL | N/A (no baseline value) Asian | -5.9 White | +18.9
1.3	Star Renaissance: % of students performing at above 40th percentile on normed assessments	All Students: Math = 18.4% ELA= 28.2%	All Students Math = 58.8% ELA = 58%			Math: +40.4 percentage points (58.8% - 18.4%) ELA: +29.8 percentage points (58.0% - 28.2%)
1.4	CAASPP: Smarter Balanced: Math	2022 - 2023 Overall - 18.6% AA - 8% Asian - 28.3% Hispanic - 16.2%	2023-2024 Overall 20% SWD – 0% EL – 6.78% SED – 17.68%		Overall - 27% AA: 16% Asian: 35% Hispanic: 25%	Group | Difference (Year 1 - Baseline) --- Overall | +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races - 40% White - 33.3% English Learners - 6.5% Socioeconomically Disadvantaged 16.6% Students with Disabilities - 0%	Hispanic – 16.34% Asian – 34.09% AA – 11.94% White – 43.9% LTEL – 3.85%		Two or More Races - 45% White - 39% English Learners - 16% Socioeconomically Disadvantaged 23% Students with Disabilities - 15%	AA (African American) | +3.94% Asian | +5.79% Hispanic | +0.14% Two or More Races | N/A (no Year 1 value provided) White | +10.6% English Learners (EL) | +0.28% Socioeconomically Disadvantaged (SED) | +1.08% Students with Disabilities (SWD) | 0% LTEL (Long-Term ELs) | N/A (no Baseline value provided)
1.5	CAASPP ELA	Overall 38.34% SWD – 2.44% EL – 14.52% SED – 34.66% Hispanic – 36.89%	2023-2024 Overall 40.35% SWD – 16.67% EL – 14.29% SED – 37.47%		Overall 47% SWD – 20% EL – 18% SED – 40% Hispanic – 40%	Group | Difference (Year 1 - Baseline) --- Overall | +2.01% SWD (Students w/ Disab.) | +14.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian – 62.17% AA – 32.19% White – 43.59% LTEL – 13.33%	Hispanic – 35.96% Asian – 61.37% AA – 34.78% White – 52.38% LTEL – 11.54%		Asian – 657% AA – 35% White – 55% LTEL – 15%	EL (English Learners) | -0.23% SED (Socioecon. Disadv.) | +2.81% Hispanic | -0.93% Asian | -0.80% AA (African American) | +2.59% White | +8.79% LTEL (Long-Term ELs) | -1.79%
1.6	ELPAC	2022 – EL - 2023 All Grades Level 1 20.3% Level 2 29.4% Level 3 33.8% Level 4 16.5%	2023-2024 All Grades Level 1 -- 11.11% Level 2 -- 37.18% Level 3 -- 41.88% Level 4-- 9.83%		All Grades Level 1 - 15% Level 2- 20% Level 3 - 35% Level 4 - 30%	Level | Difference (Year 1 - Baseline) --- Level 1 | -9.19% Level 2 | +7.78% Level 3 | +8.08% Level 4 | -6.67%
1.7	A-G compliant College/career ready	2022-2023 College and Career Ready -- 36.1%	2023-2024 College and Career Ready 47.9%		College and Career Ready 80%	College and Career Ready: +11.8 percentage points (47.9% - 36.1%)

Goal Analysis [2024-25]

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

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

In the 2023–24 school year, ABLE Charter Schools implemented four charter-wide instructional initiatives designed to support the academic achievement and growth of all students: Professional Learning Communities (PLCs), Multi-Tiered System of Supports (MTSS), What I Need (WIN) Time, and Instructional Norms. These initiatives were executed with dedicated time, clear structures, and leadership support. Each continues to evolve as teacher capacity, program systems, and student needs develop over time.

Professional Learning Communities (PLCs)

ABLE launched PLCs by content area as a structured system for collaborative planning, inquiry, and data-driven instructional decision-making. Each team established group norms and developed SMART goals tied to student achievement. Monthly PLC time was protected for teams to create common formative assessments, analyze student data, and identify next steps to improve instruction.

Challenges: One of the most pressing challenges was teacher capacity. The majority of ABLE teachers are in their first five years of teaching, with many still completing credentialing requirements. As such, the process of building deep data literacy and collaboration skills is ongoing. We took a “go slow to go fast” approach by dedicating Term 1 to foundational planning and professional development.

Successes: Teachers successfully completed two inquiry cycles and engaged in productive conversations around student learning. Tier 2 instruction is now embedded schoolwide, and teachers have demonstrated a growing awareness of how to tailor instruction to meet students’ needs. To continue strengthening the PLC model, a team of ten educators—teachers, SPED specialists, and administrators—will attend the PLC at Work Summit in June 2025.

Multi-Tiered System of Supports (MTSS)

While aspects of MTSS previously existed, a more comprehensive structure was fully implemented in 2023–24. Grade-level teams meet monthly to analyze a broad range of student data (e.g., Star Math, Star Reading, myIGDIs, Star Phonics, IXL, CAASPP, and ELPAC) and use this analysis to identify targeted Tier 2 interventions.

Successes: MTSS structures have empowered teachers to make data-informed decisions. Students are now systematically placed into intervention or enrichment settings based on skill gaps and strengths, creating targeted and equitable instructional opportunities.

Challenges: A key challenge was laying a solid foundation—ensuring Tier 1 instruction was rigorous and aligned to grade-level standards before implementing Tier 2 interventions. To address this, teachers received coaching and support to strengthen core instruction while beginning to differentiate and re-teach through small group instruction within MTSS.

WIN Time

WIN (What I Need) Time is now a protected, daily 30-minute instructional block for all students. Based on student assessment data, students are assigned to Tier 2 interventions or Designated ELD instruction. Curricula and strategies used during WIN Time are research-based, and student progress is continuously monitored by a multidisciplinary team.

Successes: All students now receive daily, targeted support in a skill-based area of need. Teachers have been trained in their WIN content area and demonstrate growing effectiveness in providing differentiated instruction.

Challenges: Ensuring fidelity of implementation across classrooms remains an area of focus. Some teachers initially viewed WIN Time as flexible instructional time for remediation, prep, or student work completion. Ongoing monitoring, training, and coaching have helped shift this mindset toward using WIN as a high-impact intervention space.

Instructional Norms

Instructional Norms were developed and implemented to promote consistency and clarity in classroom instruction. These norms are centered around four domains: Learning Objectives, Student Engagement, Higher-Order Questioning, and Content-Area Literacy. Teachers received training and ongoing feedback on how to embed these instructional moves into daily practice.

Successes: Teachers now have a clearer understanding of what high-quality instruction looks like and are using the norms to plan and execute more effective lessons. Student engagement has improved, and there is a stronger focus on academic discourse and rigor.

Challenges: Ensuring fidelity of implementation across all classrooms remains ongoing work. School leaders conduct regular walkthroughs using a shared rubric and follow up with individualized “Glows and Grows” via email. A committee has been established to review walkthrough data and align future professional development to areas of growth.

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.

Material differences are defined by a difference of 20% or greater between planned and estimated actual expenditures. There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentage of Improved Services.

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

ABLE Charter Schools has seen measurable progress toward Goal 1, particularly in expanding the use of data-informed instruction and targeted intervention systems. The implementation of MTSS and daily WIN Time has provided every student with access to 30 minutes of focused Tier 2 intervention, aligned to individual academic needs. This structure has been effective in improving outcomes, particularly in mathematics, where the CAASPP Distance from Standard improved by over 9 points year-over-year (from –85.6 to –76.3). In addition,

greater accountability structures iwll be implemented to ensure WIN Time is being used solely for targeted intervention, not prep or non-instructional activities.

Professional Learning Communities have helped build a collaborative instructional culture, though progress has been uneven due to the novice status of many teachers. Despite this, PLCs have completed multiple data cycles, and teams have shown growth in using common formative assessments to guide instruction. This has contributed to the improvement in ELA scores and early literacy gains across grade levels, as reflected in mid-year Star 360 data.

The expansion of Designated ELD during WIN Time and increased monitoring of EL student progress has supported language development, with 53.9% of English Learners improving at least one performance level on the ELPAC. This shows positive movement toward closing language gaps, although we aim for continued growth in this metric.

Instructional Norms were implemented with fidelity in many classrooms and contributed to stronger lesson planning and student engagement. Continued coaching and walkthrough feedback have been critical for reinforcing consistency in instructional practice.

While overall implementation has been effective, key challenges remain. These include deepening teacher capacity in data analysis and closing skill gaps in primary grades. ABLE will continue to refine its use of WIN Time, PLCs, and MTSS to ensure that all students access rigorous, responsive instruction.

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.

ABLE Charter Schools plans to continue implementing Tiered 2 support - WIN Time. Monthly, teachers will attend MTSS meetings where they will review student MTSS data and make Tier 1, 2, and 3 recommendations. This approach allows for more responsive support based on progress monitoring data. To improve student ELA CAASPP scores, ABLE plans to provide professional development around the writing piece of all content area curriculum and require teachers to submit visible evidence of student learning. This may include but is not limited to student process essays centered on Argumentative, Narrative and Information text that align with state testing. ABLE will continue to have a Mathematics Improvement Committee. SY 2025-2026, goals include: Secondary math study, Elementary lesson planning and the hiring of a FTE math interventionist for Tier 2 and Tier 3 intervention.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered Systems of Support	The three-tier model, sometimes referred to as a "multi-tiered system of support" is designed as a general education initiative which utilizes data	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	(MTSS)	through multiple assessments to inform decision making. Interventions are based on research and dependent on continuous progress monitoring by a multi-disciplinary team. This three-tiered model is ABLE's response to California's multi-tiered system of support to address the needs of all students. ABLE continues to improve, implement, and develop these systems.		
1.2	WIN Time	WIN Time stands for What I Need, also known as a learner-centered approach. Students benefit from differentiated instruction that occurs during a 30-minute daily period that includes reteaching, remediation, or extension activities for Math, Literacy, Social-Emotional Learning, and enrichment. This is time for intensive assistance in which the teacher provides a lesson targeting individuals or groups of students that helps students continue to progress. During WIN Time, class-room teachers meet with data identified groups of students for 30 minutes. Learner centered instruction allows students to work on targeted explicit skill instruction.	$27,345.00	No
1.3	Science of Reading	The Science of Reading is a comprehensive body of research and knowledge on how children best learn to read and informs what literacy instructors should teach, and the how and why behind instruction. Teaching Based on the 5 Big Ideas Phonemic Awareness - The ability to identify and play with individual sounds in spoken words. Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter sound relationships and spelling patterns. Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression. Vocabulary - Knowing what words mean and how to say and use them correctly.	$9,000.00	No
1.4	Curriculum and Subscriptions	ABLE Charter adopts and utilizes a variety of core and supplemental curricula. Emphasis is placed on standards aligned, thoroughly vetted products that are proven to meet students' needs and allow growth and mastery. Preference is given to curricula which incorporate resources for differentiation, so that teachers can directly address gaps or provide extensions specific to student needs.	$313,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Accelerated Learning & Intervention Applications	ABLE employs a variety of applications that assess student progress and/or provide students with the opportunity to build skills and fill gaps in knowledge. Many of these technologies align with assessment data to automatically target student needs, otherwise teachers are able to assign material based on their assessment of student needs. These apps include Star Phonics, Lalilo, IXL, Freckle, Reflex, Frax, etc.	$53,000.00	No
1.6	California Assessment Conference	The California Assessment Conference offers shared practices sessions that feature teachers, teams, and school sites from across the state that have developed best practices for implementing assessment resources in support of teaching and learning.?Recommend sending Director of Student Metrics and Chief Academic Officer.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ABLE will engage students and families to create and maintain an inclusive, safe, and healthy school environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Creating and maintaining a safe, positive, and inclusive school environment is extremely important. ABLE will provide a variety of supports and programs to develop and support the mental and social-emotional health of our students. We want to make sure that we are using a variety of methods to stay in communication with our families and students. We know the importance of having sufficient counseling, social emotional, and mental health services to address the needs of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA School Dashboard Graduation Rate	2022 - 2023 Overall - 91.9% Hispanic - 92.5% English Learners - 82.4% Socioeconomically Disadvantaged - 92.5%	Overall 95.9% Hispanic 98.3% SED 95.8%		Overall - 95% Hispanic - 95% English Learners - 95% Socioeconomically Disadvantaged - 95%	Group | Difference (Year 1 - Baseline) ---------- ---------- -------- Overall | +4.0% Hispanic | +5.8% English Learners (EL) | N/A (no Year 1 value provided)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged (SED) | +3.3%
2.2	Percentage of Students Completing A-G	2022 - 2023 Overall - 64.3% Hispanic - 55.6% English Learners - 69.2% Socioeconomically Disadvantaged - 60.4%	2023-2024 Overall 47.9% Hispanic 51.7% SED 47.2%		Overall - 75% Hispanic - 65% English Learners - 80% Socioeconomically Disadvantaged - 70%	Group | Difference (Year 1 - Baseline) --- Overall | +38.7% (47.9% - 9.2%) Hispanic | N/A (No baseline value provided) Socioeconomically Disadvantaged (SED) | -13.2% (47.2% - 60.4%)
2.3	Percentage of Students "Ready" Upon Graduation	Overall - 36.1% (Medium)	2023-2024 Overall 47.9% Hispanic 51.7% SED 47.2%		Overall - 50%	Group | Difference (Year 1 - Baseline) --- Overall | +11.8% (47.9% - 36.1%) Hispanic | N/A (No baseline value provided)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged (SED) | N/A (No baseline value provided)
2.4	Facilities Identified "Not in Good Repair"	0	0		0	0
2.5	Reduce Chronic Absenteeism	All 32.9% AA 32.7% 2+ 36.7% SWED 30.2% White 29.3% Asian 29% EL 31.1% Hispanic 33.2% SED 33.4%	All 27.2% AA 33% LTEL 35.5% 2+ 25.5% SWED 28.6% White 25% Asian 17.3% EL 24.2% Hispanic 27.2% SED 27.4		All 27.2% AA 33% LTEL 35.5% 2+ 25.5% SWED 28.6% White 25% Asian 17.3% EL 24.2% Hispanic 27.2% SED 27.4	Group | Difference (Year 1 - Baseline) --- All | -5.7% AA (African American) | +0.3% LTEL | N/A (no baseline value) 2+ (Two or More Races) | -11.2% SWED | -1.6% White | -4.3% Asian | -11.7% EL (English Learners) | -6.9% Hispanic | -6.0% SED (Socioecon. Disadv)| -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Reduce Suspensions	All 15.1% AA 20.8% 2+ 16.9% SWED 15.2% White 10.8% Asian 11.8% EL 10.5% Hispanic 14.6% SED 15.5%	All 11.9% AA 18.9% 2+ 11.3% SWED 13.7% White 8.4% Asian 5.3% EL 7.4% Hispanic 11.6% SED 12.3%		All 11.9% AA 18.9% 2+ 11.3% SWED 13.7% White 8.4% Asian 5.3% EL 7.4% Hispanic 11.6% SED 12.3%	Group | Difference (Year 1 - Baseline) --- All | -3.2% AA (African American) | -1.9% 2+ (Two or More Races) | -5.6% SWED | -1.5% White | -2.4% Asian | -6.5% EL (English Learners) | -3.1% Hispanic | -3.0% SED (Socioecon. Disadv)| -3.2%
2.7	Improve Student Social Emotional Health	0	MTSS Care Team 26 student referrals			NA
2.8	Charter Advisory Council (CAC)	NA	Meets monthly with Superintendent			NA
2.9	English Learner Advisory Council (ELAC)	NA	Meets quarterly with Superintendent			NA

Goal Analysis [2024-25]

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

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

ABLE Charter Schools created a Multi-Tiered System of Support Care Team. This team consists of the Superintendent, Deputy Superintendent, Chief Academic Officer, Principals, Counsellors, Attendance Liaison, Engagement Specialists, front office staff and a licensed mental health clinician. This team meets approximately every two weeks to identify and discuss students who may need additional tier 2 and tier 3 support. Students can be referred by any member of the care team. Via monthly all staff MTSS meetings, teachers can also refer students. All MTSS Care Team referrals are logged into the eduCLIMBER platform, and the team discusses each referred student to determine if the student meets the criteria for tier 2 and tier 3 targeted interventions. The team also works to identify any root causes that are challenging the student's academic, behavioral or social-emotional well-being. Once a student has been referred and added to the care team's roster, action plans are created by the team. Action plans determine what the school will do or provide to support the student and their family, who will take the action and by what date it will be completed. This program has been very successful in ensuring that our students and families that need intensive support are receiving the help they need. The needs can be anything from transportation to and from school, emergency food and clothing donations, and referrals to outside mental and physical health providers. The addition of eduCLIMBER has allowed ABLE Charter to systematically identify students with challenges, identify their root issues and create action plans to provide on-going tiered support. Challenges have included meeting attendance. Many of the team members are very busy throughout the day and struggle to attend the meetings consistently. Another challenge is ensuring parents and guardians grant approval for professional mental health services.

The MTSS Care Team created a MTSS Handbook that provides a detailed map of the universal/tier 1, tier 2 and tier 3 services offered to support student behaviors, social emotional learning, attendance and academics (math and ELA). This roadmap of support for all students' academic, social emotional and behavioral well-being is the foundation of support ABLE Charter offers all students.

ABLE Charter Schools created a Chronic Absenteeism Care Team. This team consists of the Superintendent, Deputy Superintendent, Chief Academic Officer, Director of Student Metrics, Principals, Counsellors, attendance assistant, engagement specialists, front office staff and a licensed mental health clinician. This team meets approximately every two weeks to identify and discuss students who may need additional tier 2 and tier 3 support related to school attendance including tardies and leaving school early. Prior to each meeting, a current chronic absenteeism report is run that identifies students who are chronically absent, and students who are on the cusp of being chronically absent. Each student is then added to the eduCLIMBER platform where the team collaborates to identify the root causes for the student's chronic absences. From there, the team creates an action plan to provide the student and their family with tier 2 and tier 3 supports. Support can include help with transportation to and from school, ensuring the student has access to medical attention, and a referral to independent study. This care team has led to the creation of a Home Health Policy. Successes have included reduced chronic absenteeism at the school, improved positive school to family relationships and an established protocol to support all students to ensure they are at school, on time and ready to learn.

ABLE Charter Schools has dedicated elementary and secondary counselors. School counselors play a key role in creating a safe, inclusive, and healthy school environment each day. They build strong relationships with students through an open-door policy, making themselves approachable and available for academic, social, and emotional support. Counselors address mental health needs by offering short-term

counseling, crisis intervention, and referrals to outside resources, while also promoting wellness through classroom lessons and school-wide initiatives. Counselors help resolve conflicts through mediation, support positive behavior, and encourage restorative practices to build a respectful school culture.

Working closely with teachers, families, and administrators, counselors ensure that students' needs are met both academically and emotionally. They also organize proactive programs like Mental Health Awareness Week, support groups, and career readiness events to foster a supportive and connected school community. Additionally, high school students can be referred to community mental health services available on campus, such as Child Abuse Prevention Council (CAPC) and Transitional Age Youth (TAY) programs. Our high school partners with CAPC to provide suicide prevention training for staff members and students, individual student counseling, group counseling, and a Parent Cafe that builds parenting skills. TAY program is a mentoring program for 16-25-year-olds that offers individual support focused on teaching life skills and future planning. Through these efforts, school counselors help make schools welcoming and supportive for every student.

ABLE's Mental Health Clinician offers students and families confidential mental health services.

When a student is referred to the clinician, the clinician will assess the student to see if they meet the criteria for in-school support. Assessment includes speaking with students, staff, and caregivers to get a comprehensive picture of symptoms. ?This assessment will determine severity of symptoms and how symptoms affect the student in the school environment. After the assessment, the Mental Health Clinician will work with the student and caregiver to create SMART goals to address symptoms.? Next, students will meet with clinician weekly or biweekly for up to 8 weeks (depending on need and severity) for individual or group sessions. During that time, students will be taught skills and strategies to support them in reaching their goals. This may be through reading, art, projects, talking, and homework. Caregivers are encouraged to ask questions and/or provide information through the term of treatment. The clinician will provide resources to caregivers when requested. The Mental Health Clinician may also give recommendations to parents to further support students not only at school but in other environments.

ABLE Charter has dedicated elementary and secondary Engagement Specialists. ABLE's Engagement Specialists support a safe, inclusive, and healthy school environment.

Through the following efforts, Engagement Specialists ensure that ABLE Charter Schools remains a school where students feel valued, supported, and motivated daily.

Visible and Approachable Presence—We consistently appear during transitions, lunch, and breaks to engage with students, build relationships, and provide immediate support. Our presence helps create a sense of accountability and connection.

Behavioral Support & Real-Time Coaching– We proactively monitor student interactions and intervene before conflicts escalate. We use redirection, restorative conversations, and de-escalation strategies to guide students toward making positive decisions.

Providing Safe Spaces for Regulation (C8) – We help manage C8 as a designated safe space where students can take a break, self-regulate, and receive guidance before returning to class. This structured space gives students the support they need to refocus and successfully continue their day.

Supervision & Positive Engagement in Common Areas– Our presence in hallways, lunch areas, and transition spaces allows us to monitor student interactions, reinforce expectations, and create a positive, structured environment.

Mental Health and Wellness Collaboration—We work closely with counselors and support staff to identify students who may need additional emotional or behavioral support and ensure?they receive the appropriate interventions and resources.

Family Engagement & Communication?– We maintain open communication with families to keep them informed and involved in their child's behavioral progress, successes, and necessary interventions.

Encouraging Student Leadership & Positive Incentives

Behavior Incentive Dances 4th-6th —I organize and coordinate special events that reward students for positive behavior and academic achievement, reinforcing a?culture of respect and responsibility.

5th & 6th Grade Leadership Opportunities – I empower students by involving them in event planning, decorating, and activity coordination, giving them a sense of ownership and responsibility within the school community. These opportunities help develop leadership skills and strengthen school spirit.

Lunch Activities for 4th- 6th Grade – I provide structured lunch activities, including games, crafts, and music, to encourage positive social interactions, creativity, and fun in a safe and inclusive space. These activities give students a productive and engaging way to spend their lunch break.

ABLE Charter Schools contracts with CAPC and TAY for tier 2 and tier 3 student and family mental health resources. The Child Abuse Prevention Council (CAPC) of San Joaquin County wants to prevent all child abuse across our county by coordinating projects, programs, and events that bring awareness and resources to families. CAPC can help guardians looking for early childhood education programs, family strengthening services, and clinical services. Guardians can find part-day, full-day, center-based childcare and have assistance with enrolling their children in preschool. Families can receive free home visitation where professionals can come to the family and coach guardians on behavior management, stress management, resume building and applying to jobs. CAPC also has the Transitional Age Youth (TAY) program, which is a free mentoring program for 16–25-year-olds all throughout San Joaquin County. This includes assistance with resume building, financial literacy, applying for higher education programs, interviewing skills and much more. CAPC and TAY both provide students and families with tier 2 and 3 support that can help increase their chances of success.

ABLE Charter Schools created a Lion's Den with a full time Counselor who provides Tier 2 and Tier 3 by assigning students courses and assignments related to the reason they are in the Lion's Den. Lion's Den uses LifeSkills curriculum and assigns differentiated and tailored lessons to each student as appropriate. Once students complete the course, they are given a certificate of completion. The course provides questions that allow me to be able to sit down and have a conversation with the child to see if they understand what they did was the wrong choice. Sometimes with those conversations, the students mention other underlying problems as to why they act the way they act. In the Lion's Den, we also have group conversations about how what they did affects their grades and schoolwork, how their actions can affect the relationships with their peers and teachers, and we talk about how parents react knowing that they are in trouble. The assignments given to

them may also include a presentation or making a poster. For example, if a student is in the Lion's Den for fighting, they may get a course assignment and they may also need to do a presentation on the effects of fighting on mental health. I provide the students with tools to help them. For example, I provide tools to deal with impulse control or anger management. If students are still misbehaving and not listening after being asked multiple times to please get to work, Parents are contacted. Parents are also contacted to inform them when the students did not finish their assigned LifeSkills course.??

ABLE Charter Schools has a Social Emotional Learning WIN Time. This is a 30-minute protected block of time where students engage in Character Strong curriculum. During this dedicated and protected block of time, teachers engage students in lessons that build their knowledge of character traits such as cooperation, perseverance, respect, caring responsibility, and empathy and leads students to be able to make better decision in the future.

Character Strong is an SEL K-12 curriculum and is embedded in grades K-6 as part of the school day. Character Strong is a whole school approach to provide all students with a sense of belonging, improved sense of well-being and increased engagement in their classroom, school and community.

ABLE Charter Schools has a School Safety Plan which includes a School Continuity Plan and it is revised and updated yearly in accordance with California Code section 32280-32289.

ABLE Charter Schools has an on-site Parent Resource Center (PRC). The PRC positively impacts the individual and family well-being of our school community. PRC plays a critical role in strengthening the connections between our school, students, and families while fostering a supportive and nurturing environment for everyone involved.

The Parent Resource mission is:

The Parent Resource Center primarily focuses on connecting students and their families with valuable community resources. By doing so, we help ensure that families have the support they need to succeed, both inside and outside of the classroom. We are committed to building a strong, holistic support system that addresses the social, emotional, and practical needs of our school community.

Programs and Initiatives:

Parent Café Workshops (January 2025 – May 2025):
One of the signature programs offered by the PRC is the Parent Café Workshop, which runs from January to May every school year. These workshops, held every Wednesday from 8:45 AM to 9:45 AM, provide a space for parents to decompress and engage in discussions about self-care. The workshops also offer valuable tools for building healthier relationships with their children, emphasizing the importance of mental well-being and positive parenting strategies. The café format encourages informal, supportive interactions, fostering a sense of community among parents.

Community Festivals:
The PRC organizes two major festivals each school year—the Fall Festival and the Spring Festival—which serve as platforms for connecting families with local resources. At these events, between 20 to 30 community organizations set up informational tables, offering everything

from health services to educational support. These festivals are an excellent opportunity for families to access critical resources and create lasting connections that support their overall well-being.

Legacy Meetings:
The PRC also hosts monthly Legacy meetings, which are important events where families can come together and connect with teachers in a more personal setting. These meetings foster communication, build stronger relationships between families and faculty, and allow for deeper engagement in the educational experience of our students. Legacy meetings provide a platform for parents to discuss concerns, ask questions, and stay informed about their child's progress and well-being.

Support for Families in Need:
In addition to its workshops and events, the Parent Resource Center is deeply committed to supporting families facing immediate needs. Whether a family is in need of food, clothing, or other essentials, the PRC steps in to provide assistance. We collaborate with local partners and community organizations to ensure that our families are cared for in times of difficulty, helping to reduce barriers to success for both students and parents.

Why This Matters:

The work of the Parent Resource Center is integral to our overall mission at ABLE Charter Schools. By supporting our families in meaningful ways, we are not only addressing their immediate needs but also empowering them to create long-term, positive changes in their lives. The Parent Resource Center is a key element of our broader effort to build a strong, connected community where every student and family has the resources and support, they need to thrive.

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.

Material differences are defined by a difference of 20% or greater between planned and estimated actual expenditures. There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentage of Improved Services.

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

Most of the actions under Goal 2 have been effective or moderately effective in creating a safer and more inclusive environment. Students and families report improved trust, communication, and access to supports, though implementation consistency, service capacity, and subgroup equity remain areas for growth. Continued alignment under MTSS, ongoing data analysis, and stronger outreach to underserved families will be critical to sustaining and deepening progress.

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.

As a result of our ongoing reflection and data analysis, ABLE Charter will continue all current actions and programs aligned with Goal 2, including Panorama and Possip surveys, CAPC programming, counseling and support services, the Student and Family Support and Engagement Team, the Parent and Family Resource Center, Character Strong curriculum, MTSS Care Team, Chronic Absenteeism Care Team, and the Lion's Den and School Store. These initiatives—most of which were newly introduced over the past one to two years—are still in the early phases of implementation and have shown promising early results. Continuing these programs with greater consistency and alignment will be critical to achieving lasting impact.

Our student needs continue to grow, especially in the areas of mental health, behavioral support, and family engagement. This has prompted a shift in focus from simply launching new initiatives to refining the quality and depth of implementation. We recognize that to be truly effective, our systems must be responsive, well-coordinated, and embedded in a continuous improvement cycle.

To strengthen our multi-tiered system of support, Positive Behavioral Interventions and Supports (PBIS) will be added in the coming year. PBIS will provide a proactive framework for improving school climate, teaching expected behaviors, and reducing discipline disparities. This addition will support greater consistency across classrooms and grade levels, while reinforcing the work already being done through Character Strong and our incentive systems.

No changes have been made to the overall goal or major outcome metrics; however, we anticipate refining our internal benchmarks and fidelity tools to more accurately monitor implementation quality and subgroup outcomes across programs. In doing so, we aim to ensure that our growing set of supports translates into measurable improvements in inclusion, safety, and student well-being.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Panorama Education Surveys	Through Panorama Education we will administer a series of campus climate surveys to students, parents, and staff/faculty. One key aspect of this action is effective data collection. We need to constantly bring in good data on campus climate so that we can focus resources in the correct areas. Climate surveys also contribute to stakeholders feeling that input is valuable.	$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Child Abuse Prevention Council Programming	We partner with CAPC to provide a variety of educational and leadership programs to students. This includes the Yellow Ribbon campaign, training for teachers and staff members on suicide prevention, one on one student counseling, and other services.	$0.00	No
2.3	Counseling and Student Support Services	ABLE provides a variety of on-site counseling services to students. Students are generally referred by a classroom teacher to a school counselor who then refers the student to the appropriate services.	$550,000.00	No
2.4	Student and Family Support and Engagement Team	Maintaining a safe, healthy, and positive school environment requires building strong relation-ships with students and families. English learners, foster youth, and low-income families have specific needs that ABLE makes an extra effort to address. This task force is composed of Community Outreach Coordinator, bilingual support personnel, student intervention staff, and remote teachers and is aimed at engaging families, providing extra support and services, and maintaining communication.	$475,000.00	No
2.5	Parent and Family Resource Center	ABLE created a Parent Resource Center on campus which will provide a variety of services, supports, and outreach activities for our families. This center will work specifically with the families of foster youth, English learners, and low-income students	$140,000.00	No
2.6	Possip Surveys	Possip is a survey system that sends out "Pulse Checks." Through Pulse Checks staff and families quickly share praise and feedback in the language of their choice. ABLE deploys these monthly. Feedback includes if individuals are happy and then are prompted to give qualitative feedback as well. These powerful but easy to answer prompts can be finished in under one minute. Possip allows staff and families be engaged with the school.	$8,000.00	No
2.7	Character Strong Curriculum	Character Strong curriculum K-12 and embedded K-6 as part of the school day. Character Strong is a whole school approach to provide all students	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with a sense of belonging, improved sense of well-being and increased engagement in their classroom, school and community.		
2.8	MTSS Care Team	The MTSS Care Team is comprised of classified and certificated educators who meet to identify, discuss and support students in need of tier 2 and tier 3 services.	$0.00	No
2.9	Chronic Absenteeism Care Team	The Chronic Absenteeism Care Team is comprised of classified and certificated educators who meet to identify, discuss and support students in need of tier 2 and tier 3 services.	$0.00	No
2.10	Lion's Den	The Lion's Den provides Tier 2 and Tier 3 by assigning students courses and assignments related to the reason they are in the Lion's Den. We have the LifeSkills curriculum that students are assigned when they are in the Lion's Den. Once they complete the course, they are given a certificate of completion. The course provides questions that allow me to be able to sit down and have a conversation with the child to see if they understand what they did was the wrong choice. Sometimes with those conversations, the students mention other underlying problems as to why they act the way they act. In the Lion's Den, we also have group conversations about how what they did affects their grades and schoolwork, how their actions can affect the relationships with their peers and teachers, and we talk about how parents react knowing that they are in trouble. The assignments given to them may also include a presentation or making a poster. For example, if a student is in the Lion's Den for fighting, they may get a course assignment and they may also need to do a presentation on the effects of fighting on the mental health. I provide the students with tools to help them. For example, I provide tools to deal with impulse control or anger management. Parents are contacted if students are still misbehaving and not listening after being asked multiple times to please get to work. Parents are also contacted to inform them when the students did not finish their assigned LifeSkills course.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	School Store		$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ABLE will develop excellent teachers across all disciplines to provide broad academic opportunities and support the whole student.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. An effective and professional teacher is well-prepared, committed to career-long learning, and values a teaching and learning system that supports continuous improvement. We believe that investing in our certificated faculty results directly in both improved classroom experiences for students and in increased student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Initial and Ongoing Professional Development	Legacy Retreat, early release Wednesdays	Legacy Retreat, Interns/STPS/PIPs, PLCs, MTSS and WIN Time		Legacy Retreat, Interns/STPS/PIPs, PLCs, MTSS and WIN Time	NA
3.2	Instructional Coaches	All teachers receive minimally one coaching cycle	Teacher coaching was provided upon request and at the direction of the Principals.		All new teachers complete a coaching cycle	NA
3.3	Hire Excellent and Qualified Teachers	0	0		0	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Specialized Administrative Team	Salary	Salary		Salary	NA
3.5	Administrative Professional Development	2,5000	25000		25000	0
3.6	Mentor Teacher Program	0	96,000		96000%	96000
3.7	Retention and Recruitment Stipends	0	100000		100000	100000
3.8	Professional Learning Communities (PLCs)					
3.9	Kagan Cooperative Learning					
3.10	WIN Time					
3.11	Designated EL					

Goal Analysis [2024-25]

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

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

ABLE Charter Schools develops excellent teachers across all disciplines who in turn provide broad academic opportunities and support to the whole student.

Legacy Retreat is an annual 6-day professional development for new teacher and returning teachers alike. New teachers attend sessions that build their capacity in the areas of classroom management, lesson planning and design, and general ABLE Charter culture. Sessions are facilitated by the Chief Academic Officer, Instructional Coaches and site Principals. At all teacher Legacy Retreat professional development days, teachers attend sessions on curriculum training, lesson modeling, and all Charter wide initiatives for the coming school year.

At the SY 2025-2026 Legacy Retreat, Kagan Cooperative Learning will be presenting a 2-day live workshop on student engagement and cooperative learning.

Throughout the school year, teachers are expected to attend monthly faculty, charter-wide, PLC and MTSS meetings with embedded professional development.

The Chief Academic Officer facilitates monthly Interns/STPS/PIPs workshops to ensure we are in compliance with teacher preparation programs we contract with through the year. This includes providing on-going support to the teachers on an as needed and required basis.

ABLE supports teachers who are in Induction programs with a content aligned mentor.

Mentor teachers are also available to support teachers with immediate – in the moment – support such as grading and ABLE teacher expectations.

ABLE Charter hosts two full-day Teacher Workdays per year. These days are used for specific identified area requiring support. This includes upcoming state testing (CAASPP, ELPAC and Early Literacy Screener) and professional development identified by mentor teachers.

Additionally, ABLE Charter regularly promotes teacher attendance at San Joaquin County Office of Education professional development. Many workshops have been in the area of mathematics instructional shifts and chronic absenteeism. The Instructional Coaches attend SJOCE's Instructional Coaches Network meeting four times per year.

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

The material differences observed between the budgeted expenditures and the estimated actual expenditures, as well as between the planned percentages and estimated actual percentages of improved services, were primarily influenced by two key factors related to our staffing initiatives:

Mentor Teacher Program:
The previous superintendent initiated a new Mentor Teacher Program designed to leverage the expertise of experienced teachers by giving them a formal role in mentoring and supporting less-experienced colleagues. This program required additional funding beyond what was initially budgeted, resulting in higher actual expenditures.

Teacher Retention and Recruitment Bonuses:
Due to the ongoing statewide teacher shortage in California, the district implemented retention bonuses to incentivize teachers to remain in their positions. These retention bonuses were unanticipated during the original budgeting process and led to increased actual expenditures to address staffing stability.

Together, these initiatives contributed to the variance between budgeted and actual figures as well as the differences in the planned versus actual percentages of improved services delivered to students.

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

The establishment of Instructional Norms has been challenging as teachers are reluctant to fully incorporate the instructional norms into their daily classroom instruction. Teachers have attended training on learning objectives, student engagement, higher order questioning and

content area literacy and the expectation is that these are embedded in teacher classroom routines. Instructional Rounds are better received by teachers; however, in contrast to Instructional Norms Walkthroughs these are scheduled and teachers are informed about what the team will be looking for and teachers come on these walkthroughs. allow ABLE educators to focus on a data identified area of growth, such as the gradual release of responsibility instructional model that shifts responsibility for learning from the teacher to the student over time. The implementation of charter-wide WIN Time required that teachers be provided with on-going training in their assigned WIN time element – Designated ELD, Foundational Literacy (phonics), math, English Language Arts, STEAM and various as needed enrichments. SY 2025-2026, ABLE looks to provide Kagan Cooperative Learning Workshops to provide teachers with more effective ways manage their classrooms and ensure all students are actively engaged in their learning. Additionally, Designated EL will be provided with more targeted time to grow SY 2025-2026. This will be done with the addition of an EL Consultant and the Chief Academic Officer who are working collaboratively to specifically increase LTEL and ARLTEL student learning.

SY 2024-2025 ABLE Charter Schools cut Instructional Coaches to 1.5. This has led to less expert support for teachers. A minimum of two Instructional Coaches going forward would prove an effective action in making progress towards developing excellent teachers.

WIN Time stands for What I Need, also known as a learner-centered approach. Students will benefit from differentiated instruction that occurs during a 30-minute daily WIN Time (“what I need”) that includes reteaching, remediation, or extension activities for Math, Literacy, Social-Emotional Learning, and enrichment. This is time for intensive assistance in which the teacher provides a lesson targeting individuals or groups of students that helps students continue to progress. During WIN Time, classroom teachers meet with data identified groups of students for 30 minutes of learner centered instruction. Learner centered instruction allows students to work on targeted explicit skill instruction. Teachers have the ability to use classroom performance on daily work and assessments, universal screeners, and progress monitoring data tools to determine the best interventions and enrichment services to provide. Data decisions are essential for an effective WIN Time system. Student assessment data determines student placement in WIN Time classes: Designated ELD, ELA, math, Foundations (Phonics) and SEL.

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.

SY 2024-2025, changes to Goal 3 included the addition of structured Instructional Rounds, Instructional Norms and WIN Time administrator walkthroughs. Administrators, Instructional Coaches and teachers attended various SJCOE professional development in the area of science, math and instructional coaching. Instructional Coaches come back and share new knowledge with the Mathematics Improvement Committee and at Instructional Coaches meetings and embed best practices into their teacher coaching.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Initial and Ongoing Professional Development	At the beginning of each school year ABLE holds "Legacy Retreat" our initial professional development. This is four full days of PD for all teachers and an additional two days for teachers who are new to ABLE. There is also ongoing PD throughout the year on early release Wednesdays. The PD teachers receive directly impacts their classroom performance and ability to support students.	$38,000.00	No
3.2	Instructional Coaches	ABLE will invest in 2 instructional coaches to support teachers. Our instructional coaches ensure equity by raising the bar for all ABLE teachers so that each student has access to the best curriculum and teaching strategies.	$170,000.00	No
3.3	Hire Excellent and Qualified Teachers	The key factor in improving student outcomes is having an excellent teacher. When speaking with parents about the best aspects of ABLE, high-quality teachers who build strong relationships with students and families is a common theme.	$5,474,046.00	No
3.4	Specialized Administrative Team	ABLE consistently evaluates the needs of the school community and makes necessary changes to the administrative team to reflect those needs. ABLE's Director of Student Achievement Metrics uses data to identify gaps, specifically for high needs student groups. The Deputy Superintendent oversees implementation of programs to address gaps and needs.	$300,000.00	No
3.5	Administrative Professional Development	Key administrative personnel attend specialized PD to support in the implementation of on campus improvement initiatives and to ensure that ABLE is up to date on the latest legal, legislative, and academic best practices.	$25,000.00	No
3.6	Mentor Teacher Program	ABLE is developing a Mentor Teacher Program. These teachers will work closely with the leadership team to help implement and sustain	$96,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improvement initiatives across campus. Further, they will work with a caseload of teachers to provide support and mentorship.		
3.7	Retention and Recruitment Stipends	High needs populations have historically had access to lower quality teachers. In order to retain and recruit the best teachers possible, ABLE offers various stipends. Research indicates that the best predicter of student growth is having a high-quality teacher, and ABLE strives to provide its students with the best teachers possible.	$100,000.00	No
3.8	Professional Learning Communities (PLCs)	PLCs are a research based, data driven process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.	$30,000.00	No
3.9	Kagan Cooperative Learning		$20,000.00	No
3.10	WIN Time		$0.00	No
3.11	Designated EL		$35,100.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	ABLE will improve services and outcomes for English Language Learners.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ABLE has a growing EL population. Since returning to campus from COVID Distance Learning, we have identified a need to specifically improve services for our EL population with the goal of increasing their rate of language acquisition and reclassification.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA School Dashboard English Learner Progress	2022 - 2023 39.7% making progress towards English Language Proficiency	2023 - 2024 53.9% making progress towards English Language Proficiency		55% making progress towards English Language Proficiency	Difference = 53.9% - 39.7% = +14.2 percentage points
4.2	Summative ELPAC Scores	2022 - 2023 Level 1 20.3% Level 2 29.4% Level 3 33.8% Level 4 16.5%	2023-2024 Level 1 11.1% Level 2 37.18% Level 3 41.88%		Level 1 - 15% Level 2- 20% Level 3 - 35% Level 4 - 30%	Level | Difference (Year 1 - Baseline) ---------- ---------- Level 1 | -9.2% Level 2 | +7.78% Level 3 | +8.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 4 9.83			Level 4 | -6.67%
4.3	Star math	7% at grade level	8% at grade level		25%	1%
4.4	Star ELA	11% at grade level	14% at grade level		35%	3%
4.5	Graduation Rates	100%	100%		100%	0
4.6	Reclassification Rates	10%	NA		15%	NA
4.7	a-g course completion	54%	80%		100%	26%

Goal Analysis [2024-25]

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

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

Overall, ABLE Charter Schools has improved services for our English Language Learners. Daily, dedicated and protected time is provided for Designated ELD. This time is embedded in the regular school day and does not prevent students from attending electives or other enrichment opportunities. ABLE Charter Designated EL teachers use rigorous, standards aligned and grade level appropriate curriculum: Wonders EL and English 3D.

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.

Two key factors contributed to the differences observed between the budgeted expenditures and estimated actual expenditures, as well as between the planned and actual percentages of improved services:

Hiring of a Multilingual Consultant:
To enhance support for our English Learner (EL) program, a multilingual consultant was hired to work closely with the Chief Academic Officer. Together, they conducted a thorough analysis of the EL system to identify both strengths and areas for growth. This collaboration resulted in the development of targeted goals and strategic plans for SY 2025-2026 focused on EL Professional Learning Communities (PLCs), and improvements in Math and ELA CAASPP scores, and ELPAC scores. The costs associated with this specialized consultant support contributed to increased actual expenditures beyond the initial budget.

Attendance at the CABE Conference:
Additional funding was utilized to support staff attendance at the California Association for Bilingual Education (CABE) conference. This professional development opportunity provided critical resources and strategies to improve instruction for English Learners, which was not fully accounted for in the original budget.

Together, these factors explain the material differences between budgeted and actual expenditures, as well as the variations in planned versus actual percentages of improved services delivered to students.

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

The specific actions of ABLE's EL programs are effective. The addition of daily, dedicated and protected Designated EL time ensures that our students are receiving instruction that aligns with their daily curriculum lesson and with the expectations of the Summative ELPAC assessment. The addition of an EL Consultant has allowed the Chief Academics Officer to have a thought partner and experienced EL educator to assist with gathering EL data, identifying problems of practice and to then create and implement action plans that will address EL student learning needs.

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.

SY 2025-2026, ABLE will continue offering Designated EL during a dedicated and protected time during the school day using adopted curriculum. After attending CABE, teachers and administrators are more committed to ensuring research based instructional strategies are being used in the classroom as part of their integrated EL teaching. As a result of working with an EL Consultant and based upon evidence gathered from Instructional Norms content area and WIN Time walkthroughs, the Chief Academic Officer identified 5 areas of growth to ensure our EL students are making progress toward English language proficiency.?

1) Standards aligned and grade level appropriate curriculum implemented with fidelity. Increases rigor.?
2) Discontinue use of non-vetted, non-research based other online "curriculum"/resources. It may align with the units, but it does not come near the rigor of the standards.?? ?
3) Daily instructional minutes used to their fullest potential.?
4) Discontinue using designated WIN Times (ELD, Foundations, math, ELA) for other subjects and activities (Heads-Up, 7-Up, grade checks, Fun Friday, stay with home teacher and do math [IXL])?
5) Develop teachers' sense of urgency.?

SMART Goal 1: Reading ?
By EOY SY 2025-2026, a minimum of 55% of EL students will make progress on the CA Dashboard.?

SMART Goal 2: Writing?
By EOY SY 2025-2026, a minimum of 55% of EL students will make progress on the CA Dashboard.?

SMART Goal 3: Mathematics? (LTEL)
ABLE Charter will increase math proficiency as measured by the Dashboard from –152.6 DFS to at DFS –95 – (yellow) within 3 years. This would be yearly growth of 19.2 points.?

SMART Goal 4: Mathematics (EL)

ABLE Charter will increase math proficiency as measured by the Dashboard from –106.5 DFS to at DFS –95 – (yellow) within 3 years. This would be yearly growth of 3.5 points.

Finally, the Chief Academic Officer commits to 1) chairing the English Language Advisory Committee SY 2025-2026 and 2) creating a Secondary level Designated EL PLC. This will allow the PLC team to focus on ensuring EL students are receiving the education they require to become English proficient.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Bilingual Classroom Aides	ABLE has hired some and intends to hire additional bilingual classroom aides (paraprofessional) to support students in the classroom and on campus.	$144,000.00	Yes
4.2	Additional Daily Designated ELD Time	In addition to the English Language Development time that is integrated into classroom instruction, and the ELD that occurs specifically between ELs and classroom teachers in the course of teaching, ABLE will ensure 30 minutes of designated ELD for all English Learners. ABLE uses a variety of curricular supports during this time, including English 3D for high school and upper middle grades students, and Wonders ELD for lower grades students.	$42,000.00	Yes
4.3	ELPAC Test Examiners	Part time employees and vendors for administering and proctoring the ELPAC summative, initial and interim assessments.	$7,000.00	Yes
4.4	Multilingual Consultant	ABLE contracts with a Multilingual Consultant who works alongside the Chief Academic Officer. Together, they analyze observed data and conduct a needs assessment of ABLE's LTELs and ARLTEL students to determine areas of growth in the English Learner support system.	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Professional Development Conference	California Assessment Conference California Association for Bilingual Education Multilingual Educators Transforming Achievement (META Every School a Language Friendly School - Creating Environments for Language Learner Success On-going Workshops at SJCOE, SCOE and EPiCC CSDC	$2,500.00	Yes
4.6	English Learner Advisory Council (ELAC)	ELAC is responsible for the following tasks: • Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. • Assisting in the development of the schoolwide needs assessment. • Ways to make parents aware of the importance of regular school attendance. • Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	ABLE will decrease chronic absenteeism.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

ABLE was identified as needing to place additional targeted support in improving the chronic absenteeism for our “Two or More Races” student population based on the 2018-2019 attendance data. In looking at the data, we identified our African American and Students with Disabilities student populations as also having a high rate of chronic absenteeism. This aligns with our Differentiated Assistance placement for these groups. This goal is designed to address chronic absenteeism specifically in these subgroups, but to also put measures in place to address the problem across our school community. We are looking to improve engagement for these specific groups and for our entire campus community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA School Dashboard Chronic Absenteeism	2022 - 2023 Overall 32.9% AA 32.7% Asian 29% Hispanic 33.2% 2+ 36.7% White 29.3% EL 31.1% SED 33.4% SPED 30.2%	2023-2024 Overall 27.2% AA 33% Asian 17.3% Hispanic 27.2% 2+ 25.2% White 25% EL 24.2% SED 27.4% SPED 28.6% LTEL 35.5%		Overall - 13% African American - 13% A sian - 13% Hispanic - 13% Two or More Races - 13% White - 13% English Learners - 13% Socioeconomically Disadvantaged - 13% Students with Disabilities - 13%	Group | Difference (Year 1 - Baseline) --- Overall | -5.7% AA (African American)| +0.3% Asian | -11.7% Hispanic | -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2+ (Two or More) | -11.5% White | -4.3% EL (English Learners)| -6.9% SED (Socioecon. Disadv.) | -6.0% SPED (Students w/ Disabilities) | -1.6% LTEL (Long-Term ELs) | N/A (no baseline value)

Goal Analysis [2024-25]

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

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

SY 2024-2025, ABLE Charter Schools has decreased chronic absenteeism from 27.2% to 17%. At the direction of the Superintendent, the Chief Academic Officer created and implemented a Chronic Absenteeism Committee and Chronic Absenteeism Ad-Hoc Committee. The Chronic Absenteeism Committee meets two times per month and uses timely attendance data to identify students who are chronically absent or on the cusp of becoming chronically absent. Once a student has been identified, the team looks to identify root causes and to create an action plan that includes specific interventions. An important piece of reducing chronic absenteeism has been the addition of a full-time Attendance Assistant who is specifically tasked with contacting families and caregivers of chronically absent students. She also ensures that truancy letters are sent on time, “mini-SARBs” are held, as well as SARB hearings and home visits as needed. The Chronic Absenteeism Ad-Hoc Committee meets ~ every two weeks and is instrumental in creating charter-wide (not student specific) attendance improvement plans. The team has used Attendance Works for much of the information used to create actionable attendance items. This has led to the creation of attendance signage, videos, competitions, policies and all-around engaging opportunities to ensure more students are ready to come to school and on a consistent basis. As a result of the work of this committee, a section of the MTSS Handbook will be dedicated to attendance.

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

The material differences between the budgeted expenditures and estimated actual expenditures are primarily due to two factors:

Home Visits:
The budget allocated $5,000 for home visits; however, the actual cost was $2,500. This lower expenditure reflects fewer home visits conducted than initially planned, contributing to the variance.

Attendance Liaison Salary:
The salary for the attendance liaison was budgeted at $80,000, but the actual expenditure was $72,141. The difference is due to factors such as staffing changes or salary adjustments during the year.

These factors led to the differences observed between the planned budget and actual spending, which also impacted the percentages of improved services delivered.

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

The creation of the Attendance Assistant has been the most effective piece of lowering ABLE's chronic absenteeism rates. Through her diligence and strict adherence to the goal of reducing chronic absenteeism, ABLE has improved school attendance and created invaluable school to home positive relationships that ensure all families feel valued and welcomed at our school. The chronic Absenteeism Care Team has been effective in that it provides a platform for ongoing and structured meetings to discuss individual students who are struggling with attendance. The student specific targeted interventions of the committee have ensured more students are at school, in class and ready to learn. As a result of the Chronic Absenteeism Committee work, an attendance section was added to the MTSS Care Team Handbook thus ensuring there is a clear pathway between universal (Tier 1) attendance support for all students and target and differentiated Tier 2 and Tier 3 supports for student in need of additional support.

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

The Chronic Absenteeism Committee was created and implemented SY 2024-2025. This came after many post-COVID years of analyzing chronic absenteeism data. The creation of this committee allowed the team to use data to identify root causes for student absenteeism and to provide targeted assistance to ensure students could safely get to school each day. As a result of this committee, SY 2025-2026 will see the committee continue to grow in its ability to ensure ALL students have opportunities to belong and achieve at ABLE Charter Schools. All Charter-wide initiatives now have an end-of-year process in place to monitor the program's effectiveness. Based upon this year's feedback, the following changes will be made to improve the committee's work and the program in general SY 2025-2026:
The Deputy Superintendent – will share excel spreadsheet with teachers – post Chronic Absenteeism meeting.?
The Deputy Superintendent will create a document in eduCLIMBER to communicate student chronic absenteeism data to teachers.
The Chief Academic Officer will train teachers on Chronic Absenteeism at Legacy Retreat or MTSS meetings.?
Secondary Counselors will update the student handbook to reflect Senior agreements related to attendance

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance Liaison	ABLE has hired an attendance liaison to oversee our attendance and absenteeism programs. This individual makes daily calls to families of absent students, tracks tardies and absences, notifies parents of the consequences of continued absenteeism, etc. Most importantly, this individual finds out why students or families are having difficulties getting to school and interacts with other departments on campus to provide services and overcome barriers.	$72,141.00	No
5.2	Chronic Absenteeism House Visits	We will visit the homes of students who have chronic absenteeism in the upcoming school year. This will allow us to connect with these students and their families, to understand why they are not making it to class, and to begin connecting families with resources that they may need.	$2,500.00	No
5.3	Chronic Absenteeism Committee	The Chronic Absenteeism Committee is comprised of classified and certificated educators who meet to identify, discuss and support students in need of tier 2 and tier 3 services.	$0.00	No
5.4	MTSS Care Team Handbook	The MTSS Care Team Handbook was created by the MTSS Care Team Committee and details ABLE's structured and tiered approach to attendance, academics, behavior and social emotional well-being.	$0.00	No
5.5	Chronic Absenteeism Ad-Hoc Committee		$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	ABLE will address student discipline proactively by increasing positive social and academic skills and behaviors, while decreasing negative behaviors and outcomes.	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Through Differentiated Assistance we identified that our suspension rate is high, particularly for African American students and Students with Disabilities. We believe that decreasing negative behavioral outcomes is a worthy goal, and a major component of reaching this goal is to teach students the positive behaviors necessary to be successful in school. Not all students come to school already having these behaviors, and so our expectation should align with students acquiring and mastering these behaviors, not simply punishing them for not having them already.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CA School Dashboard Suspension Rate	2022 – 2023 Overall 15.1% AA 20.8% Asian 11.8% Hispanic 14.6% 2+ 46.9% White 10.8% EL 10.5% SED 10.5% SPED15.5%	2023-2024 Overall 11.9% AA 18.9% Asian 5.3% Hispanic 11.6% Homeless 15.2% 2+ 11.3% White 8.4% EL 7.4% SED 12.3% SPED 13.7%		Overall - 8% African American - 8% Asian - 8% Hispanic - 8% Two or More Races - 8% White - 8% English Learners - 8% Socioeconomically Disadvantaged - 8% Students with Disabilities - 8%	Group | Difference (Year 1 - Baseline) --- Overall | -3.2% AA (African American)| -1.9% Asian | -6.5% Hispanic | -3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless | N/A (no baseline value) 2+ (Two or More) | -35.6% White | -2.4% EL (English Learners)| -3.1% SED (Socioecon. Disadv.) | +1.8% SPED (Students w/ Disabilities) | -1.8%

Goal Analysis [2024-25]

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

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

ABLE Charter Schools has made an active attempt to address student discipline proactively by increasing positive social and academic skills and behaviors and this has resulted in a drop in suspensions from 11.9% to 7%; however, the expulsion rate has remained unchanged. SY 2023-2024 Expulsions = 1 student and SY 2024-2025 Suspensions = 1 student. This school year saw the implementation of a full time – credentialed counselor who works in the Lion's Den to support students who have been sent out on a referral. The Lion's Den Counselors work includes using LifeSKills curriculum to find targeted lessons that support students in their identified areas of growth.

A modified Positive Behavior Intervention System (PBIS) is being piloted this year in ABLE's ELOP after school program. The intent is have a student "store" up and running SY 2025-2026 that will allow student to use Lion's Bucks to make small trinket purchases. The Lion's Den tickets are awarded for positive behavior throughout the school day.

At ABLE, we proactively address student discipline by promoting positive social and academic behaviors while reducing negative behaviors and outcomes. Our assemblies play a key role in reinforcing positive behavior by incorporating multiple forms of recognition. Each month, we celebrate Social-Emotional Characteristic winners from every class, as well as class winners for the Character of the Month. Additionally, each semester, we recognize students in TK-6 who have shown growth in the benchmark assessment (STAR). These students are

acknowledged for their effort and improvement, receiving an award, a goodie bag, and the highly sought-after Lion Pin as a symbol of their achievement.

We also implemented our PBIS system, which includes Golden Tickets that any faculty or staff member can award throughout the month. Students earn these tickets by demonstrating ABLE's behavior expectations: Purpose, Respect, Responsibility, Integrity, Discipline, and Exemplary behavior. At our assemblies, we randomly select multiple Golden Ticket recipients, who then earn a prize, further incentivizing positive behavior and engagement within our school community.

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

The material differences between budgeted expenditures and estimated actual expenditures, as well as the differences between planned and actual percentages of improved services, were influenced by three main factors:

Lion’s Den Counselor Salary:
The budget allocated $140,000 for the Lion’s Den Counselor salary; however, due to the position being filled only mid-year, the actual salary expenditure was approximately $70,000. This timing difference contributed significantly to the variance.

Assemblies and Recognitions:
No budget was originally allocated for assemblies and recognition events, but $10,000 was spent during the year to support these activities, which positively impacted student engagement and morale.

PBIS Student Store:
Similarly, the Positive Behavioral Interventions and Supports (PBIS) student store had no initial budget allocation, but $10,000 was spent to support this initiative, providing students with incentives to encourage positive behavior.

These factors explain the observed material differences between the budgeted and actual expenditures and the corresponding impact on the delivery of improved services.

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

The addition of the Lion’s Den has proven an effective action to date in making sure ABLE is addressing student behaviors in a positive manner that holds student =s accountable for their actions and decisions while at the same time ensuring they are treated with dignity and respect.

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.

SY 2025-2026, ABLE will implement a student “store” that will allow students to use Lion’s Bucks to make small trinket purchases. The Lion’s Den tickets are awarded for positive behavior throughout the school day. If this proves successful, plans are to build it up and out.

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
6.1	The Lion's Den Guidance Center	ABLE is developing a center on campus for students who have been identified as lacking the necessary behaviors to be $140,000.00 Yes Action # Title Description Total Funds Contributing successful in school, and for students who are acting out with negative behaviors. The goal is to reach students early, build trust and relationships, and help them acquire the skills and knowledge necessary to be successful, rather than allowing these behaviors to escalate to a point where they are being suspended or punished. Additionally, this guidance center will work with parents, counselors, administrators, and outside agencies to continue building trust and providing necessary supports and resources to parents and families.	$70,000.00	No
6.2	Positive Behavioral Interventions and Support	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.	$0.00	No
6.3	Legacy Leaders Assemblies/Recognition		$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,575,916	$324,137.00

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
29.502%	0.000%	$0.00	29.502%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multi-Tiered Systems of Support (MTSS) **Need:** Unduplicated students are disproportionately represented among students performing below grade level in both ELA and mathematics. These students require personalized supports	The actions outlined in Goal 1—including WIN Time, PLC implementation, Instructional Norms, and Multi-Tiered Systems of Support (MTSS)—are intentionally designed to address the specific needs of unduplicated pupils (English Learners, foster youth, and socioeconomically disadvantaged students) who historically face barriers to academic achievement and equitable access to rigorous instruction.	Star 360 Reading and Math, ELPAC, CAASPP, IABs, MTSS Care Team referarls, chronic absenteeism and suspension rates, Unit Assessments and process essays.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	during WIN Time and other intervention blocks to address specific skill gaps, particularly in foundational literacy, academic vocabulary, and numeracy. English Learners need both designated ELD instruction and integrated supports embedded into core content areas. These supports must focus on language acquisition as well as comprehension of academic texts and tasks aligned to SBAC claims and targets. These students benefit from more frequent progress monitoring using tools like Star 360, IXL diagnostics, and classroom-based formative assessments to ensure interventions are responsive and tailored to individual growth trajectories. Many unduplicated pupils require wraparound services through ABLE's MTSS structure. The MTSS Care Team plays a vital role in identifying and responding to non-academic barriers to learning, such as chronic absenteeism, trauma-related behaviors, and housing instability. **Scope:**	These students are more likely to experience skill gaps, language acquisition needs, inconsistent attendance, and limited access to learning resources outside of school. ABLE's LEA-wide strategies provide a system of supports that ensure every unduplicated pupil is identified, monitored, and served consistently across all grade levels and campuses. For example: WIN Time is a daily, protected instructional block that ensures every student receives Tier 2 intervention in math, ELA, phonics, or ELD based on data. This system particularly benefits unduplicated pupils by closing foundational learning gaps in a structured, equitable setting. PLC structures support teachers in analyzing student data and adapting instruction. These collaborative, data-driven practices improve outcomes for unduplicated pupils by ensuring teachers respond quickly to underperformance. MTSS Care Teams monitor attendance, social-emotional needs, and academic risk indicators—most of which disproportionately affect unduplicated students—and coordinate targeted supports and interventions. ELA and Math curriculum adoption ensures all students—including those from underserved backgrounds—are taught using high-quality, standards-aligned instructional materials, reducing curriculum-based inequities. While unduplicated pupils are the primary beneficiaries of these actions, these supports are	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		implemented LEA-wide to ensure system coherence and sustainability. This approach allows ABLE to: Maintain consistent expectations and interventions across all classrooms and campuses Leverage economies of scale in training, staffing, and materials Create a school culture of collective responsibility for student growth, particularly for vulnerable populations Because unduplicated pupils are enrolled across all grade levels and classroom settings at ABLE Charter Schools, LEA-wide implementation ensures no subgroup is overlooked and that every student, regardless of background, benefits from a system designed to close opportunity gaps and accelerate learning.	
1.2	**Action:** WIN Time **Need:** Unduplicated students are disproportionately represented among students performing below grade level in both ELA and mathematics. These students require personalized supports during WIN Time and other intervention blocks to address specific skill gaps, particularly in foundational literacy, academic vocabulary, and numeracy. English Learners need both designated ELD instruction and integrated supports embedded	WIN Time (“What I Need” Time) is a Tier 2 instructional model designed to provide targeted, data-driven intervention to students who are not yet meeting grade-level expectations in core academic areas. Unduplicated pupils—defined as English Learners (ELs), foster youth, and socioeconomically disadvantaged students—are more likely to enter school with learning gaps due to a variety of systemic barriers. As such, WIN Time is critical in addressing their specific academic needs. During WIN Time, every student receives 30 minutes of daily intervention tailored to an	Star 360 Reading and Math, ELPAC, CAASPP, Early Literacy Assessment, myIGDIs, IABs, MTSS Care Team referrals, chronic absenteeism and suspension rates, unit assessments and process essays.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	into core content areas. These supports must focus on language acquisition as well as comprehension of academic texts and tasks aligned to SBAC claims and targets. These students benefit from more frequent progress monitoring using tools like Star 360, IXL diagnostics, and classroom-based formative assessments to ensure interventions are responsive and tailored to individual growth trajectories. Many unduplicated pupils require wraparound services through ABLE's MTSS structure. The MTSS Care Team plays a vital role in identifying and responding to non-academic barriers to learning, such as chronic absenteeism, trauma-related behaviors, and housing instability. **Scope:**	identified area of need, including Foundational Reading Skills (phonics), English Language Arts, Mathematics, or Designated ELD for English Learners. Student placement is determined by benchmark and progress monitoring assessments (e.g., STAR 360, ELPAC, IXL) and is reviewed monthly to ensure accuracy and growth. This structure ensures that unduplicated students are: Identified early for additional support, based on performance data Grouped strategically with peers experiencing similar learning challenges Receiving instruction targeted at closing skill gaps Progress monitored regularly to inform reteaching and support Providing WIN Time on an LEA-wide basis allows ABLE to guarantee that all unduplicated students, regardless of school site or grade level, have equitable access to academic interventions. An LEA-wide implementation ensures consistency in: Scheduling and protected instructional time Curriculum and intervention tools available to staff Professional development and coaching on WIN Time best practices Data collection and progress monitoring systems	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Additionally, unduplicated pupils are distributed throughout all campuses and classrooms. Implementing WIN Time universally avoids stigma, promotes inclusivity, and fosters a school-wide culture that prioritizes personalized learning and equity.	
1.3	**Action:** Science of Reading **Need:** Unduplicated students are disproportionately represented among students performing below grade level in ELA. These students require personalized supports and other intervention blocks to address specific skill gaps, particularly in foundational literacy, academic vocabulary, and numeracy. English Learners need both designated ELD instruction and integrated supports embedded into core content areas. These supports must focus on language acquisition as well as comprehension of academic texts and tasks aligned to SBAC claims and targets. These students benefit from more frequent progress monitoring using tools like Star 360, IXL diagnostics, and classroom-based formative assessments to ensure interventions are responsive and tailored to individual growth trajectories. Many unduplicated pupils require wraparound services through ABLE's MTSS structure. The MTSS Care Team plays a vital role in identifying and responding to non-academic barriers to learning, such as chronic	Action 1.3 supports the implementation of the Science of Reading (SoR) instructional framework across all early grades (TK–12) and intervention settings TK-12. The Science of Reading is a body of research that identifies the most effective methods for teaching students how to read, grounded in decades of interdisciplinary studies in cognitive psychology, neuroscience, and education. ABLE's unduplicated pupils—including English Learners and socioeconomically disadvantaged students—are disproportionately affected by early literacy challenges due to limited exposure to vocabulary, oral language development, and print-rich environments in the early years. These students benefit most from direct, explicit, and systematic instruction in the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Science of Reading addresses the needs of unduplicated pupils by: Providing foundational literacy skills through evidence-based instructional routines that are proven to be effective for all students, especially those at risk of reading failure.	Star 360 Reading, ELPAC, CAASPP, Early Literacy Assessment, myIGDIs, IABs, Star Phonics, unit assessments and process essays.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism, trauma-related behaviors, and housing instability. **Scope:**	Preventing and remediating reading difficulties through early identification and structured intervention. Equipping teachers with the tools and knowledge to provide explicit, diagnostic, and responsive reading instruction. Ensuring that EL students build strong English phonics skills that support decoding and comprehension, which is critical for long-term academic success. Implementing SoR on an LEA-wide basis ensures that: All teachers of early literacy receive uniform professional development and coaching support to ensure fidelity to the instructional model. Students, including unduplicated pupils across classrooms and campuses, have equitable access to high-quality reading instruction. The school system builds a cohesive, research-aligned literacy program that spans from foundational reading through intervention in upper grades. Instructional resources and curriculum (such as phonics programs and decodable texts) are aligned and available consistently across all grade levels and student groups. This action is vital to ABLE’s long-term strategy of closing achievement gaps by ensuring every child	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		becomes a proficient reader by third grade, setting the stage for academic success in all other content areas.	
1.4	**Action:** Curriculum and Subscriptions **Need:** Unduplicated students are disproportionately represented among students performing below grade level in both ELA and mathematics. These students require personalized supports and other intervention blocks to address specific skill gaps, particularly in foundational literacy, academic vocabulary, and numeracy. English Learners need both designated ELD instruction and integrated supports embedded into core content areas. These supports must focus on language acquisition as well as comprehension of academic texts and tasks aligned to SBAC claims and targets. These students benefit from more frequent progress monitoring using tools like Star 360, IXL diagnostics, and classroom-based formative assessments to ensure interventions are responsive and tailored to individual growth trajectories. Many unduplicated pupils require wraparound services through ABLE's MTSS structure. The MTSS Care Team plays a vital role in identifying and responding to non-academic barriers to learning, such as chronic absenteeism, trauma-related behaviors, and housing instability.	Action 1.4 provides all students access to high-quality, standards-aligned core curriculum as well as supplemental digital learning tools and apps. These subscriptions include platforms such as IXL, Reflex Math, Frax Math, Freckle, Lalilo, Accelerated Reader and MyOn, which support adaptive and differentiated learning pathways in reading, math, and other core subjects. Unduplicated pupils—including English Learners, socioeconomically disadvantaged students, and foster youth—often benefit most from the additional scaffolds, personalization, and engagement offered through digital learning tools. These students may enter school with learning gaps, limited background knowledge, or inconsistent academic experiences. Providing access to rigorous, adaptive curriculum helps address these gaps by offering: • Immediate, individualized feedback and instruction tailored to the student's specific level and needs. • Increased opportunities for practice and reinforcement, especially outside the classroom for students with less academic support at home. • Multimodal learning supports, including text-to-speech, interactive lessons, and real-time progress monitoring, which	Star 360 Reading and Math, ELPAC, CAASPP, Early Literacy Assessment, myIGDIs, IABs, unit assessments and process essays.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	especially benefit English Learners and students with disabilities. Providing these tools LEA-wide ensures that: • All teachers and students, regardless of grade level or student subgroup, have equitable access to the same high-quality resources. • The school maintains a coherent instructional program that is data-informed, standards-aligned, and consistent across classrooms. • Teachers can differentiate instruction and monitor progress using shared assessment and instructional tools, such as Star 360 and IXL. • The school system can implement and manage intervention programs, WIN Time instruction, and progress monitoring in a centralized, effective manner. This action directly supports ABLE's goal of improving academic outcomes for all students while ensuring equity of access to the tools most likely to accelerate learning for our unduplicated pupils.	
1.5	**Action:** Accelerated Learning & Intervention Applications **Need:**	Action 1.5 provides all students access to high-quality, standards-aligned core curriculum as well as supplemental digital learning tools and apps. These subscriptions include platforms such as IXL, Reflex Math, Frax Math, Freckle, Lalilo,	Star 360 Reading and Math, ELPAC, CAASPP, Early Literacy Assessment, myIGDIs,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students are disproportionately represented among students performing below grade level in both ELA and mathematics. These students require personalized supports and other intervention blocks to address specific skill gaps, particularly in foundational literacy, academic vocabulary, and numeracy. English Learners need both designated ELD instruction and integrated supports embedded into core content areas. These supports must focus on language acquisition as well as comprehension of academic texts and tasks aligned to SBAC claims and targets. These students benefit from more frequent progress monitoring using tools like Star 360, IXL diagnostics, and classroom-based formative assessments to ensure interventions are responsive and tailored to individual growth trajectories. Many unduplicated pupils require wraparound services through ABLE's MTSS structure. The MTSS Care Team plays a vital role in identifying and responding to non-academic barriers to learning, such as chronic absenteeism, trauma-related behaviors, and housing instability. **Scope:**	Accelerated Reader and MyOn, which support adaptive and differentiated learning pathways in reading, math, and other core subjects. Unduplicated pupils—including English Learners, socioeconomically disadvantaged students, and foster youth—often benefit most from the additional scaffolds, personalization, and engagement offered through digital learning tools. These students may enter school with learning gaps, limited background knowledge, or inconsistent academic experiences. Providing access to rigorous, adaptive curriculum helps address these gaps by offering: • Immediate, individualized feedback and instruction tailored to the student's specific level and needs. • Increased opportunities for practice and reinforcement, especially outside the classroom for students with less academic support at home. • Multimodal learning supports, including text-to-speech, interactive lessons, and real-time progress monitoring, which especially benefit English Learners and students with disabilities. Providing these tools LEA-wide ensures that: • All teachers and students, regardless of grade level or student subgroup, have equitable access to the same high-quality resources.	IABs, unit assessments and process essays.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• The school maintains a coherent instructional program that is data-informed, standards-aligned, and consistent across classrooms. • Teachers can differentiate instruction and monitor progress using shared assessment and instructional tools, such as Star 360 and IXL. • The school system can implement and manage intervention programs, WIN Time instruction, and progress monitoring in a centralized, effective manner. This action directly supports ABLE's goal of improving academic outcomes for all students while ensuring equity of access to the tools most likely to accelerate learning for our unduplicated pupils.	
1.6	**Action:** California Assessment Conference **Need:** Unduplicated pupils at ABLE Charter—particularly English Learners and socioeconomically disadvantaged students—require targeted academic support, early identification of learning gaps, and instruction that is informed by assessment data. These student groups often enter school with varied levels of academic readiness and may face external challenges that impact their academic progress.	The California Assessment Conference (CAC) provides essential professional learning on how to interpret and apply assessment data—including CAASPP, ELPAC, and formative assessments—to drive student achievement. ABLE Charter is interested in sending the Director of Curriculum and Instruction and the Director of Student Achievement Metrics to this statewide conference to strengthen our leadership team's ability to guide teachers in using data effectively, particularly to support unduplicated pupils (English Learners, socioeconomically disadvantaged students, and LTELs).	Improved LEA wide systems and structures to support student assessment growth and learning. Star 360 Reading and Math, ELPAC, CAASPP, Early Literacy Assessment, myIGDIs, IABs, unit assessments and process essays.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a demonstrated need for: More precise and timely use of assessment data to inform instruction and interventions. Equitable and culturally responsive assessment practices to ensure accurate reflection of student learning. Leadership capacity to guide teachers in closing achievement gaps through data-driven instructional strategies. Systemic professional development that equips school leaders to support teachers in using formative, interim, and summative assessments to improve outcomes for unduplicated students. By increasing our leaders' knowledge and skills in these areas, ABLE can improve our system-wide ability to support unduplicated pupils in making meaningful academic progress. **Scope:**	Attending CAC will help administrators: Deepen their understanding of state assessments and student growth models, enabling more targeted supports for students not yet meeting grade-level standards. Improve capacity to train and coach teachers in formative assessment strategies that help identify and close learning gaps early, especially for at-risk students. Learn equity-focused assessment practices that reduce bias and better reflect the learning of diverse student populations, including English Learners. Gain strategies to use interim and summative data to inform WIN Time placement, individualized interventions, and Tier 1 instruction that benefits all students This action is LEA-wide because: The strategies and frameworks gained at the conference are designed to be implemented systemically across all grade levels and school sites. Administrators will return to ABLE and share their learning with teachers through professional development, PLCs, and coaching, ensuring the benefits extend to all students. Strong instructional leadership is essential to building a data-driven culture and ensuring all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teachers, regardless of experience level, are supported in their efforts to accelerate growth for unduplicated pupils. This investment ensures ABLE's leadership team is equipped to make equity-informed, data-driven decisions that result in measurable academic gains, particularly for students who need it most.	
2.1	**Action:** Panorama Education Surveys **Need:** Unduplicated pupils at ABLE Charter—specifically students who are English Learners, foster youth, and socioeconomically disadvantaged—have demonstrated a strong need for increased voice, representation, and engagement in shaping their school experience. Data and observations show that these students often experience lower levels of school connectedness, sense of belonging, and access to support systems compared to their peers. Panorama Education surveys help meet this need by providing a structured, research-based way to capture student, family, and staff perspectives, especially from those who may not otherwise participate in traditional forms of feedback. For unduplicated pupils, this includes: Measuring sense of belonging, perceived safety, and teacher-student relationships.	The Panorama Education survey is implemented schoolwide to ensure that all students, families, and staff have an opportunity to share their perspectives, while also enabling ABLE Charter to disaggregate the data by subgroup—including English Learners, foster youth, and socioeconomically disadvantaged students. By administering the survey LEA-wide, ABLE is able to: Identify trends and inequities in school climate, engagement, and access to support that may disproportionately affect unduplicated pupils. Target supports and interventions based on subgroup data, ensuring that actions such as counseling, mentoring, and outreach are directed where they are most needed. Promote a culture of inclusion where every voice is valued, particularly for those students and families who may face barriers to engagement in traditional settings. This action is provided schoolwide because:	Dashboard graduation and a-g rates, Williams Act facilities and curriculum reports, Chronic Absenteeism and MTSS Care Team referrals and action items, and CAC and ELAC agendas and meeting notes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Identifying gaps in engagement and support that disproportionately affect students from historically underserved backgrounds. Allowing for disaggregated data by subgroup to inform more equitable decisions and targeted interventions. By regularly administering and acting on Panorama survey results, ABLE ensures that the voices of unduplicated pupils are not only heard but centered in the design and delivery of inclusive, culturally responsive supports. This data directly informs interventions led by the MTSS Care Team, Chronic Absenteeism Team, and Student & Family Engagement Team. **Scope:**	A positive, inclusive climate benefits all students, but is particularly critical for unduplicated pupils who may be at greater risk for disconnection or marginalization. Schoolwide implementation allows for benchmarking across student groups, ensuring that resources are allocated equitably. Unduplicated pupils are integrated throughout all grade levels and programs, and a siloed approach would fail to address systemwide patterns that affect their experience. Thus, Panorama serves as a foundational tool in ABLE's broader equity efforts—ensuring that LEA-wide strategies are data-informed and tailored to the specific needs of historically underserved students.	
2.2	**Action:** Child Abuse Prevention Council Programming **Need:** Unduplicated pupils—especially foster youth, English Learners, and socioeconomically disadvantaged students—are more likely to experience instability, trauma, or unsafe environments outside of school. Many lack consistent access to trusted adults or resources to understand and assert their personal safety rights. These students need explicit, age-appropriate instruction on topics such as boundaries, healthy relationships,	The Child Abuse Prevention Council (CAPC) programming is provided schoolwide to ensure that all students receive equitable access to this vital safety resource, while also meeting the heightened needs of unduplicated pupils. CAPC lessons are: • Culturally responsive and trauma-informed, making them especially beneficial for students who may have experienced or are at risk of abuse or neglect.	Dashboard graduation and a-g rates, Williams Act facilities and curriculum reports, Chronic Absenteeism and MTSS Care Team referrals and action items, and CAC and ELAC agendas and meeting notes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	identifying unsafe situations, and knowing how and where to seek help. CAPC programming addresses the critical need for: Preventative education about abuse, neglect, and exploitation. Empowerment to self-advocate in unsafe situations. Trusted adult connection within the school environment. **Scope:**		
2.3	**Action:** Counseling and Student Support Services **Need:** Unduplicated pupils—particularly, socioeconomically disadvantaged students, and English Learners—are more likely to experience adverse childhood experiences (ACEs), housing or food instability, exposure to trauma, and language or cultural barriers that can impact their ability to fully engage in school. These students often require: • Consistent access to trusted, trained adults for emotional and mental health support.	ABLE provides schoolwide counseling and student support services to ensure equitable access to mental health and social-emotional learning (SEL) supports while intentionally prioritizing unduplicated pupils for proactive outreach and intervention. These services include: Individual and small-group counseling, with direct referrals from teachers, families, and peers. A tiered support model, where unduplicated students who show risk factors (chronic absenteeism, behavioral referrals, trauma disclosures) are prioritized for services.	Dashboard graduation and a-g rates, Williams Act facilities and curriculum reports, Chronic Absenteeism and MTSS Care Team referrals and action items, PowerSchool entries, and CAC and ELAC agendas and meeting notes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Help navigating social-emotional challenges, peer relationships, anxiety, grief, or trauma. • Culturally and linguistically responsive support that acknowledges their lived experiences. There is also a critical need for early identification of students in crisis and streamlined access to support services for both students and families. **Scope:**	Integration with MTSS, SEL programming (Character Strong), and outreach from the Student and Family Support Team to ensure wraparound support. Providing counseling services LEA-wide helps establish a schoolwide culture of care and emotional safety while ensuring that no student—especially those in high-risk subgroups—is overlooked due to systemic barriers or stigma. A schoolwide approach also enables early intervention before issues escalate into crises.	
2.4	**Action:** Student and Family Support and Engagement Team **Need:** Unduplicated pupils—particularly socioeconomically disadvantaged students, and English Learners—are more likely to experience adverse childhood experiences (ACEs), housing or food instability, exposure to trauma, and language or cultural barriers that can impact their ability to fully engage in school. These students, and their families, often require: Consistent access to trusted, trained adults for emotional and mental health support.	ABLE provides schoolwide counseling and student support services to ensure equitable access to mental health and social-emotional learning (SEL) supports, while intentionally prioritizing unduplicated pupils for proactive outreach and intervention. These services include: • Individual and small-group counseling, with direct referrals from teachers, families, and peers. • A tiered support model, where unduplicated students who show risk factors (chronic absenteeism, behavioral referrals, trauma disclosures) are prioritized for services. • Integration with MTSS, SEL programming (Character Strong), and outreach from	Parent participation sign-in sheets from Parent Cafe, etc.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Help navigating social-emotional challenges, peer relationships, anxiety, grief, or trauma. Culturally and linguistically responsive support that acknowledges their lived experiences. There is also a critical need for early identification of students in crisis and streamlined access to support services for both students and families **Scope:**	the Student and Family Support Team to ensure wraparound support. Providing counseling services LEA-wide helps establish a schoolwide culture of care and emotional safety, while ensuring that no student—especially those in high-risk subgroups—is overlooked due to systemic barriers or stigma. A schoolwide approach also enables early intervention before issues escalate into crises.	
2.5	**Action:** Parent and Family Resource Center **Need:** Unduplicated pupils—particularly socioeconomically disadvantaged students, and English Learners—are more likely to experience adverse childhood experiences (ACEs), housing or food instability, exposure to trauma, and language or cultural barriers that can impact their ability to fully engage in school. These students, and their families, often require: Consistent access to trusted, trained adults for emotional and mental health support. Help navigating social-emotional challenges, peer relationships, anxiety, grief, or trauma.	ABLE provides schoolwide counseling and student support services to ensure equitable access to mental health and social-emotional learning (SEL) supports, while intentionally prioritizing unduplicated pupils for proactive outreach and intervention. These services include: • Individual and small-group counseling, with direct referrals from teachers, families, and peers. • A tiered support model, where unduplicated students who show risk factors (chronic absenteeism, behavioral referrals, trauma disclosures) are prioritized for services.	Dashboard graduation and a-g rates, Williams Act facilities and curriculum reports, Chronic Absenteeism and MTSS Care Team referrals and action items, and CAC and ELA agendas and meeting notes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Culturally and linguistically responsive support that acknowledges their lived experiences. There is also a critical need for early identification of students in crisis and streamlined access to support services for both students and families **Scope:**	• Integration with MTSS, SEL programming (Character Strong), and outreach from the Student and Family Support Team to ensure wraparound support. Providing counseling services LEA-wide helps establish a schoolwide culture of care and emotional safety, while ensuring that no student—especially those in high-risk subgroups—is overlooked due to systemic barriers or stigma. A schoolwide approach also enables early intervention before issues escalate into crises.	
2.6	**Action:** Possip Surveys **Need:** Unduplicated pupils—particularly English Learners and socioeconomically disadvantaged students—often come from families who may experience barriers to participating in school decision-making, including: Language barriers and unfamiliarity with school systems Work schedules or transportation issues that limit in-person involvement Lack of trust or previous negative experiences with schools These families need frequent, accessible, and culturally responsive opportunities to share feedback, express concerns, and stay	Possip surveys are provided schoolwide to ensure equitable access to all families, staff, and administrators while allowing ABLE Charter to disaggregate feedback and identify trends. Here's how Possip supports unduplicated pupils: Monthly surveys sent via text or email in multiple languages (including Spanish), enabling communication with non-English-speaking families. A quick format (one-minute surveys) that respects time constraints faced by low-income or working families. An option to provide anonymous praise or concerns, empowering parents and staff who may be hesitant to speak up in other forums. Immediate reporting to leadership teams, allowing for real-time responsiveness and inclusion of diverse voices in school decisions.	The Superintendent will monitor Possip surveys.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	connected to their child's education. Possip addresses this by providing simple, multilingual, mobile-based surveys that allow families to engage quickly and confidentially. **Scope:**	By administering Possip schoolwide, ABLE ensures that every family—regardless of background—and school staff member has a consistent, accessible opportunity to engage, while enabling leadership to track and respond to needs of underrepresented groups more effectively.	
2.7	**Action:** Character Strong Curriculum **Need:** Unduplicated pupils—including English Learners, and socioeconomically disadvantaged students—often experience higher levels of stress, trauma, and inconsistent exposure to structured social-emotional development. They may also face: Difficulties with emotional regulation and peer relationships Limited models for positive decision-making and conflict resolution Fewer opportunities to develop resilience, empathy, and self-advocacy These students need explicit, structured instruction in social-emotional learning (SEL) to support their success in school and life. Dedicated and protected SEL time during the school day provides a foundation for emotional safety, belonging, and healthy relationships—critical components of academic engagement and behavioral success.	The Character Strong curriculum is implemented schoolwide to ensure that all students have access to consistent, high-quality SEL instruction, while specifically supporting the unique needs of unduplicated pupils through: Tier 1 SEL lessons teach core competencies like empathy, kindness, emotional regulation, and responsibility Integration into WIN Time and classroom practices, providing regular opportunities for students to build self-awareness and relationship skills Culturally responsive lesson content that reflects diverse identities and experiences A universal framework that creates a shared language and expectations for behavior and emotional wellness, which particularly benefits students who may experience instability or lack of structure outside of school Providing this action LEA-wide ensures that all students benefit from a cohesive SEL framework, while enabling staff to identify students who may need Tier 2 or 3 interventions—many of whom are	Reduction in peer conflicts, referrals, suspensions and expulsions.

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	Scope:	unduplicated pupils. A schoolwide model also reinforces SEL as a community value, building a climate of inclusion and support that helps close opportunity gaps.	
2.8	**Action:** MTSS Care Team **Need:** Unduplicated pupils—particularly English Learners, and socioeconomically disadvantaged students—often face multiple, overlapping barriers to academic and behavioral success, including: Unmet basic needs, trauma, and inconsistent school attendance Language and cultural barriers impacting access to support services Lower rates of early intervention and follow-up when issues arise These students need a coordinated and tiered system of support that identifies challenges early and delivers tiered academic, behavioral, and wellness support and interventions. A clear, responsive process is essential to prevent students from falling through the cracks. **Scope:**	The MTSS (Multi-Tiered System of Supports) Care Team at ABLE Charter provides schoolwide infrastructure to ensure that every student's needs are systematically identified and met, with special attention to unduplicated pupils who may be less likely to self-advocate or access support on their own. Action supports for unduplicated pupils include: • Data-driven referral and tracking system identifies academic, social-emotional, and behavioral concerns early • Regular Care Team meetings analyze student data, idenitfy root causes and coordinate personalized intervention plans • Emphasis on Tier 2 and Tier 3 supports for students with more intensive needs—many of whom are unduplicated • Collaboration with counselors, teachers, EL staff, and family liaisons ensures holistic, culturally responsive support Providing this action LEA-wide ensures that all students are part of a cohesive support system, while allowing for targeted intervention and resource allocation for students at greatest risk of	Reduction in Tier 3 escalations, ie., crisis referrals and suspensions MTSS Care Team bi-weekly meetings. MTSS Care Team referrals and Action Plans

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		disengagement—many of whom fall into unduplicated categories.	
2.9	**Action:** Chronic Absenteeism Care Team **Need:** Unduplicated pupils—including socioeconomically disadvantaged students, and English Learners—are statistically more likely to experience chronic absenteeism due to barriers such as: Transportation challenges, housing instability, and lack of basic needs Family health or work obligations Limited engagement or lack of connection to school community Language or cultural differences that inhibit communication with the school These students need a personalized, relational approach to re-engage them in school, one that identifies root causes of absences and offers coordinated support across academic, emotional, and logistical domains. **Scope:**	The Chronic Absenteeism Care Team provides a schoolwide, tiered intervention framework to address absenteeism early and effectively—especially for unduplicated students who face disproportionate barriers to consistent attendance. This team supports unduplicated pupils through: • Bi-weekly attendance monitoring and early identification of at-risk students • Personalized outreach (phone calls, home visits, meetings) to uncover the root causes behind absences • Resource referrals for housing, transportation, counseling, and other wraparound needs • Collaboration with the MTSS Care Team, school counselor, and Family Engagement Team to ensure a comprehensive support plan By providing this action schoolwide, ABLE ensures that no student is overlooked, while enabling the team to focus its most intensive efforts on students from unduplicated groups, who statistically experience the greatest attendance challenges.	Reduction in SARBs Chronic Absenteeism rates, attendance improvement data, Chronic Absenteeism Team bi-weekly meetings, and Chronic Absenteeism Team meetings
2.10	**Action:** Lion’s Den	The Lion’s Den serves as a school-wide positive behavior incentive system that supports all	Classroom referrals, suspension rates,

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	Need: Unduplicated pupils—which include students who are socioeconomically disadvantaged, English learners, and foster youth—often face significant barriers to school engagement, including limited access to consistent positive reinforcement, supportive school culture, and incentives for pro-social behavior. Data from ABLE's school climate surveys and behavior referral records indicate a need for targeted efforts to increase motivation, school belonging, and daily engagement, particularly for these student groups. The Lion's Den addresses these needs by providing a tangible system of recognition and reinforcement that promotes positive behavior, encourages regular attendance, and helps foster a stronger connection to school. **Scope:**	students, while providing particular benefits for unduplicated pupils who may require additional encouragement to engage positively with school culture. By recognizing and rewarding constructive behaviors, good attendance, and academic effort, the Lion's Den creates a motivating environment where students feel seen and valued. Offering this support across the LEA ensures a consistent and equitable reinforcement structure that benefits all students, while especially addressing the behavioral and engagement needs of unduplicated pupils. LEA-wide implementation helps establish a unified culture of recognition and accountability across all grade levels and campuses, ensuring that all students, regardless of background, are supported in developing the social-emotional and behavioral habits necessary for school success.	Powerschool Log entries and Lion's Den student data
2.11	**Action:** School Store **Need:** Unduplicated pupils—including socioeconomically disadvantaged students, foster youth, and English Learners—often have limited access to consistent positive reinforcement systems, recognition opportunities, and access to material incentives that affirm their effort and engagement at school. Many face:	ABLE's school store is implemented schoolwide to provide a consistent, equitable system of positive behavior reinforcement and student recognition, while being especially impactful for unduplicated pupils who may have fewer external motivators or access to structured rewards. This action addresses the needs of unduplicated pupils by: Offering tangible incentives (school supplies, snacks, spirit items, hygiene products, etc.) in exchange for positive behaviors such as	Student climate survey results, PowerSchool referral data and store usage

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	Fewer extrinsic motivators tied to academic or behavioral progress Lower rates of public recognition or school-based rewards A need for increased school connectedness, belonging, and motivation Unduplicated pupils benefit from visible, inclusive systems that celebrate their positive contributions and offer tangible, developmentally appropriate incentives that increase their engagement and sense of ownership in the school community. A school store creates an equitable opportunity for students of all backgrounds to be recognized and rewarded. **Scope:**	attendance, academic effort, respect, and responsibility The Student Store creates an inclusive and affirming environment where all students can participate regardless of background Promoting a sense of belonging, pride, and school identity, which supports engagement and attendance—key challenges for socially-economically disadvantaged students, and English learners Providing this action on a schoolwide basis ensures uniform expectations and access across all classrooms and grade levels, while also allowing staff to intentionally monitor and encourage participation among unduplicated students who may need additional positive reinforcement and encouragement to engage fully in school life.	
3.1	**Action:** Initial and Ongoing Professional Development **Need:** Unduplicated pupils—including English Learners and socioeconomically disadvantaged students—often require targeted instructional strategies, trauma-informed practices, and culturally responsive pedagogy to access rigorous academic content and feel safe, supported, and engaged at school.	ABLE Charter's initial and ongoing professional development program is provided schoolwide to ensure that every teacher—regardless of credential status, content area, or student population—has access to high-quality training that reflects the specific needs of unduplicated pupils. This action supports those needs by: • Providing training in integrated and designated ELD strategies, so English Learners receive language-rich instruction across content areas	Sign-in sheets at all internal professional development and attendance at outside professional development

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	These students benefit most when teachers are: • Skilled in differentiating instruction • Trained in designated and integrated ELD strategies • Equipped to recognize and respond to social-emotional and behavioral challenges • Proficient in delivering standards-aligned, grade-level content while scaffolding for access Unduplicated pupils also need teachers who are supported in their professional growth so they remain consistently placed, confident, and effective, particularly in classrooms where students face greater barriers to learning. **Scope:**	• Supporting teachers in implementing Universal Design for Learning (UDL) and differentiation, which benefit all students, especially those who are behind or have experienced interrupted education • Including trauma-informed practices and equity-centered pedagogy, which are essential for foster youth and students facing adversity • Offering monthly support meetings and coaching for interns and teachers with STSP/PIP credentials to ensure proper assignment and growth in instructional effectiveness The schoolwide approach ensures that students across all classrooms and grade levels—especially unduplicated pupils—have access to teachers who are trained, prepared, and retained. This strategy also supports ABLE in maintaining low teacher misassignment rates, improving retention, and elevating instructional consistency.	
3.2	**Action:** Instructional Coaches **Need:** Unduplicated pupils—particularly English Learners, foster youth, and socioeconomically disadvantaged students—often require: • Consistent, scaffolded, and differentiated instruction • Integration of language development and culturally relevant strategies	ABLE Charter provides instructional coaching on a schoolwide basis to ensure that every teacher receives personalized, ongoing professional support, with a focus on improving instructional practices that directly benefit unduplicated pupils. Instructional coaches support unduplicated pupils by: • Helping teachers implement evidence-based strategies for differentiation, scaffolding, and integrated/designated ELD	Instructional Coachesfeedback surveys and improved Instructional Norms scores

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	• Instructional environments that support engagement, belonging, and high expectations These students are disproportionately impacted when there is inconsistency in instructional quality or when teachers lack training and support in meeting diverse learning needs. Therefore, there is a need for embedded, job-embedded coaching to ensure that all students, especially those most vulnerable, receive equitable, high-quality instruction. **Scope:**	• Supporting teachers with lesson planning and modeling of best practices for student engagement and academic discourse • Providing non-evaluative, data-informed feedback to improve instruction schoolwide • Collaborating with site leadership to ensure coaching is aligned with the needs of ELs, low-income students, and foster youth The LEA-wide model ensures that every classroom benefits from stronger instructional practice, with coaches serving as a bridge between professional development and classroom implementation. This structure helps ensure that unduplicated students receive more consistent, responsive, and rigorous instruction across all grade levels.	
3.3	**Action:** Hire Excellent and Qualified Teachers **Need:** Unduplicated pupils—including English Learners, foster youth, and socioeconomically disadvantaged students—benefit significantly from being taught by highly qualified, fully credentialed, and culturally responsive teachers. These students are particularly vulnerable to: • Learning loss or instructional gaps when placed with underprepared or inexperienced teachers	ABLE Charter implements schoolwide hiring practices focused on recruiting, selecting, and retaining excellent and fully credentialed teachers to ensure that all students—especially unduplicated pupils—have equitable access to high-quality instruction. This action supports unduplicated students by: • Prioritizing the hiring of teachers who hold appropriate credentials and have demonstrated skill in working with diverse student populations • Ensuring that all classrooms are staffed with qualified teachers, reducing the likelihood that unduplicated pupils are	*. Percentage of fully credentialed teachers • Number of misassignments, including those specific to EL instruction • Vacancy rates and duration of unfilled positions

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	• Lower academic outcomes and engagement when instruction lacks scaffolding or language support • Higher rates of teacher turnover, which can disrupt relationships, trust, and instructional continuity To close achievement and opportunity gaps, unduplicated pupils need access to consistently excellent educators who are trained to address their unique learning and social-emotional needs. **Scope:**	placed with misassigned or underprepared staff • Conducting intentional recruitment and interview practices to identify educators with experience in differentiation, EL strategies, and trauma-informed instruction • Reducing reliance on intern or emergency-permitted teachers, particularly in high-need subject areas or grade levels This action is provided schoolwide because unduplicated students are enrolled across all classrooms and programs. A strong, schoolwide approach ensures systemic instructional quality and mitigates the disproportionate placement of high-need students with inexperienced or unqualified teachers.	
3.4	**Action:** Specialized Administrative Team **Need:** Unduplicated pupils (ELs, foster youth, low-income students) often require systemic coordination of services, data-driven decision-making, and leadership oversight that centers equity. These students need school leaders who are proactive in identifying opportunity gaps and mobilizing targeted supports. **Scope:**	ABLE's specialized administrative team—including a Director of Student Achievement Metrics and Chief Academic Officer—ensures that unduplicated pupils are consistently prioritized in school planning. By analyzing subgroup data and implementing responsive programs schoolwide, this team leads the integration of MTSS, targeted interventions, and strategic partnerships. A schoolwide model ensures equity is embedded in leadership systems, not siloed to isolated programs.	• Data review and intervention implementation rates • Progress monitoring reports for unduplicated subgroups • Reduction in chronic absenteeism and academic gaps • Leadership evaluation tools

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			tracking subgroup progress
3.5	**Action:** Administrative Professional Development **Need:** Unduplicated pupils benefit when site and central administrators are trained in equity-centered leadership, trauma-informed practices, legal compliance, and evidence-based instructional leadership. **Scope:**	Administrative PD ensures leaders are equipped to lead inclusive, legally compliant, and student-centered schools. Sessions on compliance (e.g., EL programs, SPED, and MTSS) help leaders anticipate and respond to the complex needs of unduplicated pupils. This action is provided LEA-wide to ensure all school leaders reflect ABLE's vision of equity and academic excellence.	• PD attendance and feedback surveys • Improvement in leadership practices and compliance (e.g., misassignments, reclassification rates) • Impact on subgroup performance and engagement
3.6	**Action:** Mentor Teacher Program **Need:** Unduplicated pupils thrive with high-quality instruction, yet teacher effectiveness varies, particularly among new or intern teachers. These students need consistent access to well-supported educators trained in EL strategies, differentiation, and trauma-informed instruction. **Scope:**	The mentor teacher program builds internal capacity by pairing experienced teachers with those new to the profession or school. Mentors guide mentees in applying best practices for engagement, ELD, and equity, which disproportionately benefit unduplicated pupils. LEA-wide implementation ensures high-quality instruction reaches every student, in every classroom.	• Number of mentoring cycles and teacher caseloads • Retention and growth of new/intern teachers • Classroom observation data • Student subgroup academic and engagement data

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3.7	**Action:** Retention and Recruitment Stipends **Need:** Unduplicated pupils are often disproportionately taught by underprepared or less experienced teachers. Retaining high-quality educators is essential to ensuring equity in access to effective instruction. **Scope:**	Retention and recruitment stipends help ABLE attract and keep experienced, mission-aligned teachers, particularly in hard-to-staff roles that serve ELs, SPED, and intervention students. This LEA-wide strategy helps stabilize the teaching force and ensures instructional continuity for vulnerable students.	• Teacher retention and recruitment rates • Applicant pool size and qualifications • Misassignment and vacancy rates • Subgroup academic and engagement growth
3.8	**Action:** Professional Learning Communities (PLCs) **Need:** Unduplicated pupils benefit when teachers collaborate around data, identify learning gaps, and develop targeted interventions. Historically, these students are under-supported by isolated instructional planning. **Scope:**	PLCs provide structured time for teachers to review disaggregated data, plan instruction, and share strategies that improve access and outcomes for ELs, foster youth, and low-income students. Schoolwide implementation ensures that all students benefit from collective teacher expertise and shared accountability.	PLC agendas and logs showing data-driven planning Student growth on common assessments, disaggregated by subgroup Teacher feedback on collaboration and support Integration of EL, SPED, and UDL strategies in PLC planning
3.9	**Action:** Kagan Cooperative Learning	Kagan Cooperative Learning structures are implemented schoolwide to ensure that all classrooms embed interactive, structured student	To assess the impact of Kagan Cooperative Learning on unduplicated

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	Need: Unduplicated pupils—including English Learners, foster youth, and socioeconomically disadvantaged students—often face challenges with: Academic language development Engagement and participation in classroom discussions Confidence in collaborative settings A sense of belonging and connection to peers These students need structured opportunities to practice oral language, academic discourse, collaboration, and critical thinking—all within safe, supportive classroom environments. Without intentional strategies, these pupils may remain passive or disconnected during instruction. **Scope:**	collaboration strategies that foster engagement and inclusion. Kagan directly supports unduplicated pupils by: Increasing academic talk time for English Learners and students who benefit from verbal rehearsal Structuring equitable participation, ensuring all voices are heard Promoting peer collaboration, which supports relationship-building and reduces isolation for foster youth or socially disconnected students Enhancing retention and comprehension through kinesthetic, social, and visual learning strategies Implementing this action across the LEA ensures instructional consistency, so unduplicated students experience these supports in every subject and grade—not just in isolated classrooms.	pupils, ABLE Charter will monitor: Walkthrough and observation data showing implementation of Kagan structures Student engagement data, including Panorama indicators for classroom belonging and participation Teacher feedback on student engagement and strategy effectiveness Student subgroup performance trends, particularly in oral language, participation, and collaboration-based tasks Increase in EL participation during instruction, measured by classroom-level engagement rubrics
3.10	**Action:** WIN Time **Need:** Unduplicated pupils—especially English Learners, foster youth, and socioeconomically	WIN (What I Need) Time is implemented schoolwide as a Tier 2 strategy aligned with ABLE's MTSS model. Students are placed into groups for ELA intervention, math intervention, ELA support, or enrichment based on Star 360 and classroom performance data.	(3) Metric(s) to Monitor Effectiveness • WIN placement and progress tracking,

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	disadvantaged students—often require targeted intervention, enrichment, or academic support to close learning gaps and access grade-level content. Data from internal assessments (e.g., Star 360) shows that these students are overrepresented among those performing below standard in ELA and math. They need structured opportunities for: • Personalized, data-informed instruction • Access to intervention, enrichment, or scaffolding supports • Flexible groupings based on their evolving academic needs **Scope:**	This action supports unduplicated pupils by: • Ensuring access to targeted academic interventions or support services, without being pulled from core instruction • Providing regular reassessment and regrouping, so interventions remain aligned with current needs • Increasing student access to individualized instruction within the school day, a key equity lever for students who may not have access to tutoring or external supports Schoolwide implementation ensures that all students—especially those historically underserved—receive the right support at the right time in a systematic, inclusive framework.	disaggregated by subgroup • Student growth data from Star 360 (ELA and Math) • Exit/entry rates into Tier 2 and 3 services • Teacher logs and lesson plans aligned to identified standards • Subgroup performance trends on benchmark and SBAC assessments
3.11	**Action:** Designated EL **Need:** English Learners (an unduplicated group) require daily, explicit instruction in English language development (ELD) to meet state standards and reclassify successfully. Many ELs need targeted instruction in: • Academic vocabulary • Grammar and syntax • Oral and written language fluency Designated ELD is a legal requirement and an essential instructional component for meeting	Designated ELD is provided schoolwide to ensure that all English Learners at ABLE Charter receive daily, dedicated instruction in English language development, delivered by trained teachers during a protected time. This action supports unduplicated pupils by: • Meeting the legal obligation for structured English language development • Focusing on language acquisition separate from content instruction • Ensuring grade-level appropriate instruction that supports reclassification and success in all academic subjects	• ELPAC scores and growth rates • Reclassification rates • Designated ELD scheduling and delivery logs • EL student progress monitoring • Classroom walkthrough data aligned to ELD standards

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	the linguistic and academic needs of English Learners. **Scope:** LEA-wide	• Integrating language objectives with culturally responsive pedagogy A schoolwide system ensures consistency in delivery, compliance with state ELD standards, and equitable access for every English Learner across all grade spans.	
4.1	**Action:** Bilingual Classroom Aides **Need:** English Learners (ELs), as a subset of unduplicated pupils, often face barriers to accessing content in English-only settings. They need: • Linguistic support in real-time • Clarification and scaffolding during instruction • Assistance in small groups and one-on-one settings to build comprehension and confidence **Scope:** LEA-wide	Bilingual classroom aides are placed in classrooms with high concentrations of ELs to provide targeted language support and academic assistance. Their presence: • Allows ELs to access content while acquiring English • Provides culturally and linguistically affirming support • Aids teachers in differentiating instruction during lessons The action is implemented schoolwide, but the aides are strategically deployed based on student need, EL concentrations, and proficiency levels—ensuring that ELs across the school benefit equitably.	• EL student academic performance (e.g., Star 360 growth) • Teacher feedback on aide impact • Walkthrough and observation data • Progress monitoring for students receiving aide support
4.2	**Action:** Additional Daily Designated ELD Time **Need:** Many ELs, particularly Long-Term ELs (LTELs) or students at risk of becoming LTELs (ARLTELs), require more than the minimum	ABLE provides additional daily designated ELD instruction for students at greatest risk of linguistic stagnation. This ensures that ELs receive targeted, small-group language instruction beyond the standard block, with a focus on: • Academic discourse • Writing development	• ELPAC growth and reclassification rates • Lesson plans and ELD logs

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	designated ELD time to make meaningful growth in English proficiency. **Scope:** LEA-wide	• Listening comprehension and oral fluency While only ELs receive the additional time, the system to identify, group, and support them is schoolwide. This ensures consistency and equity in how students are selected and served.	• Student progress monitoring data • Feedback from ELD instructors and students
4.3	**Action:** ELPAC Test Examiners **Need:** ELPAC testing is essential for monitoring EL growth and reclassification eligibility. Unduplicated pupils need timely, accurate assessments in a supportive setting to ensure their progress is measured fairly and interventions are appropriate. **Scope:** LEA-wide	Trained ELPAC examiners ensure testing is: • Accurate and compliant • Conducted in a low-stress, linguistically supportive environment • Administered efficiently to minimize instructional time lost This action supports ELs directly, but is part of a schoolwide assessment infrastructure that ensures timely data is available to guide instructional planning for all teachers serving English Learners.	• ELPAC completion and score data • Testing schedule adherence • ELPAC examiner training and fidelity checks • Time-to-score and data access turnaround
4.4	**Action:** Multilingual Consultant **Need:** LTELs and ARLTELs often experience slow progress in language development, stemming from inconsistent support, under-scaffolded instruction, or lack of systemic alignment in EL services. These students need targeted systems improvement, informed by data and expert analysis.	The Multilingual Consultant works with ABLE's Chief Academic Officer to: • Analyze EL data and programming • Conduct needs assessments for LTEL/ARLTEL students • Design and support the implementation of improvement plans and professional learning This action strengthens the schoolwide EL program, ensuring that every English Learner receives instruction and services aligned with best	• Findings from EL program review • Implementation of action steps from consultant recommendations • Growth rates for LTELs and ARLTELs

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	Scope: LEA-wide	practices and state expectations.	• Teacher and administrator feedback
4.5	**Action:** Professional Development Conference **Need:** English Learners, as a group of unduplicated pupils, require teachers and leaders who are knowledgeable in language acquisition, ELD standards, and culturally responsive teaching. Gaps in instructional quality or lack of targeted training can delay reclassification and hinder academic achievement. There is a need for: • Deeper educator understanding of how to scaffold grade-level content for ELs • Consistent, schoolwide implementation of ELD best practices • Leadership capacity to monitor, support, and improve EL instruction **Scope:** LEA-wide	The Professional Development Conference offers selected instructional leaders and teachers the opportunity to engage in high-quality training specifically focused on supporting English Learners, including: • Designated and integrated ELD strategies • Academic discourse and vocabulary development • Differentiation and inclusive practices Participants return to ABLE and share best practices through train-the-trainer models, PLCs, and coaching, ensuring that the benefits of the conference scale across the entire school. While the content is focused on ELs, the schoolwide scope ensures that all staff gain access to improved instructional leadership.	The Professional Development Conference offers selected instructional leaders and teachers the opportunity to engage in high-quality training specifically focused on supporting English Learners, including: • Designated and integrated ELD strategies • Academic discourse and vocabulary development • Differentiation and inclusive practices Participants return to ABLE and share best practices through train-the-trainer models, PLCs, and coaching, ensuring that the benefits of the conference scale across the entire school. While the content is focused on ELs, the schoolwide scope

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			ensures that all staff gain access to improved instructional leadership.
4.6	**Action:** English Learner Advisory Council (ELAC) **Need:** English Learners and their families—many of whom are socioeconomically disadvantaged—often face barriers to school engagement, including: • Language access issues • Limited familiarity with educational rights and systems • A need for increased voice and advocacy in decision-making processes that impact their child's academic experience Unduplicated pupils benefit when families are engaged, informed, and empowered to participate meaningfully in school governance and planning for EL services. **Scope:** LEA-wide	The English Learner Advisory Council (ELAC) is implemented schoolwide to provide families of EL students a formal platform to provide input, review data, and make recommendations about programs and services for English Learners. This action supports unduplicated pupils by: • Promoting authentic, two-way communication between the school and EL families • Empowering families to advocate for improvements in instructional quality, reclassification support, and student engagement • Ensuring that the school is responsive to the cultural and linguistic needs of the EL community While the council is comprised of EL families, the schoolwide structure ensures that their feedback shapes programs, funding decisions, and instructional priorities for English Learners across all classrooms and grade levels.	• ELAC meeting attendance and participation rates • Surveys or feedback forms from ELAC participants • Documentation of input and recommendations presented by ELAC • Evidence of programmatic or policy changes influenced by ELAC input • Increased family engagement in EL programs, as tracked through event and meeting attendance
5.1	**Action:** Attendance Liaison **Need:** ABLE Charter Schools recognizes that chronic absenteeism disproportionately affects our	This action directly addresses the higher rates of chronic absenteeism among unduplicated students—particularly low-income students, English learners, and foster youth—by providing proactive, personalized outreach and support. The Attendance Liaison identifies and addresses	Chronic Absenteeism Rate: Reduction in the overall chronic absenteeism rate Disaggregated chronic absenteeism data for

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	unduplicated student populations, including low-income students, English learners, and foster youth. These students often face systemic barriers such as transportation challenges, housing instability, or family responsibilities that impact regular attendance. To address these needs, ABLE has hired an Attendance Liaison who proactively monitors attendance, makes daily contact with families of absent students, tracks tardies and absences, and informs parents about the academic and legal consequences of chronic absenteeism. More importantly, this individual works to uncover the root causes of attendance issues and collaborates with internal teams NTSS Care Team and Chronic Absenteeism Committee) to connect families with appropriate supports and services, helping to reduce barriers and improve student engagement. **Scope:**	underlying barriers to attendance, such as transportation, family instability, or lack of engagement, which disproportionately affect these populations. While unduplicated students are the primary beneficiaries, attendance challenges can impact all students. Therefore, providing this support on a charter-wide basis ensures a systemic, inclusive approach that benefits the entire student body while prioritizing and addressing the needs of our most vulnerable learners.	unduplicated student groups (low-income, ELs, foster youth) Daily Attendance Rate Improvements in average daily attendance, particularly for high-need subgroups Academic Performance Improved GPA and course pass rates, especially among previously chronically absent students Fewer students receiving Ds and Fs Student Engagement Indicators Student survey data on sense of belonging and school connectedness Increased participation in enrichment programs clubs, athletics, etc. Intervention & Referral Data Number of students referred to support services (counseling, transportation assistance, etc.) as a result of liaison outreach

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			Resolution rates of attendance-related issues through multi-disciplinary team involvement Parent/Guardian Communication Logs Frequency and type of communication with families Documentation of parent follow-through or engagement post-contact
5.2	**Action:** Chronic Absenteeism House Visits **Need:** This action addresses the specific attendance challenges faced by unduplicated pupils—especially low-income students, English learners, and foster youth—by combining daily attendance outreach with targeted home visits for students experiencing chronic absenteeism. These visits allow staff to build trust with families, identify the root causes of absenteeism, and provide direct support or referrals to services such as transportation, counseling, or housing assistance. Because absenteeism often reflects broader systemic barriers, this action is implemented charter-wide to ensure no student falls through the cracks. However, the intensity of support is tiered, with unduplicated students prioritized for outreach and home visits due to their higher risk of disengagement.	Home visits are a critical intervention for addressing the unique barriers that prevent unduplicated pupils—particularly low-income students, English learners, and foster youth—from attending school consistently. These students often face challenges such as housing instability, lack of transportation, or family responsibilities that cannot be addressed through phone calls alone. By conducting home visits, staff can build stronger relationships with families, gain a clearer understanding of each student's circumstances, and connect them to needed supports and services. While the strategy is available to all students experiencing chronic absenteeism, it is provided LEA-wide to ensure equitable access to support, with unduplicated students prioritized based on demonstrated need.	To monitor the effectiveness of this action, ABLE Charter Schools will use the following metrics: Reduction in chronic absenteeism rates, especially among unduplicated student groups Number of home visits conducted, with follow-up documentation on outcomes and referrals Improvement in average daily attendance for students who received home visits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		Increased student engagement as measured by re-enrollment in school programs and participation in support services Parent/caregiver feedback on the usefulness of home visits and access to resources Academic progress of students following intervention (e.g., improved grades, fewer course failures) This comprehensive, charter-wide strategy supports not just attendance, but also long-term academic engagement and student well-being.
5.3	**Action:** Chronic Absenteeism Committee **Need:** Unduplicated pupils—especially foster youth, English Learners, and socioeconomically disadvantaged students—experience higher rates of chronic absenteeism due to: • Transportation challenges • Health issues and unstable housing	The Chronic Absenteeism Committee is a schoolwide, cross-functional team that meets regularly to review attendance data, identify at-risk students, and coordinate targeted outreach and interventions. This action supports unduplicated pupils by: • Disaggregating attendance data by subgroup and proactively identifying patterns	• Chronic absenteeism rates, disaggregated by subgroup • Number of students identified and supported

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• Lack of school engagement or support at home Chronic absenteeism contributes to gaps in achievement and engagement, making it critical to identify and address attendance barriers early. **Scope:**	• Assigning case management and family outreach for chronically absent students • Collaborating with support staff to address root causes (e.g., housing, transportation, mental health) • Supporting early intervention through ABLE's MTSS framework Although focused on students at risk, the committee's processes and protocols are applied schoolwide, ensuring consistency, equity, and responsiveness for all students, particularly those most at risk of disengagement.	through committee review • Attendance improvement for case-managed students • Referral outcomes and follow-through • Parent/family engagement data from committee follow-ups
5.4	**Action:** MTSS Care Team Handbook **Need:** Unduplicated pupils frequently require multi-dimensional support—academic, behavioral, social-emotional, and logistical. Without a clear, shared system, these students may not be identified for or receive the interventions they need. There is a strong need for: • Consistency across staff in how student concerns are identified and addressed • A system that aligns data, interventions, and follow-up • Documentation and accountability for support services	The MTSS Care Team Handbook outlines clear procedures, team roles, timelines, data sources, and intervention pathways. It supports schoolwide consistency in the implementation of ABLE's MTSS system, ensuring: • Early identification and tiered interventions • Targeted, documented support for students not meeting academic or behavioral expectations • Increased alignment of resources (e.g., WIN Time, counseling, behavior plans) This handbook is essential for ensuring that every student—particularly unduplicated pupils—is visible in the system and receives timely, coordinated supports.	• Number of MTSS referrals and outcomes by subgroup • Fidelity to handbook procedures (e.g., timelines, documentation) • Student growth in academics, behavior, or attendance post-intervention • Teacher/staff feedback on handbook usability and clarity

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
5.5	**Action:** Chronic Absenteeism Ad-Hoc Committee **Need:** ABLE's unduplicated pupils continue to face persistent absenteeism trends, even with schoolwide interventions in place. Addressing these challenges requires innovative, community-driven solutions that are responsive to students' lived experiences and barriers. **Scope:**	The Chronic Absenteeism Ad-Hoc Committee is a flexible, data-informed group convened to respond to urgent or complex attendance challenges—particularly among high-needs student populations. This action supports unduplicated pupils by: • Engaging diverse stakeholders (e.g., community partners, parents, counselors) to design responsive interventions • Investigating root causes of persistent absenteeism and developing nontraditional solutions • Piloting strategies that may later be scaled across the school Though the committee often focuses on specific subgroups or students, it operates within a schoolwide framework and aims to innovate and improve broader attendance systems.	• Chronic absenteeism trends for targeted students/subgroups • Implementation of pilot interventions and results • Stakeholder participation and feedback • Expansion of successful strategies into schoolwide policy
6.2	**Action:** Positive Behavioral Interventions and Support **Need:** Unduplicated pupils often experience inconsistent behavioral expectations and may be disproportionately disciplined. These students benefit from clear, predictable structures, culturally responsive behavioral systems, and positive reinforcement that emphasizes inclusion and relationship-building.	PBIS creates a tiered system of behavioral supports that fosters a culture of positivity, consistency, and inclusion. Implementation supports unduplicated pupils by: • Teaching explicit expectations and reinforcing positive behavior • Providing Tier 2 and Tier 3 supports for students who need additional help with self-regulation or behavior • Reducing the use of punitive discipline, which disproportionately impacts foster youth and students of color	• Suspension/office referral rates by subgroup • Climate survey results (Panorama) • Teacher and staff PBIS implementation feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	• Enhancing classroom environments through predictable, supportive systems PBIS is implemented LEA-wide to create a unified school climate, ensuring that students across classrooms and grade levels experience the same culture of support and accountability.	
6.3	**Action:** Legacy Leaders Assemblies/Recognition **Need:** Unduplicated pupils are less likely to receive public recognition for leadership or achievement and often lack structured opportunities to develop leadership skills or receive positive reinforcement. Many need intentional systems that: • Promote belonging and school connectedness • Affirm their contributions and identity • Provide access to student voice and leadership opportunities **Scope:**	The Legacy Leaders assemblies and recognition programs are designed to celebrate student achievement, leadership, and growth across all domains—not just academics. For unduplicated students, these assemblies: • Provide positive public reinforcement for meeting behavioral, attendance, or personal goals • Encourage leadership and civic engagement • Foster motivation, school pride, and sense of belonging • Offer students a vision of themselves as successful, valued members of the school community Provided LEA-wide, this ensures that all students, especially those typically underrecognized, have equitable access to meaningful recognition and leadership development.	• Number of students recognized, disaggregated by subgroup • Student participation in leadership activities • Panorama indicators of belonging and engagement • Staff nominations and feedback • Student reflections on leadership and school culture

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
6.1	**Action:** The Lion's Den Guidance Center **Need:** Unduplicated pupils—especially foster youth, socioeconomically disadvantaged students, and English Learners—are more likely to exhibit externalizing behaviors, experience disciplinary exclusion, or struggle with self-regulation, peer relationships, and emotional resilience. These students often lack access to early intervention and structured, supportive spaces where they can reflect and learn alternative behaviors. **Scope:**	The Lion’s Den Guidance Center provides a proactive, restorative alternative to traditional discipline by creating a safe space for students who are struggling behaviorally or emotionally. The center supports unduplicated pupils by: • Intervening early before behavior escalates to suspension or academic disengagement • Providing access to counselors, behavioral aides, and family support staff • Building positive relationships and trust with students through structured check-ins and reflection • Partnering with families and outside agencies to deliver wraparound supports While it targets students most at risk, the center operates LEA-wide to ensure consistent systems and access for all students across grade levels, with an emphasis on those most impacted by trauma, poverty, or marginalization.	• Referrals to the Guidance Center, disaggregated by subgroup • Reduction in suspensions and behavior incidents • Student behavior goal progress (e.g., check-in/check-out tracking) • Parent and student satisfaction surveys • Referrals to outside agencies and support services

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,120,812	3,575,916	29.502%	0.000%	29.502%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,264,632.00	$0.00	$0.00	$0.00	$8,264,632.00	$2,255,486.00	$6,009,146.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi-Tiered Systems of Support (MTSS)	All	No			All Schools		$15,000.00	$0.00	$15,000.00				$15,000.00	
1	1.2	WIN Time	All	No			All Schools Grades 1-12		$27,345.00	$0.00	$27,345.00				$27,345.00	
1	1.3	Science of Reading	All	No			All Schools		$0.00	$9,000.00	$9,000.00				$9,000.00	
1	1.4	Curriculum and Subscriptions	All	No			All Schools		$0.00	$313,000.00	$313,000.00				$313,000.00	
1	1.5	Accelerated Learning & Intervention Applications	All	No			All Schools		$0.00	$53,000.00	$53,000.00				$53,000.00	
1	1.6	California Assessment Conference	All	No			All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.1	Panorama Education Surveys	All	No			All Schools		$0.00	$11,000.00	$11,000.00				$11,000.00	
2	2.2	Child Abuse Prevention Council Programming	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.3	Counseling and Student Support Services	All	No			All Schools		$550,000.00	$0.00	$550,000.00				$550,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Student and Family Support and Engagement Team	All	No			All Schools		$475,000.00	$0.00	$475,000.00				$475,000.00	
2	**2.5**	Parent and Family Resource Center	All	No			All Schools		$140,000.00	$0.00	$140,000.00				$140,000.00	
2	**2.6**	Possip Surveys	All	No			All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	
2	**2.7**	Character Strong Curriculum	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
2	**2.8**	MTSS Care Team	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.9**	Chronic Absenteeism Care Team	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.10**	Lion’s Den	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.11**	School Store	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Initial and Ongoing Professional Development	All	No			All Schools		$37,500.00	$500.00	$38,000.00				$38,000.00	
3	**3.2**	Instructional Coaches	All	No			All Schools		$170,000.00	$0.00	$170,000.00				$170,000.00	
3	**3.3**	Hire Excellent and Qualified Teachers	All	No			All Schools		$0.00	$5,474,046.00	$5,474,046.00				$5,474,046.00	
3	**3.4**	Specialized Administrative Team	All	No			All Schools		$300,000.00	$0.00	$300,000.00				$300,000.00	
3	**3.5**	Administrative Professional Development	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
3	**3.6**	Mentor Teacher Program	All	No			All Schools		$96,000.00	$0.00	$96,000.00				$96,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Retention and Recruitment Stipends	All	No			All Schools		$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.8	Professional Learning Communities (PLCs)	All	No			All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.9	Kagan Cooperative Learning	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.10	WIN Time	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.11	Designated EL	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$35,100.00	$35,100.00				$35,100.00	
4	4.1	Bilingual Classroom Aides	English Learners	Yes	LEA-wide	English Learners	All Schools		$144,000.00	$0.00	$144,000.00				$144,000.00	
4	4.2	Additional Daily Designated ELD Time	English Learners	Yes	LEA-wide	English Learners	All Schools		$42,000.00	$0.00	$42,000.00				$42,000.00	
4	4.3	ELPAC Test Examiners	English Learners	Yes	LEA-wide	English Learners	All Schools		$7,000.00	$0.00	$7,000.00				$7,000.00	
4	4.4	Multilingual Consultant	English Learners	Yes	LEA-wide	English Learners	All Schools		$7,000.00	$0.00	$7,000.00				$7,000.00	
4	4.5	Professional Development Conference	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.6	English Learner Advisory Council (ELAC)	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.1	Attendance Liaison	All	No			All Schools		$72,141.00	$0.00	$72,141.00				$72,141.00	
5	5.2	Chronic Absenteeism House Visits	All	No			All Schools		$2,500.00	$0.00	$2,500.00				$2,500.00	
5	5.3	Chronic Absenteeism Committee	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.4	MTSS Care Team Handbook	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.5**	Chronic Absenteeism Ad-Hoc Committee	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
6	**6.1**	The Lion's Den Guidance Center	All	No			All Schools		$70,000.00	$0.00	$70,000.00				$70,000.00	
6	**6.2**	Positive Behavioral Interventions and Support	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
6	**6.3**	Legacy Leaders Assemblies/Recognition	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12,120,812	3,575,916	29.502%	0.000%	29.502%	$237,600.00	0.000%	1.960 %	**Total:**	$237,600.00
								LEA-wide Total:	$237,600.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Multi-Tiered Systems of Support (MTSS)				All Schools	$15,000.00	
1	**1.2**	WIN Time				All Schools	$27,345.00	
1	**1.3**	Science of Reading				All Schools	$9,000.00	
1	**1.4**	Curriculum and Subscriptions				All Schools	$313,000.00	
1	**1.5**	Accelerated Learning & Intervention Applications				All Schools	$53,000.00	
1	**1.6**	California Assessment Conference				All Schools	$6,000.00	
2	**2.1**	Panorama Education Surveys				All Schools	$11,000.00	
2	**2.2**	Child Abuse Prevention Council Programming				All Schools	$0.00	
2	**2.3**	Counseling and Student Support Services				All Schools	$550,000.00	
2	**2.4**	Student and Family Support and Engagement Team				All Schools	$475,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Parent and Family Resource Center				All Schools	$140,000.00	
2	2.6	Possip Surveys				All Schools	$8,000.00	
2	2.7	Character Strong Curriculum				All Schools	$2,000.00	
2	2.8	MTSS Care Team				All Schools	$0.00	
2	2.9	Chronic Absenteeism Care Team				All Schools	$0.00	
2	2.10	Lion's Den				All Schools	$10,000.00	
2	2.11	School Store				All Schools	$0.00	
3	3.1	Initial and Ongoing Professional Development				All Schools	$38,000.00	
3	3.2	Instructional Coaches				All Schools	$170,000.00	
3	3.3	Hire Excellent and Qualified Teachers				All Schools	$5,474,046.00	
3	3.4	Specialized Administrative Team				All Schools	$300,000.00	
3	3.6	Mentor Teacher Program				All Schools	$96,000.00	
3	3.7	Retention and Recruitment Stipends				All Schools	$100,000.00	
3	3.8	Professional Learning Communities (PLCs)				All Schools	$30,000.00	
3	3.9	Kagan Cooperative Learning				All Schools	$20,000.00	
3	3.10	WIN Time				All Schools	$0.00	
3	3.11	Designated EL	Yes	LEA-wide	English Learners	All Schools	$35,100.00	
4	4.1	Bilingual Classroom Aides	Yes	LEA-wide	English Learners	All Schools	$144,000.00	
4	4.2	Additional Daily Designated ELD Time	Yes	LEA-wide	English Learners	All Schools	$42,000.00	
4	4.3	ELPAC Test Examiners	Yes	LEA-wide	English Learners	All Schools	$7,000.00	
4	4.4	Multilingual Consultant	Yes	LEA-wide	English Learners	All Schools	$7,000.00	
4	4.5	Professional Development Conference	Yes	LEA-wide	English Learners	All Schools	$2,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.6	English Learner Advisory Council (ELAC)	Yes	LEA-wide	English Learners	All Schools	$0.00	
5	5.1	Attendance Liaison				All Schools	$72,141.00	
5	5.2	Chronic Absenteeism House Visits				All Schools	$2,500.00	
5	5.3	Chronic Absenteeism Committee				All Schools	$0.00	
5	5.4	MTSS Care Team Handbook				All Schools	$0.00	
5	5.5	Chronic Absenteeism Ad-Hoc Committee				All Schools	$0.00	
6	6.1	The Lion's Den Guidance Center				All Schools	$70,000.00	
6	6.2	Positive Behavioral Interventions and Support				All Schools	$0.00	
6	6.3	Legacy Leaders Assemblies/Recognition				All Schools	$10,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,095,895.00	$8,026,032.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Multi-Tiered Systems of Support (MTSS)	Yes	15,000.00	15,000.00
1	**1.2**	WIN Time	Yes	27,345.00	47,345.00
1	**1.3**	Science of Reading	Yes	9,000.00	9,000.00
1	**1.4**	Curriculum and Subscriptions	Yes	313,000	313,000
1	**1.5**	Accelerated Learning & Intervention Applications	Yes	53,000	53,000
1	**1.6**	California Assessment Conference	Yes	4,000	0
2	**2.1**	Panorama Education Surveys	Yes	11,000	11,000
2	**2.2**	Child Abuse Prevention Council Programming	Yes	0	0
2	**2.3**	Counseling and Student Support Services	Yes	550,000	500,000
2	**2.4**	Student and Family Support and Engagement Team	Yes	475,000	319,000
2	**2.5**	Parent and Family Resource Center	Yes	140,000	137,500

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)
2	2.6	Possip Surveys	Yes	8,000	8,000
2	2.7	Character Strong curriculum	Yes	2,000	2,000
2	2.8	MTSS Care Team	Yes	0	0
2	2.9	Chronic Absenteeism Care Team	Yes	0	0
2	2.10	Lion’s Den	Yes	0	10,000
3	3.1	Initial and Ongoing Professional Development	Yes	38,000	38,000
3	3.2	Instructional Coaches	Yes	170,000	213,000
3	3.3	Hire Excellent and Qualified Teachers	Yes	4,311,550	5,474,046
3	3.4	Specialized Administrative Team	Yes	300,000	300,000
3	3.5	Administrative Professional Development	Yes	25,000	25,000
3	3.6	Mentor Teacher Program	Yes	96,000	96,000
3	3.7	Retention and Recruitment Stipends	Yes	100,000	100,000
3	3.8	Professional Learning Communities (PLCs)	Yes	30,000	30,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Kagan	Yes	0	0
4	4.1	Bilingual Classroom Aides	Yes	144,000	144,000
4	4.2	Additional Daily Designated ELD Time	Yes	42,000	0
4	4.3	ELPAC Test Examiners	Yes	7,000	7,000
4	4.4	Multilingual Consultant	Yes	0	7,000
4	4.5	Professional Development Conference	Yes	0	2,500
4	4.6	English Learner Advisory Council (ELAC)	Yes	0	0
5	5.1	Attendance Liaison	Yes	80,000	72,141
5	5.2	Chronic Absenteeism House Visits	Yes	5,000	2,500
5	5.3	Chronic Absenteeism Committee	Yes	0	0
5	5.4	MTSS Care Team Handbook	Yes	0	0
5	5.5	Chronic Absenteeism Ad-Hoc Committee	Yes	0	0
6	6.1	The Lion's Den Guidance Center	Yes	140,000	70,000
6	6.2	Positive Behavioral Interventions and Support	Yes	0	0

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)
6	**6.3**	Legacy Leaders Assemblies/Recognition	Yes	0	10,000
6	**6.4**	PBIS Student Store	Yes	0	10,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,575,916	$7,095,895.00	$8,026,032.00	($930,137.00)	58.830%	67.370%	8.540%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered Systems of Support (MTSS)	Yes	15,000	15,000	.12	.12
1	1.2	WIN Time	Yes	27345	47345	.23	.23
1	1.3	Science of Reading	Yes	9000	9000	.07	.07
1	1.4	Curriculum and Subscriptions	Yes	313000	313000	2.58	2.58
1	1.5	Accelerated Learning & Intervention Applications	Yes	53000	53000	.44	.44
1	1.6	California Assessment Conference	Yes	4000	0	.03	.03
2	2.1	Panorama Education Surveys	Yes	11000	11000	.09	.09
2	2.2	Child Abuse Prevention Council Programming	Yes	0	0	.09	0
2	2.3	Counseling and Student Support Services	Yes	550000	500000	4.54	4.54
2	2.4	Student and Family Support and Engagement Team	Yes	475000	319000	3.92	3.92
2	2.5	Parent and Family Resource Center	Yes	140000	137500	1.16	1.16
2	2.6	Possip Surveys	Yes	8000	8000	.07	.07
2	2.7	Character Strong curriculum	Yes	2000	2000	.02	.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.8**	MTSS Care Team	Yes	0	0	0	0
2	**2.9**	Chronic Absenteeism Care Team	Yes	0	0	0	0
2	**2.10**	Lion's Den	Yes	0	10000	0	0
3	**3.1**	Initial and Ongoing Professional Development	Yes	38000	38000	.31	.31
3	**3.2**	Instructional Coaches	Yes	170000	213000	1.40	1.4
3	**3.3**	Hire Excellent and Qualified Teachers	Yes	4311550	5474046	35.57	45.16
3	**3.4**	Specialized Administrative Team	Yes	300000	300000	2.48	2.48
3	**3.5**	Administrative Professional Development	Yes	25000	25000	.21	.02
3	**3.6**	Mentor Teacher Program	Yes	96000	96000	.79	.79
3	**3.7**	Retention and Recruitment Stipends	Yes	100000	100000	.83	.83
3	**3.8**	Professional Learning Communities (PLCs)	Yes	30000	30000	.25	.25
3	**3.9**	Kagan	Yes	0	0	.17	.17
4	**4.1**	Bilingual Classroom Aides	Yes	144000	144000	1.19	1.19
4	**4.2**	Additional Daily Designated ELD Time	Yes	42000	0	.35	0
4	**4.3**	ELPAC Test Examiners	Yes	7000	7000	.06	.06
4	**4.4**	Multilingual Consultant	Yes	0	7000	0	.06
4	**4.5**	Professional Development Conference	Yes	0	2500	0	.02
4	**4.6**	English Learner Advisory Council (ELAC)	Yes	0	0	0	0
5	**5.1**	Attendance Liaison	Yes	80000	72141	.66	.6

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.2**	Chronic Absenteeism House Visits	Yes	5000	2500	.04	.02
5	**5.3**	Chronic Absenteeism Committee	Yes	0	0	0	0
5	**5.4**	MTSS Care Team Handbook	Yes	0	0	0	0
5	**5.5**	Chronic Absenteeism Ad-Hoc Committee	Yes	0	0	0	0
6	**6.1**	The Lion's Den Guidance Center	Yes	140000	70000	1.16	.58
6	**6.2**	Positive Behavioral Interventions and Support	Yes	0	0	0	0
6	**6.3**	Legacy Leaders Assemblies/Recognition	Yes	0	10000	0	.08
6	**6.4**	PBIS Student Store	Yes	0	10000	0	.08

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
12,120,812	3,575,916		29.502%	$8,026,032.00	67.370%	133.587%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

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).

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