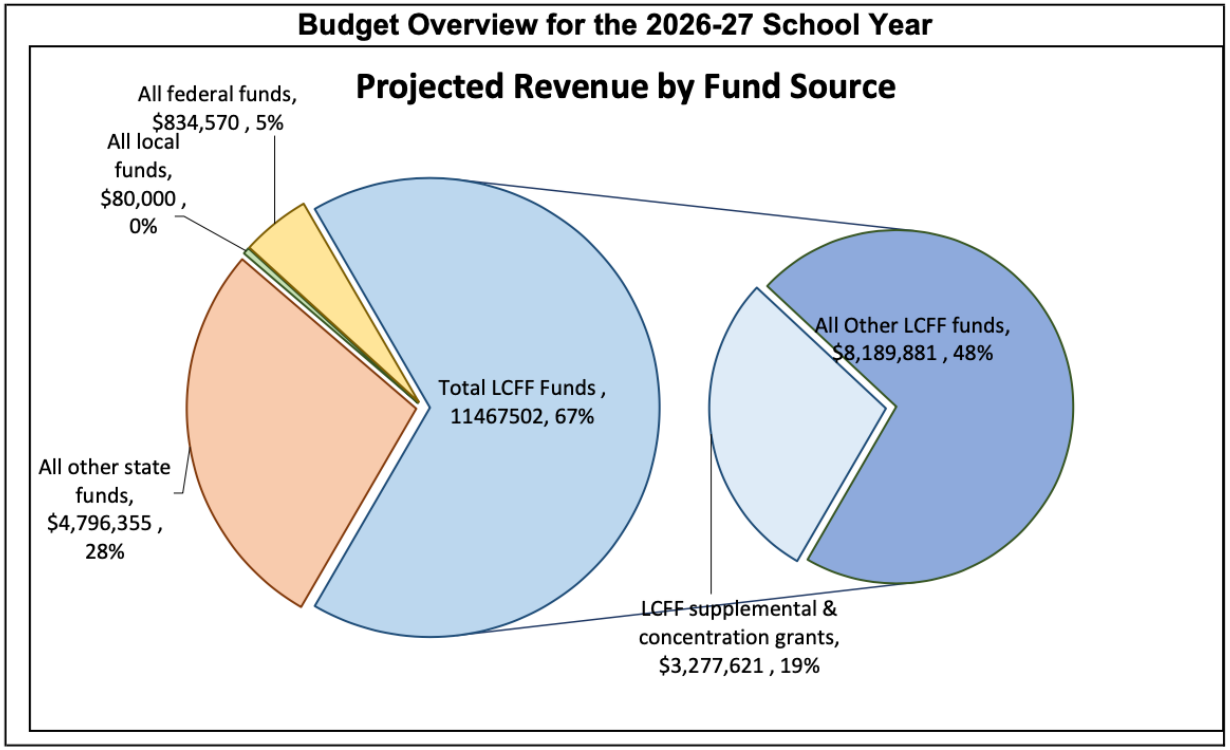
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lifeline Education Charter
CDS Code: 19 73437 0115725
School Year: 2026-27
LEA contact information: Tinia Cortez (310) 502-0414 tiniacortez@lifelinecharterschool.com

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

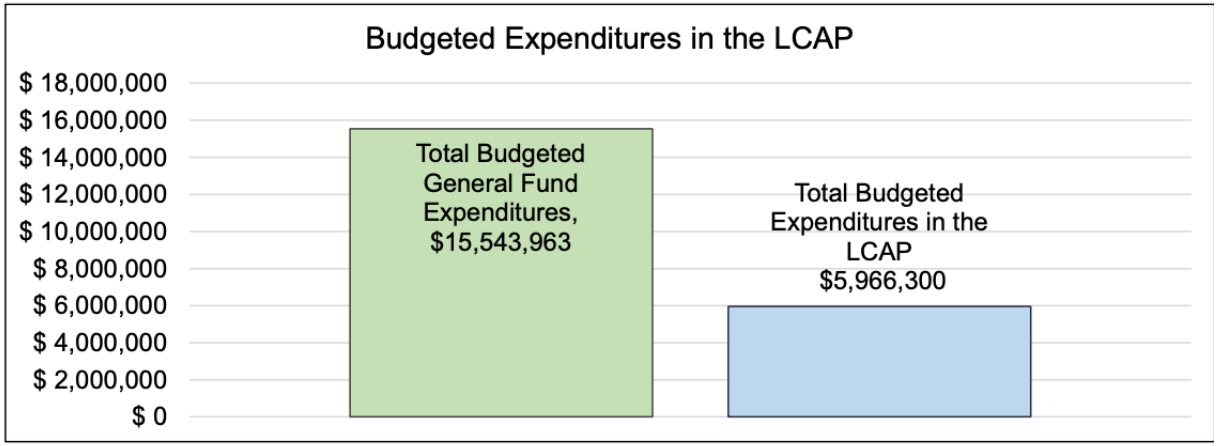


This chart shows the total general purpose revenue Lifeline Education Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lifeline Education Charter is $17,178,427.00, of which $11,467,502.00 is Local Control Funding Formula (LCFF), $4,796,355.00 is other state funds, $80,000.00 is local funds, and $834,570.00 is federal funds. Of the $11,467,502.00 in LCFF Funds, $3,277,621.00 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 Lifeline Education Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

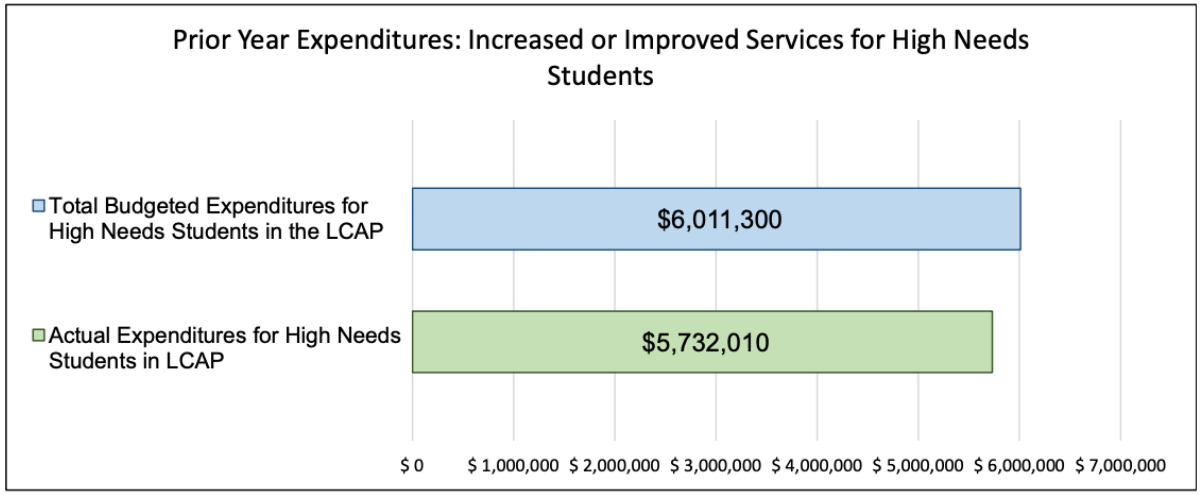
The text description of the above chart is as follows: Lifeline Education Charter plans to spend $15,543,963.00 for the 2026-27 school year. Of that amount, $5,966,300.00 is tied to actions/services in the LCAP and $9,577,663.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Lifeline Education Charter is projecting it will receive $3,277,621.00 based on the enrollment of foster youth, English learner, and low-income students. Lifeline Education Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Lifeline Education Charter plans to spend $4,346,500.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lifeline Education Charter's LCAP budgeted $6,011,300.00 for planned actions to increase or improve services for high needs students. Lifeline Education Charter actually spent $5,732,010.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $279,290.00 had the following impact on Lifeline Education Charter's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students were lower than originally budgeted due to factors such as staffing vacancies, lower-than-anticipated costs, timing of expenditures, and/or efficiencies in program implementation. Despite the lower expenditures, the school substantially implemented the planned actions and services and continued to provide increased or improved supports for unduplicated pupils, including low-income students, English learners, and foster youth. The difference in expenditures did not materially impact the availability of services, and the school remained committed to meeting the identified needs of high-needs students

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
Lifeline Education Charter School	Paula DeGroat, Executive Director	Paula.degroat@lifelinecharterschool.org (310) 605-2510

Plan Summary 2026-2027

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.

Lifeline welcomes students from the greater Los Angeles area, a majority of students attending come from the 90220-90222 zip code for the South-Central Los Angeles community of Compton City and the surrounding areas of South East Los Angeles, Lynwood, Carson and Long Beach. For 2025-26, Lifeline's 720 students, consist of 592 (82.2%) Latino, 123 (17.1%) African American, 1 (0.1%) Pacific Islander, and 4 (0.6%) White. Of these students, 610 (84.7%) were socioeconomically disadvantaged, 107 (14.9%) were designated as English Learners (EL), 66 (9.2%) students with disabilities, 9 (1.3%) foster youth, and 2 (0.3%) homeless. Lifeline provides instruction and support services at three campuses. The Lower Elementary Campus, serves grades TK – 4; Upper Elementary / Middle School Campus serves grades 5-8; and the High School Campus, serves grades 9-12. The grade level distribution of our 720 students is TK-18 (2.5%), K-51 (7.1%), Grade 1-46 (6.4%), Grade 2-44 (6.1%), Grade 3-55 (7.6%), Grade 4-61 (8.5%), Grade 5-48 (6.7%), Grade 6-56 (7.8%), Grade 7-58 (8.1%), Grade 8-61 (8.5%), Grade 9-45 (6.3%), Grade 10-62 (8.6%), Grade 11-46 (6.4%), Grade 12-69 (9.6%). For the 2026-27 school year it is anticipated that our total student population will be 725 with approximately the same demographics.

The mission of Lifeline Education Charter School is to provide quality education and individual student success planning by helping students master a variety of critical skills in College and Career Preparation, Life Skills, and Community Engagement. The focus of Lifeline is to provide students with an alternative to the traditional public-school environment. Lifeline's goal is to provide a caring "family" approach where every individual student receives the support necessary to reach their full potential. Lifeline is committed to helping students succeed in school and beyond.

Lifeline's staff, teachers, and administrators provide our students a safe, academic environment where each child is encouraged and supported to achieve at their highest potential. By valuing the community and developing a physically and emotionally safe place, Lifeline's community of staff, teachers and administrators are held accountable for the success and well-being of all students.

Lifeline Education Charter School's positive culture codes anchor its community in its core values of: Exploration, Exposure, Experiences, Creativity, Confidence, Character, Self-Awareness, Self- Esteem, and Self-Discipline.

The feeling of family, personal safety, and well-being on the Lifeline campus is a critical life support for the students we serve. Students are safe—physically and emotionally—to simply focus on being a student. Lifeline's teachers meet the students "where they are" by providing them with an individualized educational plan.

Lifeline provides rigorous academics supported by college and career preparation as a focus to support academic achievement. At the Lifeline Elementary school, each student is aimed towards a college or career pathway by focusing on the three E's: Exploration, Exposure and Experiences. Students are aimed towards success by exposing students to college and careers early on, encouraging students to explore and experience the world around them through educational field trips, engaging projects, and guest speakers. At the Middle School, each Lifeline Eagle (student) is Fueled with Creativity, Confidence, and Character, also known as the three C's. Instruction is positively delivered so as to invite every student on a journey of self-discovery and empowerment. The Middle School program is designed to develop creativity in students to build long term success for life in the areas of expression, problem solving, and innovation. Our goal for High School is to teach our students to be prepared for their futures inside and outside of the classroom and to have the grit to keep moving forward - no matter the setbacks. Each Lifeline student is Launched into either college/ university, career, trade or vocation along with "future ready" life skills (Self-Awareness, Self- Esteem, Self-Discipline) also known as the three S's.

Through Social-Emotional development and by focusing on the code of conduct and the Lifeline pillars of character (citizenship, respect, honesty, and trustworthiness) Lifeline students develop the *confidence* to pursue the college or career of their choice, and to utilize necessary life skills to achieve excellence inside and outside of the classroom.

Our pillars of character emphasize expectations for being a successful student and positive contributing community member. Our pillars of character outline the things that members of the school community do not do, while consistently reinforcing the choices and responsibility students have to their school and communities.

Lifeline diagnoses and addresses the daunting barriers to learning our students face. In addition to helping students master academic basics, Lifeline graduates are enabled to deal effectively with the demands and challenges of everyday life beyond high school.

Reflections: Annual Performance

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

During the 2025-26 school year, Lifeline successfully went through the WASC Mid-Cycle review. The visiting committee noted out strengths in English Language Arts, English Learner support and college and career preparation. Particular note was made of our Individual Student Learning Plans and the positive impact on students. The WASC report specifically states, "the ISLP is definitely impacting the growth of the CCI and Graduation Rate Indicators. This is a significant strength of the LEA and is a throughline that is evident with every educational partner." Our administrative team similarly noted that the use of our ISLP continues to grow as a living document with students taking ownership of their academic goals. The WASC team also noted, "in 2025, Lifeline was recognized at the Bronze Level on the College Board AP School Honor Role." Of equal importance, the visitation team concurred with Lifeline staff on areas identified for growth in our LCAP.

The performance of our students continues to exceed schools who serve similar cohorts of students. The California Dashboard and CAASPP performance of our students reflects the great work of our staff providing an individualized supportive environment. In English Language Arts, our CA Dashboard schoolwide results were "Green" at 14 Points above standard with a growth of 1.6 Points. The Smarter Balanced English results were 60.49% of students meeting or exceeding standards a growth of 2.71% over previous year. A specific highlight was the significant growth of EL students with 35.48% meeting or exceeding ELA standards on the SBAC, a growth of 15.83%. In

Science, our CA Dashboard schoolwide results were “Green”, 52.4 Science Points, an increase of 3.2 Points. Our Smarter Balanced Science results were 24.86% of students meeting or exceeding standards, a growth of 2.1% schoolwide. Our English Language Learner Progress showed great growth with the CA Dashboard performance at “Blue” with 62.3% of students making progress, an increase of 11%. Our College and Career progress on the CA Dashboard was also “Blue” with 72.5% prepared, an increase of 15.7%. Additionally, 96% of our graduating seniors completed all UC/CSU requirements. Mathematics growth continues to be a challenge with our CA Dashboard schoolwide results at “Orange,” 32 Points below standard, effectively unchanged over previous year at -2.5 points. The Smarter Balanced Math results showed 41.71% of students meeting or exceeding standards, flat at – 0.03%. A bright spot was improved math performance by students with disabilities at 31.25% meeting or exceeding standard, a 6.25% growth over previous year. EL students also realized significant improvements in math performance with 30.64% meeting or exceeding standards, a growth of 16.35% over previous year.

Math and science continue to be an area of heightened focus. The performance of our students, as measured by the percentage scoring at or above grade level, exceeds nearly every school serving similar students. Our staff, and school leaders know we can do better, and these areas continue to be a focus as noted in our LCAP and other internal planning documents. During 2025-2026, our curriculum staff worked with our math teachers and set aside specific time where some of our math teacher leaders met math specialists and peers to develop strategies to improve student performance. In science, we hired a new teacher for the middle school who is getting students excited about science through innovative instruction, blending of college and career, and even holding a school-wide science fair. We are optimistic that our students will continue to improve in this area.

Lifeline’s culture of constant evaluation and adjustment continues to be an integral part of our organization. Student assessment data is regularly reviewed with each student and parent multiple times during the year. The monitoring of progress on all key LCAP goals and actions takes place throughout the year as part of the monthly meetings of Lifeline’s Administrative Leadership Team. Staff at school sites regularly review student performance data during collaborative time. Lifeline continues to support a schedule where every Wednesday, an early release day for students in grades TK-8, teachers have time where they can meet, review assessment data, plan, collaborate, and receive professional development. In the high school, early release days for teacher planning takes place a minimum of two times a month. Once a month, teachers and staff from the entire school meet together for professional development, and other key schoolwide issues. At the school-wide meetings, progress towards goals and supporting actions are regularly reviewed.

Our efforts to sustain academic growth for our students focused on the successful programs identified through regular evaluation and adjustment. We continued to integrate the use of data driven ISLP’s to develop student ownership of their academic future. All students receive support to achieve grade level standards through the full implementation of tiered support for every student including our ELD, Special Needs, foster, and homeless students. Lifeline continues to provide significant funding support in the area of curriculum, professional development, and data driven decision making. Teachers receive extensive training in strategies to deliver meaningful instruction for every student in their classroom by using strategies for differentiated instruction, collaborative project-based work, and cross curricular projects. An emphasis on academic rigor continues across all grades and subjects culminating in high school course offering that include: Honors English 9 A/B*,* Honors English 10 A/B, Honors English 1, Honors Algebra 2*,* Honors Geometry, AP English Literature and Composition, AP Spanish, AP Computer Science Principles, AP Pre-calculus.

Lifeline continued to grow our comprehensive college and career program, providing students with real world experiences and taking them outside the classroom. During the 2025-2026 school year Lifeline, with state approval, continued planning for the implementation of our CTE program which will expand our college and career offerings. Field trips, college fairs & visits, workshops and on-campus presentations offered across the school year to students of all grade levels, are helping students develop an understanding of how the academics connect to long term opportunities. College and career programs like Naviance, were fully implemented in grades 5 through 12, providing students

with specific college and career readiness lessons and activities. The use of technology to support and enhance student learning continued to evolve through our 1 to 1 laptop program supporting student skills development and enhancing the curriculum.

Lifeline remains committed to provide a safe, family style learning environment for our students. Parents continued to be key stakeholders in on-site parent meetings, English Learner Advisory Committee (ELAC) meetings, and informal meetings with site administrators. A parent sits on the Lifeline Board of Directors. Parental feedback continued to be collected through online surveys and through parent meetings, parent coffees, and through in-person and phone correspondence. Campus celebrations and family events happened regularly across the year, offering all Lifeline families the opportunity to come together and engage as a community. Our school counselors and deans continued to play a key role in student and parent support. On-site counseling services provide students at all grade levels with an opportunity to be successful. An emphasis on Social Emotional Support (SEL) by our staff and counseling department continued to provide a safe space for students to express their needs and concerns. All school safety plans were up-to-date, full time janitorial services made sure campuses were always clean. Full-time security are present at all campus locations, and school safety drills took place on schedule.

Other key accomplishments this year included:

- New teacher support was very positive and was a “game changer” for transitioning teachers into the Lifeline environment.
- Adoption of aligned Elementary and Middle School Math curriculum, Ready Math to promote consistency across grade levels.
- Teacher summer training & Inservice training was provided, delivering positive results in the classrooms.
- Coaching teachers throughout year on math practices using a combination of Lifeline staff and consultants.
- Early development of curriculum pacing guides led to increased teacher collaboration with a focus on curriculum fully aligned to standards.
- Student tutoring support delivered in partnership with after school program(s) was successful.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

Educational Partner(s)	Process for Engagement
Teaching staff and instructional aides.	Lifeline staff presents LCAP information at our all-school professional development sessions. All teachers K-12 participate in these meetings, and instructional support staff are included in the meetings for various topics including LCAP. Teacher meetings where LCAP was reviewed and input gathered took place on: Preliminary discussions February 5th, full review and input, April 22nd.
Parent input gathered by the administration	Parent input gathered by the administration at various site-based and schoolwide meetings. This year, input was gathered at parent meetings (PTC) and at town hall meeting held on April 15th, 16th and May 13th. Additional information was gathered from various school site parent coffees March/April/May, and from the schoolwide parent survey in May.
English Learner parent input gathered by the administration/ELSC	EL parent input gathered by the administration and the ELD coordinator. Information is provided at ELAC meetings. ELAC meeting are held monthly during the school year, but information related to LCAP was discussed on February 26, March 26, April 23.
Special needs student/parent input	Input gathered by the administration, and information from the Community Advisory Committee (CAC consisting of members of the special education committee of the El Dorado SELPA).
Student input	Student input is gathered at school sites from Student Leadership Groups and from our schoolwide survey in May.
Administrative planning team meetings consisting of all site administrators, curriculum coordinators, ELD coordinator, Special Education Coordinator	The administrative planning meeting takes place monthly to review Lifeline's progress toward goals. The LCAP review and development is a regular part of these meeting. Administrative Leadership Meetings with a focus on LCAP - January 29th, February 5th, June 2nd .

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

Below is a list of input provided by teachers, administrators, parents, students, and stakeholders impacting specific actions supporting our LCAP Goals.

Goal 1 – Action 1: Continue to update curriculum to maintain current and relevant material.

Goal 1 – Action 3: Professional development that provides information by subject and grade level.

Goal 1 – Action 9: Training for teachers and instructional aides on effective use of aides in classrooms.

Goal 1 – Action 12: Teachers should get together and be organized in supporting and planning.

Goal 1 – Action 13: Address low growth in mathematics with additional support.

Goal 2 – Action 4: Continue and expand college field trips, trade school field trips, exposure to careers.

Goal 2 – Action 5: Continue to provide SEL lessons.

Goal 2 – Action 16: Continue and expand project based learning. Provide teachers with training on PBL and expand project(s) for mapping out a career.

Goal 3 – Action 1: Continue strategies outlined in the ELD Master plan, such as pull outs in all core subjects.

Goal 3 – Action 2: Work with EL coordinator to integrate domains into lessons more effectively.

Goal 3 – Action 3: Develop new methods of testing EL students particularly on NWEA.

Goal 3 – Action 4: Instructional aide professional development in core subject support and effective tutoring strategies.

Goal 4 – Action 4: Infinite Campus training for parents during teacher/parent meetings.

Goal 5 – Action 9: Incorporate “positive praise” to reward students for positive behavior.

Goal 5 – Action 11: Provide age appropriate lessons and counseling to help students learn about the impact of anti-social behavior.

Goal 6 – Action 8: Additional training on EL and Special Needs differentiation.

Goal 6 – Action 8: More development for teachers on the effective use of instructional aides to lead small groups confidently.

Goal 6 – Action 11: More external opportunities for professional development. Increase travel to professional development, conferences, professional growth opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	**All students will receive instruction with research-based curriculum materials that align to the California Common Core Standards. All students will participate in a rigorous academic program with every student's progress toward grade level standards monitored through an Individual Student Learning Plan (ISLP), that includes goal setting, and progress toward goals. Student progress is tracked using a wide array of state and local assessments. Students who perform below grade level standards will be provided with support to enable them to progress toward academic goals. Teachers will receive professional development in adopted curriculum materials.**	Focus Goal
Goal #	**Description**	**Type of Goal**

State Priorities addressed by this goal.

(CDE Priorities 1,2,4,8)

An explanation of why the LEA has developed this goal.

The philosophy of Lifeline education charter is to provide all students with a supportive family environment that will enable each student to continuously improve, and develop the broad skills necessary to meet college and career preparedness. To achieve this goal Lifeline believes it is necessary to challenge students with rigorous CCS aligned curriculum while at the same time providing intensive individual support to help every student achieve. Research, and experience with our students, have shown us that developing academic goals with each student and parent, and then iteratively tracking progress toward goals is an essential component that leads to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of students will receive instructional materials aligned to the CCSS.	All current core and supplementary curriculum materials are CCSS aligned in the 2025 school year.	All curriculum materials adopted for the 2026 school year were CCSS aligned.		Adoption of core curriculum and supplementary materials each year will be aligned to CCSS	No difference from baseline.
2	100% of teachers and staff will receive professional	Professional development agendas and materials support	Teachers received professional development on all		All teachers received professional development on core	No difference from baseline.

	development in newly adopted core and supplementary curriculum materials.	teacher training in CCSS aligned materials provided in the 2025 school year.	existing and new core and supplementary materials. in the 2026 school year.		math, English and science materials and supplementary materials	
3	LECS will make measurable growth towards grade level proficiency in English Language Arts, schoolwide as measured by the CA Dashboard results.	Lifelines Schoolwide CA Dashboard score for ELA will increase each year over previous school year. CA Dashboard score for ELA in 2025: +14 Above Standard. Increased 1.6 Points	CA Dashboard score for ELA in 2026: Not available as of June 2026. Preliminary data shows we made school-wide growth.		For each year there will be an increase over previous year in ELA performance schoolwide	Not available as of June 2026
4	LECS will make measurable growth towards grade level proficiency in Mathematics, schoolwide and for all significant subgroups as measured by the CA Dashboard results.	Lifelines Schoolwide CA Dashboard score for Math will increase each year over previous school year. Baseline 2025: -32 points below standard. Decreased 2.5 Points	CA Dashboard score for Math in 2026: Not available as of June 2026. Preliminary data shows we made school-wide growth.		For each year there will be an increase over previous year in Mathematic performance schoolwide	Not available as of June 2026
5	LECS will increase NGSS grade level proficiency in Science as measured by the percentage of students scoring 3 or higher on the CAST over previous year.	Lifelines Schoolwide CAASPP score for students scoring 3 or higher in Science will increase each year over previous school year. Baseline 2025: Science on CAASPP 24.86%	Percentage of students scoring 3 or higher in Science on 2026: Not available as of June 2026. Preliminary data shows we made school-wide growth.		For each year there will be an increase over previous year in NGSS grade level performance in Science schoolwide for Grades 5, 8, and 11 as measured by the CAST	Not available as of June 2026
6	100% of students will have an Individual Student Learning Plan (ISLP) that is updated regularly during the school year and shared with each student and parents.	Every Student has an ISLP that is stored online and updated by each of their teachers and reviewed with the student and parent multiple times during the 2025 school year	Every Student has an ISLP that is stored online and updated by each of their teachers and reviewed with the student and parent multiple times during the 2026 school year		Every student will have an ISLP that contains current assessment data in ELA, math and science, college and career, teacher analysis of student strengths, weaknesses and goals for the grading period. The ISLPs will be updated 3 times per year and	No difference from baseline.

					reviewed with students and parents.	
7	Lifeline will have a comprehensive assessment plan consisting of state and local assessments. The Lifeline assessment calendar will be published at the beginning of each year.	The Lifeline Assessment plan is updated for the 2025 school year and has been reviewed by both administration, and teachers. Assessment calendar is developed and published at the beginning of each school year.	The Lifeline Assessment plan is updated for the 2026 school year and has been reviewed by both administration, and teachers. Assessment calendar is developed and published at the beginning of each school year.		Every staff member has access to the annual assessment plan. An assessment calendar is in place for NWEA, writing assessments, SBAC Interim assessments, ELPAC, CAST, physical fitness test, PSAT and SAT. All teachers, students and parents are provided with the schedule and any updates.	No difference from baseline.
8	At-risk students performing below grade level will receive additional academic support in the core, and supplementary subject areas.	Students identified as significantly below grade level (-1 or more GL) in ELA or Math will be identified at each school site and provided with academic support in that subject ares(s). These can include: - Supplementary ELA or Math course. - After school tutoring. - Supplementary learning programs/software. Sites will track progress of those students toward grade level standards in the subject they are receiving support during the 2025 school year.	Students identified as significantly below grade level (-1 or more GL) in ELA or Math will be identified at each school site and provided with academic support in that subject area(s). These can include: - Supplementary ELA or Math course. - After school tutoring. - Supplementary learning programs/software. Sites will track progress of those students toward grade level standards in the subject they are receiving support during the 2026 school year.		Students receiving academic support in ELA and/or Math demonstrate progress towards grade level standards as assessed by the NWEA, IAB's and SBAC.	No difference from baseline.

Insert or delete rows, as necessary.

Goal Analysis for LCAP Year 2025-26

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

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

There was good progress toward Goal 1 during the past school year. The metric outcomes were all met with the exception of math performance. Lifeline continues to offer every student curriculum and supporting materials that are fully aligned to the California State Standards. The systems put in place to support students meeting grade level standards, were all implemented, positively impacting student learning. Our reading support programs across grades 2-9 continued to be rolled out, with the exception of 8th grade, with positive effects as measured by student improvement on local and state assessments. Professional development continues to evolve with lead teachers at each school taking a larger role in peer coaching, data analysis support, and assisting in development of professional development activities for both school-wide and grade level training. Lifeline continues to provide the budget support for teacher planning time, enabling curriculum coordinators, lead teachers and classroom teachers to work on a wide variety of priorities ranging from data analysis to developing pacing guides that ensure appropriate time is given to cover subject standards. Below is a summary of progress toward the metrics in Goal 1:

• Metrics 1 and 2 were met with all K-12 curriculum materials purchased aligning with CA state standards. Teachers received training in all new, and some existing core instructional materials and supplementary materials prior to the start of school, in August. Additional training was provided throughout the school year as part of ongoing schoolwide and site based training. Training for math teachers was prioritized and an additional math coach was brought in to support math teachers in developing successful strategies for students to meet grade level standards. Training associated with reading recovery continued including teacher professional development for ACIMA (CA-approved Reading Screener), Capit reading (Early Literacy TK-3), Read 180, and Lexia for ELD.

• The growth outcome for Metric 3 was met with an increase in the CA Dashboard score for ELA in 2025 of +14 Above Standard, increasing 1.6 Points over 2024 baseline. We look forward to the 2026 Dashboard data release. Staff credit our ability to use assessment tools to identify specific areas of student weakness and then providing targeted support.

• The outcome for Metric 4 was not met with a decline in Math on the 2025 CA Dashboard, -32 points below standard, a decreased of 2.5 Points from 2024. As noted in our previous LCAP, improving student math performance has been a priority. We look forward to the 2026 Dashboard data release as we are confident the actions we have taken will result in improved results. As noted previously in this document and from our LCAP mid-year revision additional resources have been focused on our Math program and teachers to improve student results. Additional time for math teacher training, teacher collaboration across grade levels, and math consultant(s) have been provided for the 2025-6 school year, and is envisioned for the 2026-27 school year. Funds were allocated for small group and individual tutoring in addition to the supplementary math classes in grades 6-12.

The outcome for metric 5 was met with an increase of 2.10% with 24.86%of students scoring 3 or higher on the CAASPP Science test. Changes were made to enable more time for science at the elementary level and new science staff in the middle and high school are focused on improving our science program.

• The outcome for metric 6 was met with every student at Lifeline having an Individual Student Learning Plan (ISLP). Each student's ISLP was updated by teachers during the school year and reviewed with students and parents. The ongoing goal is to support students and parents to collaboratively set academic goals and take ownership of those goals.

• The outcome for metric 7 was met. Lifeline's assessment plan is a living document that is reviewed by administrators and teachers annually, then adjusted to meet the needs of our students. An assessment calendar is published at the beginning of the school year and provided to all staff and stakeholders.

• The outcome for metric 8 was met. Lifeline provided supplemental classes for students identified as significantly below grade level in math and/or English. In addition, other support services are provided, including tutoring, after school support, and Saturday school.

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

Action 1 – there was a material difference ($41,**852) in** the budgeted cost of curriculum materials of $300,000 versus the estimated actual of $258,147 due to ADA being lower than projected.

Action 7 – program reduced from 2 weeks to one week during the summer resulting in a material difference to the cost of ($9,000).

Action 8 – support programs were used by lower number of students during the past year resulting in a difference of ($53,851).

Action 9 – Lower cost for teacher training due to the use of less external consultants and more internal support from curriculum staff and lead teachers saving ($18,954).

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

We believe our supporting actions continue to move us towards our goal. Our students continue to perform better than students at similar schools with similar student populations. We have been tracking student performance on the CAASPP since it's inception along with local indicators such as the NWEA. During the time period from 2017 to 2025 Lifeline students have gone from 30.50% meeting or exceeding grade level standards in English to 60.49%. During the same time period, math scores increased from 24.60% meeting or exceeding grade level standards to 41.71%. Science continues to improve year over with growth in our 5^{th}, 8^{th} and 11^{th} grade science scores on the CAASPP. While our math performance decreased slightly, we addressed this by adjusting and adding Action 13 to focus efforts on improving math. We are optimistic that our scores will improve for 2026.

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.

There are no changes to our goal or metrics. We have added a specific Action (13) to address the ongoing need to support our students to reach grade level standards in math. This change includes providing additional training to elementary teachers in delivery of math curriculum. Training for middle and high school math teachers will continue to be delivered by our math curriculum vendor. Tutoring by teachers and instructional aides will focus on math support. Alignment of ASES after school support in elementary and middle school to provide math tutoring will continue as part of our 2026-27 Plan. Saturday school for high school students will continue, and is being considered for underperforming middle school students.

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 for Year 2026-2027

Action #	Title	Description	Total Funds 2026-27	Contributing
1	Purchase of educational materials aligned to California Core Content Standards.	LECS, in collaboration with Executive Director, administrative team, and faculty, will review, and when approved by Board of Directors, will purchase California Core Content Standards materials in designated subjects/grade levels. Projected purchase of materials for 2026-27 school year: Renewing: • Expeditionary Learning 5-8 • HMH Science Dimensions (K-8) • McGraw Hill CA Impact (K-8) • Carnegie Mathematics 9-12 • HMH Earth Science • HMH Biology • HMH Chemistry • AP Computer Science materials (Amazon portal) • TEMAS AP Spanish Language and Culture • Realidades Spanish standards-based workbooks for levels 1-3. NEW ADOPTIONS • K-4 Expeditionary Learning 2025 Edition • ELA for high school – (Final decision pending) • Ready Mathematics – TK-8 California Edition • Now have to purchase materials for Amazon Program	$300,000 (Resources: 0000, 1100, 2600,3010)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
2	Purchase of technology based supplementary materials	LECS will evaluate current technology based supplementary materials/programs and research new materials/programs that provide improved support for students below grade level in core subjects. • Into Reading software package K-4 • ACIMA (CA-approved Reading Screener) • Capit reading (Early Literacy TK-3) • Read 180 for use as an ELA reading intervention, grades 5-9 • Simplify Writing K-8 • Lexia ELD (K-5) • Brain Pop: BrainPop Jr. EL & Science • Edheasive – Introduction to computer science (Amazon Grant Program). • AP Computer science computer-based materials. • Realidades (EL)– technology base supplementary activities. • Digital McGraw Hill resources for Social Studies. • Digital HMH resources for science • iReady Math to accompany Ready math program TK-8 • iReady Program TK-8 (ELD for Middle School) • Flocabulary (K-8) • Supplementary Science Materials • Newsela (9-12) • Mathia (9-12) • Delta Math (9-12) • Khan Academy (9-12) • Teachers Pay Teachers history curriculum • Supplemental high school history materials • Purchase of other materials/ programs that have been research vetted for improving performance of students below grade level.	$50,000 (Resources: 0000, 1100, 2600,3010, 7435*) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
3	Provide teachers with professional development for new core curriculum materials.	LECS staff will receive professional development for new adoptions. Professional development will be provided to assist teachers to utilize materials to deliver CCSS aligned instruction. • Professional development time for teachers to collaborate on strategies to best utilize materials. • Professional development aligned to grade level and subject matter. • Development of CCSS aligned units of study and lessons will be supported with curriculum staff with a focus on providing students with challenging curriculum.	$25,000 (Resources: 0000,2600, 4127, 4035)	[Y]
4	Provide teachers with professional development in new technology based supplementary curriculum	LECS staff will receive professional development in the use of supplementary instructional materials. • Brain Pop Science and EL component, Everyday Speech (SEL), IReady, Everyday Speech (SEL) • Vendor provided professional development. • Collaborative time for teacher to develop lessons. • Staff will meet during professional development / collaborative time to share best practices. • Staff will meet collaboratively to assess student performance results and make instructional decisions.	$72,000 (Resources: 0000, 2600, 4127, 4035)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
5	Every student will have an Individual Student Learning Plan (ISLP)	LECS will identify student academic needs so support can be individualized. An ISLP will be developed for every student. • LECS will assess student proficiency, by using NWEA assessment, IAB's, Smarter Balanced spring assessment data, and other assessment data identified as part of the assessment plan annual update. • LECS will assess student proficiency prior to enrollment by using Benchmark assessments data, Student G.P.A, and Smarter Balanced spring assessment data. • Students that are not proficient in ELA and Math will be required to attend supplemental courses / tutoring. • Individualized Student Learning Plans (ISLP's) will be developed for each student that set clear goals and expectations that are aligned to each student's needs. • Every Lifeline student has an ISLP that is consistent across grade levels, documenting learning needs. • ISLP's will be developed, shared with students and parents on a regular basis, and updated at multiple points during the school year. In the upper grades emphasis will be placed on working with students to set goals and take ownership of their ISLP. • Student Success Team (SST) composed of administration, teachers, counselors/deans, parents, students, and other support staff to identify student problems and address needs that will aid in increased student performance.	$120,000 (NWEA), (Percentage for Principals & Data analyst) (Resources: 0000, 2600,	[Y]

6	LECS will have comprehensive assessment plan for monitoring student progress.	Lifeline will continue to have a comprehensive assessment plan that is developed in collaboration with all stakeholders, reviewed annually, and approved by the Executive Director and Board of Directors. The goal is to provide teachers, students and parents with the most useful data to impact student academic performance. All data collected is used in the development of the Individual Student Learning Plan (ISLP) for each student at Lifeline to guide academic progress. • SBAC Summative Assessment: Administered annually, beginning in April to provide summative data on the performance of Lifeline students to grade level standards. Students in grades three through eight and grade eleven receive summative tests for both English language arts/literacy and mathematics, with approximately seven to eight hours of total testing time for each student. The data from this assessment is used to evaluate individual student performance and evaluate the effectiveness of the educational program. • NWEA English Language Arts, Math and Science: Administered 2-3 times per year to evaluate student progress toward achieving grade level standards. The NWEA is a computer-based assessment system that provides immediate data on student performance. The data is used by teachers and administration to identify the strengths and weaknesses of each student and to develop a plan to address the weaknesses. • California Science Test (CAST): Administered annually, the CAST is for eligible students in grades five and eight and one time in high school. All grade twelve students will take the CAST field test this Spring. The data from the CAST test will be used to assess the progress of Lifeline students against California's new Next Generation Science Standards. • Interim Assessment Blocks (IAB's): The IAB's are short assessments that provide data on student acquisition of specific content standards. The data is used by Lifeline staff to identify content standards students understand and those in need of remediation. The data is also used to track trends in each of the classes at Lifeline to provide	$25,000 (Resources: 0000, 2600	[Y]

		teachers with useful data on what concepts are being understood and those that are not. • Benchmark Assessments: Administered by teachers as a regular part of the regular evaluation of student academic performance. Benchmark assessments are administered at the end of instructional units of study to evaluate student understanding of the content standards taught in each unit. Lifeline is in the process of implementing benchmark assessments across multiple subjects and grades. The result will be all students taking similar tests at the end of major units of study either by grade level or by subject or both. Similar to the IAB's, benchmark assessment data is used by teachers and curriculum staff to provide support for each student. • English Language Proficiency Assessment for California (ELPAC): The ELPAC is the test that is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language. Lifeline has implementing the ELPAC to identify students needing English Language support and to track student progress in development of these skills. The initial test is given to new students and the summative test is administered between February and May to identified EL students. • School-Wide Writing Assessment for all students TK-12. Evaluate progress and make adjustments ○ Implementation of 3 writing assessments per year based upon grade levels. ○ Teacher evaluation of each student writing response to an assigned prompt ○ SBAC writing rubric will be used to evaluate student writing. ○ Teacher teams will grade writing assessments and use of data to monitor student progress from year to year. ○ Provide staff development on teaching writing across all subjects and cross-curricular writing opportunities.		

Action #	Title	Description	Total Funds 2026-27	Contributing
7	Support for students transitioning to middle school and high school	Lifeline will provide a Summer Bridge program developed to introduce incoming middle (5th graders and newly enrolled 6th and 7th), and incoming high school (incoming 9th graders) students to the new environment and gain early and exposure to the rigor and expectation of those programs. • One Week program focusing on both academic and social success. • Summer Bridge students will take courses including: Focus on basic skills ELA, Math, SEL. • Summer bridge programs will help students develop confidence to help with the transition. Scholars will meet potential classmates, as well as build relationships with teachers, staff, counselors, advisors, and mentors who will instruct and support students in the fall. • Students will have small group counseling sessions to identify personal behaviors that may affect their success in school, identify and reflect on their goals for the future, and get answers to any questions.	$9,000 (Resources: 2600, 7435*) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
8	Core academic support for underperforming students	Students performing below grade level will be provided with additional support. Math Program: • Supplementary Math Class • TK-5 Pull out, push in support with instructional assistants. • Use of differentiated computer-based programs (I-Ready and Mathia). • iReady math Tk-8 • 6-12 Supplemental Classes for additional Math support. • K-12 after-school and lunch tutoring support. • Peer tutoring • Saturday School English: • Supplementary English Class • TK-5 Pull out, push in support with instructional assistants. • K-2 foundational ELA skills block. • Edge is used for ELD literacy support • Lexia ELD Program (K-5) • Grades 3-5 ELA All Block. • 6-12 Supplemental Classes for additional ELA support. • Use of differentiated computer-based programs (I-Ready, Roadworks) • K-12 lunch and after school tutoring support. • Peer tutoring • Read 180 (5-9) • Saturday School	$200,000 (Resources: 0000, 3010, 7435*, 2600) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

9	Academic support for all students to reach grade level standards.	LECS administrative team in collaboration with teachers will analyze academic results from previous year and make adjustments to programs and professional development strategies. A team consisting of administrators, curriculum staff and teachers collaborate to ensure that classroom instruction is conducive to student learning and improving student academic performance. • Teachers will work with curriculum staff to develop implement academically rigorous instruction aligned to the Common Core standards. • Teachers will receive support from curriculum staff developing units of study, lesson plans and differentiated learning strategies. Lesson will be posted on-line for review and sharing. • Administrators and curriculum staff will visit all classrooms on a regular basis giving constructive feed-back on classroom approach the same day or a day later. • Administrators and curriculum staff will hold professional development sessions with the entire staff on a regular basis supporting best practices. • Teachers and instructional aides will receive training on effective practices to support students in classroom. • Teachers will receive professional development on the use of interdisciplinary project-based learning to support differentiated instruction. • Teachers will receive professional development on integrating test taking strategies as part of the curriculum and how to use CAASPP on line resources. • All teachers will be required to give Formative and Summative assessments on each unit/chapter being taught. • All teachers will be conducting school-wide walk-through, observing peers, to enhance their teaching skills. • Administrators and Teachers will continue to align writing strategies across grade levels to support student performance on standardized tests. Writing assessments will take place three times per year.	$80,000 (Resources: 0000, 3010, 7435*, 2600) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
		• Teachers will be required to teach higher-order thinking skills and the Socratic method. • Administrative staff and teaching staff will develop testing schedules that are structured and conducive to our population in order to maximize student achievement. • Teachers will be supported to implement Lifeline's Assessment Plan, utilizing assessments such as the NWEA and Smarter Balanced Assessment- Interim Assessment Blocks (IAB's) to gather student data to monitor progress and help guide instruction.		
10	Academic support for special needs students, English Learners and foster youth.	LECS guidance counselors will work with all students, especially those classified as Special Education, EL, and foster youth, to maintain a level of academic performance necessary not only to enroll, but to succeed in all courses of study. • Meet with students on a monthly basis to track individual education plan. • Ensure that each student is enrolled in courses that satisfy graduation and college admission requirements.	$200,000 (Resources: 0000, 2600, 6546, 3310)	[Y]
11	Credit recovery to support students	Lifeline administrators and counselors utilize Edgenuity to help high school students recover credits missing from previous semesters. • Students reaching Junior year still behind in credits, are referred to use Edgenuity for credit recovery. • Counselor(s) support students to complete credit recovery.	$15,000 (Resources: 0000, 2600)	[Y]
12	Continue to work on alignment of standards-based curriculum to ensure consistency across grade levels	To support students in achieving grade level standards, Lifeline staff will work to support continuity and consistency across grade levels. • Provide teachers with time to work across grade levels, providing consistent instruction in all core subjects. • Support teachers to develop pacing guides to ensure students receive instruction on all CCSS in each subject.	$11,000 (Resources: 0000, 6010, 2600, 7435*) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
13	Address low growth in math performance	Take specific actions in the area of mathematics to support students meeting grade level standards. • Provide additional training to elementary teachers in delivery of math curriculum. • Deliver additional math training as needed for middle and high school math teachers by external math experts/vendors to support improved math performance. • Enhanced after-school programs to focus on math support. Alignment of ASES after school support in elementary and middle school to provide math tutoring. • After school tutoring for underperforming students. • Saturday school for underperforming students.	$7,500 (Resources: 0000,6010)	

Goal #	Description	Type of Goal
Goal #2	***Every student will have access to rigorous curriculum and instruction focused on exploration, exposure, creativity, confidence, character, self-esteem self-discipline and real-world experiences to foster the skills necessary to be college and career ready with a wide array of postsecondary options.***	Focus Goal

State Priorities addressed by this goal.

(CDE Priorities 1,2,4,7,8)

An explanation of why the LEA has developed this goal.

The WASC visitation committee during the February 2026 site visit, supported Lifeline's ongoing efforts to increase the rigor of curriculum and encouraged staff to continue strong linkage to college and career. Lifeline will provide every student with college and career skills necessary to meet California standards for preparedness. The curriculum for all students will be rigorous, focused on supporting each student to meet or exceed state standards, providing real world context of why the academic skills are necessary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of LECS students will participate in college and career preparedness curriculum as evidenced by coursework and teacher lessons.	In 2025 students in grades 6-12 complete defined college and career projects, documented by teacher lessons and completion activities in Naviance software. Students grade 6-12 are using a checklist of activities in Naviance. Reports from Naviance student completion. Students in Grades TK-5 participate in career exploration and self-	For 2026 All students in grades PK-12 completed defined lessons and projects in Naviance as demonstrated by completion reports, teacher lesson plans and record of speakers, mentors, career days. Students in TK-5 participated in a variety of college and career activities documented by teacher lessons and		Students PK -12 will participate in a clearly defined sequence of college and career activities that are part of the curriculum. Every student will have a checklist of college and career activities that are part of the ISLP, monitored for completion and go into their digital portfolio. Activities will be documented by student	No difference from baseline.

		esteem building exercises	school activities schedule		work and in Naviance software	
2	Increase in the number of students meeting the California college and career readiness standards.	The percentage of students prepared on the CA Dashboard in 2025 was 72.5% Increased 15.7% over previous year	The percentage of students prepared on the CA Dashboard in 2026 was: Not available as of June 2026		College and Career indicator in the CA Dashboard will increase over previous year.	Increase of 15.7 over baseline.
3	100% of students receive Social Emotional Learning curriculum that is incorporated into the elementary, middle and high school program.	Classroom Lessons are implemented for all Elementary students. All Middle and High School use SEL Curriculum and/or Naviance SEL components. Lesson Plans / Naviance reports document all students participate	All students in 2026, grades K-12, participated in SEL lessons at each of the school sites.		Students engage in social emotional lessons with teachers and support staff. Elementary use SEL curriculum, Middle and High School uses SEL curriculum and/or Naviance SEL components	No difference from baseline.
4	Technology is infused into all aspects of curriculum with each student provided a personal tablet or laptop computer to ensure access to all technology-based curriculum.	Every student was issued a tablet or laptop computer in the 2024-25 school year.	Every student was provided a laptop computer in the 2025-26 school year.		All lifeline students have a tablet or laptop computer issued by the school.	No difference from baseline.
5	Lifeline will have a graduation rate of over 85%	In 2025 Lifeline's graduation rate was 98%	In 2026 Lifeline's graduation rate was 98%* *Preliminary Estimate		Lifeline will have a graduation rate of over 85%	
6	A minimum of 85% of students will graduate from Lifeline Education Charter School completing courses that meet the UC/CSU A-G college entrance requirements.	In 2025 96% of students graduating from Lifeline completed coursework that met UC/CSU A-G college entrance requirements.	In 2026 96% of students graduating from Lifeline completed coursework that met UC/CSU A-G college entrance requirements.* *Preliminary Estimate		A minimum of 85% of students will graduate from Lifeline Education Charter School completing courses that meet the UC/CSU A-G college entrance requirements.	No difference from baseline
7	100% of LECS Students, including all student subgroups,	Every student has full access to A-G courses.	100% of LECS students, including all student subgroups,		100% of LECS students, including all student subgroups,	No difference from baseline.

	unduplicated students, and students with exceptional needs, will continue to have equal access to enroll in academic and educational programs outlined in the school's charter. Metrics will include course enrollment rosters and student demographics reports..	Infinite Campus Course enrollment reports Student demographics reports	unduplicated students, and students with exceptional needs, had equal access to enroll in academic and educational programs outlined in the school's charter. Course enrollment rosters and student demographics reports confirm full access.		unduplicated students, and students with exceptional needs, had equal access to enroll in academic and educational programs outlined in the school's charter. Course enrollment rosters and student demographics reports confirm full access.	
8	A full range of support services will be provided to ensure all student can access the full range of Lifeline curriculum, access A-G courses and be prepared for college and career.	In 2025 a full range of support activities and classes were available to all students List of support programs and participating students documented in master schedule and student support tracking. 98% of students graduated, with 96% meeting UC A- G requirements.	In 2026 a full range of support activities and classes were available to all students List of support programs and participating students documented in master schedule and student support tracking. 98% of students graduated, with 96% meeting UC A- G requirements.* *Preliminary school data June 2026		Student participation in support services increases College and Career preparedness. Number /percentage of students prepared increases over previous year	No difference from baseline.

Goal Analysis for LCAP Year 2025-26

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

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

Lifeline made progress across all metrics for Goal 2. The WASC Mid-Cycle visiting team specifically noted our progress on developing college and career skills in our students. We continue to grow our college and career programs and activities across all grade levels. The elementary school is now fully integrating college and career activities in all grades, across the curriculum, and through extra-curricular activates. In grades 6-12 the Naviance program is now fully integrated into the school program with every student participating in grade level

appropriate lessons and activities in the software. AP and Honors class offerings have continued in high school and accelerated math classes are offered in the middle school. The WASC Mid-Cycle report noted that Lifeline received the Bronze Level on the College Board AP School Honor Role. Support programs were fully implemented, ranging from SEL support for every student, to academic support to help every student achieve grade level standards. Lifeline met our targets under Goal 2 to keep class sizes small in order to support our individualized approach to student support. Below is a summary of progress toward the metrics in Goal 2:

- Metric 1 was met with all students in grades 6-12 utilizing the Naviance software to complete college and career lessons and skills development exercises. In addition, students in grades TK-5 participated in classroom and extra-curricular activities focused on building self-esteem and developing an understanding of the various opportunities they have for college and career.
- The outcome for Metric 2 was met with the percentage of students prepared on the CA Dashboard in 2025 at 72.5%, an increase 15.7% over previous year. Lifeline continued our emphasis on providing students with rigorous standards based curriculum linked to support systems, enabling all students to access the curriculum and meet standards. In the lower grades these support structures are in place to enable students to meet grade level standards so they can fully access the rigorous high school curriculum. In the high school, advanced courses are offered to enable students to meet and exceed standards.
- The outcome for Metric 3 was met with all students at Lifeline receiving social emotional support. In 2025-26, all students received SEL through lessons provided as part of the curriculum. In K-5, lessons were delivered in the classroom. In middle school, the Naviance software and the advisory period was utilized to deliver SEL lessons and information on support services. In high school, SEL was integrated into the Naviance program with lessons on self-exploration integrated into the sequence of lessons. In addition, identified students were provided with small group or individual support from counseling staff.
- The outcome for metric 4 was met with technology infused into all aspects of the curriculum through our 1-1 laptop program and an increase in the use of technology tools that support student learning.
- The outcome for metric 5 was met with a 98% graduation rate exceeding our target. (Preliminary Data)
- The outcome for metric 6 was met with 96% of students graduating from Lifeline meeting UC/CSU requirements. (Preliminary Data)
- The outcome for metric 7 was met with all students having access to all aspects of Lifelines curriculum. Every student at Lifeline has access to the full range of core and elective classes offered at our school. Each student has an Individual Student Learning Plan (ISLP) that all staff monitor to ensure students are progressing and meet the goal of completing the Lifeline program and meeting all UC/CSU requirements.
- The outcome for metric 8 was met with support services accessible for every student. Lifeline's multi-tiered support programs enable every student to receive the additional support to meet grade level standards. In addition, Golden State Pathway and Community Partnership Grants are increasing services to our students.

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

Action 3 – There was a difference of ($5,024) between budgeted and estimated actual due to one of the participating teachers leaving our school mid-year, reducing the amount of actual versus budgeted.

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

We believe all of the specific actions supporting Goal 2 were effective. The metrics have all been met in the 2025-26 school year.

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

There are no major changes to our goal, or metrics, target outcomes, or actions for the upcoming year.

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

Actions for Year 2026-2027

Action #	Title	Description	Total Funds 2026-27	Contributing
1	Deliver college and career curriculum integrated into the elementary grade level curriculum for all students.	At the Lifeline Elementary school, each student is Aimed towards a college or career pathway by focusing on the three E's: Exploration, Exposure and Experiences. Students will: • Receive interdisciplinary project-based curriculum that highlights how academics are used in careers. • Participate in educational field trips, engaging projects, and guest speakers to help students explore/ experience the world around them and understand opportunities. • Build self-esteem by receiving integrated SEL as part of the Lifeline curriculum, provided by support staff and teachers.	$25,000 (Resources: 0000,7435*, 7339?) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
2	Deliver college and career curriculum integrated into the middle school grade level curriculum for all students.	Middle School students will be developed using what we call the three C's (Creativity, Confidence, and Character). • Continue to refine the use Naviance college and career system to deliver self-exploration units of study to middle school students grades 6-8. Expand the use of the Naviance integrated units of study and lessons to develop college and career skills laid out in Lifeline college and career sequence. • Utilize Naviance reporting to track student progress on college and career skills and integrate into ISLP. • Social-Emotional development with a focus on the code of conduct, and the Lifeline pillars of character (citizenship, respect, honesty, and trustworthiness) aimed at developing the confidence to pursue the college or career path of their choice, and to utilize necessary life skills to achieve excellence inside and outside of the classroom.	$20,000 (Resources: 0000,7435*, 7339?) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
3	Provide rigorous academics with College and Career readiness as part of the high school curriculum.	Provide all high school students with college and career skills development. Track each student's progress in the development of those skills. • College Readiness and Career Exploration utilizing the Naviance college and career system to deliver units of study to all high school students grades 9-12. Expand the use of the Naviance integrated units of study and lessons to develop college and career skills for high school students laid out in Lifeline college and career sequence. • Utilize Naviance reporting to track student progress on college and career skills and integrate into ISLP. • Every high school senior will develop an interdisciplinary portfolio that can be used for both college and career applications. • Dual enrollment option in partnership with Compton College for high school students. Evaluate additional core and elective class offerings to challenge students academically. Adjust course offerings based on need/interest. • Honors English and Spanish • Honors Math (Algebra 2, Geometry) • AP English • AP Government • AP Spanish • AP Computer Science • AP Pre-Calculus • Multimedia Arts - Photography and Art History • Pre-Calculus • Career Pathways exploration • After school support tutoring in computer science and math with teachers.	$20,000 (Resources: 0000,7435*, 7339?) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing

4	Provide specific college and career activities and structures to ensure students meet standards	Continue to expand the college and career opportunities for all students TK-12. Implement college awareness, student support programs and make adjustments to the following programs as needed.
		• Evaluate and adjust college and career checklist of activities for elementary, middle, and high school that all students must complete.
		• Expand successful activities such as college tours, mentorship, and internships that expose students to college and career options.
		• Provide college counseling support for high school students with the specific steps necessary to successfully apply to college.
		• Offer a range of supportive and experiential opportunities that include, but are not limited to:
		  ○ Summer Bridge Program for 5th 9th Grade students to support transition to the next grade level.
		  ○ Summer Bridge for 11th grade students transitioning to 12th grade.
		  ○ Industry overviews and career opportunities
		  ○ Amazon Future Engineers Program
		  ○ Launch Deep
		  ○ College Visits – minimum of 2 each year.
		  ○ College and career fairs at the elementary and a combined middle/high school fair.
		  ○ College recruiting Fair (2 on campus, Hispanic Expo, Black Expo)
		  ○ Concurrent enrollment opportunities at local community colleges.
			$63,800 (Resources: 0000,6332)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
5	Implement Social Emotional Learning curriculum that is incorporated into the elementary, middle and high school program.	Implement social emotional learning (SEL) as part of the Lifeline program at all grade levels. The focus will be to develop the self-awareness, self-esteem and confidence necessary for students to be successful in college and a high skill career. Lessons taught by teachers, counselors and behavior specialists will be scheduled for all students. • Elementary students TK-5 weekly in classroom based activities utilizing Lifeline's SEL curriculum. SEL support will be provided in groups and on an individual basis by school counselor. • Middle school weekly in classroom based activities (advisory) utilizing Lifeline's SEL curriculum. SEL support will be provided in groups and on an individual basis by school counselor. • High school SEL skills are integrated into college and career curriculum / Naviance. SEL support provided on an individual basis from counseling. Once a year Mental and Emotional Health Fair.	$15,000 (Resources: 0000)	[Y]
6	College counseling supported by counseling staff	Provide students with counseling support to assist in developing an academic, college, and career plan. • Counselors for high school, middle and elementary school levels	$6,000 (Resources: 0000,6332)	[Y]
7	Infuse technology into all aspects of the curriculum to prepare students with the skills necessary for college and careers	Using technology to meet all curriculum standards will be part of every students academic experience at Lifeline. • Every student will receive either a tablet or laptop computer. • Curriculum will be infused with technology components for both content and skills development. • Learning opportunities offered virtually to prepare students for college opportunities. • Tech support staff and spare equipment/parts will be provided for both students and teachers to ensure effective use of the computers	$200,000 (Resources: 0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
8	Use of instructional technology to develop student skills	Lifeline will continue the use of instructional technology to support student learning in ELA and Math and Science (i-Ready, Brain Pop, McGraw Hill, Mathia, and Edulastic, Kahn Academy, Delta, Realalidades, Newsela, NWEA). The administration, curriculum staff and teachers will annually evaluate the programs for the purpose of: • Developing new strategies in the use of technology to support student performance in the area of Science. • Expand use of technology to support all subjects. • Support teacher identified programs specific to grade level needs. • Identify additional training needs to support the successful integration of supplemental technology tools in the classroom.	$22,000 (Resources: 0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing

9	Provide students with academic rigor at every grade level to ensure all students have access to meeting CA State and UC A-G requirements	Lifeline will continue to assess and make adjustments to the academic and support programs to enable students to develop broad array of skills.
		• Identify students with areas of low proficiency and develop an individualized learning improvement plan, consisting of supplemental classes, after-school tutoring, Saturday school.
		• Ensure that 100% of LECS teachers are credentialed and teaching in correct subject areas.
		• 100% of all ELA and Math teachers are trained in CCSS.
		• 100% of LECS students have access to A-G course requirements.
		• Provide honors courses in high school to improve college preparedness.
		• Students who have excelled in course work will be able to participate in honors in high school or accelerated courses in middle school to foster academic skills.
		• Provide students at all levels with the opportunity to build self-esteem and character through Lifeline's Character Cares program.
		• Honors and AP courses in the high school and middle school will be reviewed and revised base on student outcomes.
		  ○ Honors English 11
		  ○ Honors Algebra 2
		  ○ Honors Geometry
		  ○ AP English
		  ○ AP Government
		  ○ AP Spanish
		  ○ AP Computer Science
		  ○ AP Pre-Calculus
		  ○ Accelerated Math 7th / 8th Grade
		  ○ Algebra 1 Middle School
			$10,000 (Resources: 0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
10	Provide high school students with college dual enrollment options	Lifeline students have the opportunity to participate in dual enrollment college courses in collaboration with Compton College. • Compton College representative provides support for identified high school students who are interested in taking a dual enrollment course. • The Lifeline counselor and Compton College representative work together to identify students and provide information and support through the application process. • Compton College representative supports students as they begin their college experience while the high school counselor keeps in communication with the college rep to assure students are successful. • Compton College representative and Lifeline counselor work together to ensure students receive both high school and college credit for successful course completion.	$10,000 (Resources: 0000,6332, 7339)	[Y]
11	Identify the individual needs of each student and provide support.	Lifeline will identify student academic needs so support can be individualized. • LECS will assess student proficiency, by using NWEA assessment, Benchmark assessments data, student GPA, and Smarter Balanced interim and spring assessment data. • LECS will assess student proficiency of new students at enrollment using NWEA data, Student G.P.A, and Smarter Balanced assessment data. • Students that are not proficient in English and Math will be required to attend supplemental (intervention) courses and after school tutoring. • Individualized Student Learning Plans (ISLP's) will be developed for each student that set clear goals and expectations that are aligned to each student's needs. Provide teachers with professional development to ensure consistency across grade levels. • Student Success Team (SST) composed of administration, teachers, parents, students, counselors and other support staff to identify student problems and address needs that will aid in increased student performance.	$15,000 (Resources: 0000)	[Y]

12	Support academic rigor through regular review of student performance data	Lifeline's administrative team in collaboration with teachers will analyze academic results from previous year and make adjustments to programs and professional development strategies. A team consisting of administrators, curriculum staff and teachers collaborate to ensure that classroom instruction is conducive to student learning and improving student academic performance. • Teachers will work with curriculum staff to develop implement academically rigorous instruction aligned to the Common Core standards. • Teachers will receive support from curriculum staff developing units of study, lesson plans and differentiated learning strategies. Lessons will be posted on-line for review and sharing. • Administrators and curriculum staff will visit all classrooms on a regular basis giving constructive feed-back on classroom approach the same day or a day later. • Administrators and curriculum staff will hold professional development sessions with the entire staff on a regular basis to support best practices. • Teachers will receive professional development on integrating test taking strategies as part of the curriculum and how to use CAASPP on line resources. • All teachers will be required to give Formative and Summative assessments on each unit/chapter being taught. • All teachers will be conducting school-wide walk-through, observing peers, to enhance their teaching skills. • Administrators and Teachers will continue to develop a comprehensive writing program to support student performance on standardized tests. Writing assessments will take place three times per year. • Teachers will be required to teach higher-order thinking skills and the Socratic method. • All teachers will teach test taking strategies which will be planned in departmental meetings to familiarize students using technology in order for them to maximize understanding of features on the testing interface. • Administrative staff and teaching staff will develop testing schedules that are structured and conducive to our population	$10,000 (Resources: 0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
		in order to maximize student achievement • Teachers will use Smarter Balanced Assessment- Interim Assessment Blocks (IAB's) to gather student data to monitor progress and help guide instruction.		
13	Student to teacher target ratio supporting student performance	LECS will continue to have a target student to teaching staff ratio that will support instruction and student learning. • maintain student-teacher/adult ratio of 10 to 1 (TK) • maintain student-teacher ratio of 28 to 1 (K-5) • maintain student-teacher ratio of 30 to 1 (6-8) • maintain student-teacher ratio of 32 to 1 (9-12)	$2,500,000 (Resources: 0000)	[Y]
14	Support for special needs, EL, and foster youth	LECS guidance counselors will work with all students, especially those classified as Special Education, EL, and foster youth, to maintain a level of academic performance necessary not only to enroll, but to succeed in all courses of study. • Meet with students on a monthly basis to track individual education plan. • Ensure that each student is enrolled in courses that satisfy graduation and college admission requirements.	$175,000 (Resources: 0000, 6010,3310, 6500)	[Y]
15	After school academic support	Further develop LECS after school program along with Supplemental Educational Services (SES) Title I Program Improvement allocated funds to provide additional academic support and help address issues of academic performance. • Increase enrollment of students in support programs. • Hire additional staff and tutors as needed to provide additional academic support to students. • Provide Saturday school support for students performing below grade level.	$174,000 (Resources: 0000,6010, 2600, 6770,6772)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
16	Teacher training in the use of project-based learning, college and career integration into the curriculum	Lifeline will provide teachers with training on how to deliver instruction and support to at-risk students to develop skills necessary to be college and career ready. • Social Emotional Learning to develop the personal skills and motivation to be successful. • How to foster creativity in students through project-based learning • How to develop lessons that connect real world application of academic skills. • Training on college and career standards	$12,000 (Resources: 0000)	[Y]
17	Golden State Pathways	Move to implementation of a Career Technical Education Pathway Program (CTE). Planning was extended to the 2025-26 school year with approval from the state. For 2026-27 implementation is planned. • Focus on of the pathway will be information technology, and possibly digital arts. Based on our successful experiences with Amazon Future Engineer Program and student interest. • Provide postsecondary credits established through a partnership agreement with accredited college. Lifeline will focus on offering students' concurrent credits (3 units per class) over a course of 4 years (9_{th} grade thru 12_{th} grade). The students will receive certificates of achievement, UC, and CSU transferable course credit. • The dual enrollment CTE pathway will provide internships or employment placement activities.	$80,000 (Resources: 6383)	
18	Community School Partnership	Lifeline received a California Community Schools Partnership Program (CCSPP) implementation/planning grant. The focus is to support our continuing development of comprehensive support for student success. These resources will include for the upcoming school year: • PIQE – parent support and involvement • Shield for Family • Compton Community College – college prep programs and dual enrollment opportunities. • A parent liaison will support outreach to families.	$270,000 (Resources: 0000,6332)	

Goal #	Description	Type of Goal
Goal #3	***Ensure that all English Learner students receive instruction that enables them to develop the language and academic skills to reach grade level proficiency and college and career readiness***	Focus Goal

State Priorities addressed by this goal.

(CDE Priorities 1,2,4,7,8)

An explanation of why the LEA has developed this goal.

Lifeline has a significant population of English Language Learners who need additional support to reach grade level standards.

To support English Language Learners, teachers need ongoing professional development in the use of integrated designated modeling and other strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of EL students will receive instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations.	In 2025, 100% of EL students received instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations.	In 2026, 100% of EL students received instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations.		100% of EL students will receive instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations.	No difference from baseline.
	Increase ELA/literacy by strengthening ELD	In 2025, 100% of EL students received ELA/ELD Pathway	In 2026, 100% of EL students received ELA/ELD Pathway		100% of EL students will receive ELA/ELD Pathway support from	No difference from baseline.

2	programs and services to support English Language Learners in becoming proficient in all academic areas measured by the ELPAC, NWEA and SBAC.	support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school.	support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school.		ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school	
3	100% of teachers will receive ELD professional development supporting integrated and designated modeling/ strategies. Metrics will include lesson plans, classroom observations and teacher sign-ins for ELD related professional development.	In 2025, 100% of teachers receive ELD professional development supporting integrated and designated modeling/ strategies.	In 2026, 100% of teachers receive ELD professional development supporting integrated and designated modeling/ strategies.		100% of teachers receive ELD professional development supporting integrated and designated modeling/ strategies. Metrics will include lesson plans, classroom observations and teacher sign-ins for ELD related professional development.	No difference from baseline.
4	Provide highly qualified teachers with CLAD certification to support students to meet grade level standards	In 2025, 96% of teachers working with ELD students have CLAD certification.	In 2026, 100% of teachers working with ELD students have CLAD certification.		100% of teachers working with ELD students have CLAD certification.	4% lower than baseline
5	Lifeline English Learners will make progress toward English Language Proficiency on the CA Dashboard English Language Learner Progress Indicator.	In 2025, CA Dashboard Progress Toward English Language Proficiency increased 15.7% with 72.5% of students making progress.	In 2026, CA Dashboard Progress Toward English Language Proficiency increase: Not available as of June 2026		LECS' English Learner progress towards English Language proficiency will increase each year over the previous year.	Increase of 15.7% over baseline.

Goal Analysis for LCAP Year 2025-26

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

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

Lifeline successfully implemented all major actions, reaching and exceeding most metrics for Goal 3. Our results on the progress of English Learners were the highest we have ever recorded in the CA Dashboard. In 2025, CA Dashboard Progress Toward English Language Proficiency was “Blue” with an increase 15.7%, and 72.5% of EL students making progress. This was the second full year of our new ELD coordinator who continues to show exemplary leadership and advocacy for our students. Professional development on ELD instruction for teachers continues to be provided along with ongoing classroom support. The ELD coordinator also tracked student progress using our multiple site-based assessments and coordinated student ELPAC testing. The ELD master plan was reviewed and updated with a focus on key actions that have the highest impact on the EL student’s development of English language skills. Instructional materials and technology based tools were put in place to support EL students across all grade levels. This ranged from Lexia K-5, to implementing Read 180, focused on accelerating language acquisition. In the middle and high school ELD classes were in place and staffed with both certificated staff and instructional aides. At the elementary site, instructional aides provided support across grade levels. Lifeline’s schedule provides EL students with additional instructional time at all grade levels. The ELD coordinator was successful in working with our HR staff to place effective staff to support our EL students. Below is a summary progress toward the metrics in Goal 3:

- Metric 1 was met with 100% of identified EL students receiving ELD instruction. Teacher lesson plans posted weekly to a shared drive include specific plans for addressing the needs of EL students. The EL coordinator and the curriculum coordinator support the teachers with classroom visitations that include feedback on support for EL students.
- The outcome for Metric 2 was met with numerous improvements made to the delivery of ELD support services across all grade levels. Under the leadership of the current ELD Coordinator, a multi-tiered approach was used to provided Lifeline’s EL students with the support needed to make progress toward language proficiency. Specifically, the progress of each student was monitored by the ELD coordinator using multiple assessments as part of Lifeline’s assessment plan. The coordinator then identified students at various levels of growth and made recommendations for appropriate support. Students who were not progressing were provided additional support with instructional aides and/or program support such as Read 180.
- The outcome for Metric 3 was met with 100% of teachers receiving professional development supporting integrated and designated modeling/ strategies. In August, at our back to school professional development, all teachers participated in an ELD training at our school-wide professional development with follow up training that took place at school sites.
- The outcome for metric 4 was met with 100% of our teaching staff holding CLAD certification.
- The outcome for metric 5 was met in 2025 with an increase of 15.7% of EL student making progress over the baseline year. This was the first year Lifeline received a “Blue” rating on the California Dashboard. The work of the ELD coordinator and staff to ensure the assessment of the students is followed by the correct support services, resulted in growth for a majority of our EL students. For 2026 preliminary data indicates that progress will continue.

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

Action 1 – There was a material difference of +$79,000 from a 2025 budgeted expenditure of $250,000 to an estimated actual of $329,000. As noted in the action item, additional staff to support students would be added based on student need. There were staff additions in the form of both certificated staff and ELD aides to address the needs of our students. This was based on recommendation from the ELD Coordinator with approval by our administration team and the board of directors.

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

We believe actions we are taking to address the needs of EL students are highly effective as evidenced by our significant growth over the past two years from ”Yellow” in 2023, to “Green” in 2024, to “Blue” in 2025 on the CA Dashboard. The progress of the vast majority of the EL students toward proficiency is a credit to the disciplined approach of our staff. The use of data to identify students progressing, or not, and then move quickly to address the individual support needs of each student is fully aligned with our small school, “family” approach to education.

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.

There will be no changes made to the goal, metrics, actions or targeted outcomes for the upcoming year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table. Actions for Year 2026-2027

Action #	Title	Description	Total Funds 2026-27	Contributing
1	ELD Master Plan update and tracking of student progress.	Assess and adjust as necessary LECS ELD Master plan which includes clear processes and tracking of: • Designated and integrated ELD across all subjects and levels. • Direct daily ELD and vocabulary instruction for students classified as level 3, level 2, and level 1 • Additional support that is separate from their mainstream ELA courses. • LECS will monitor ELD program and if needed add additional ELD staff to meet the needs and drive the performance of EL’s. • Evaluate the implementation of the reading support program(s) for EL students and adjust to support improved student outcomes.	$250,000 (Resource: 0000) % of salaries for Staff-there are other allocations for remaining balance)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
2	Use of instructional technology to support EL students	LECS will use, and continually evaluate instructional technology to support EL students. • Programs such as Brain Pop EL will be used grades K-6. Lexia for K-5 to support reading comprehension, grammar skills. Students will use technology to access this program from K-5 grade. EDGE is continuously used for the program at the HS and MS Program level. • Gateway Program will be used as an intervention tool for EL students in grade 7 and others as determined by the coordinator. • Into Reading also used for K-4 for reading comprehension support. • Continue the use of the Read 180 program for students in grades 5 – 8 as an overall intervention. Include EL students identified by the ELD Coordinator. • iReady supporting EL students 9-12	See tech budget in Goal 1 Action Item #	[Y]
3	Professional development on effective ELD instructional strategies.	Teachers will continue receiving professional development for supporting EL students. • Continue to train teachers on the use of ELD standards to address student needs. Teachers will be provided training on implementing differentiated instruction, the use of small group instruction and project-based activities for ELs not meeting adequate progress in ELA and math. • Professional development on designated and integrated ELD • Professional development in creating lesson plans appropriate for EL students will be provided. • Support developing modified curriculum that provides EL students with academic content knowledge and English language proficiency. • Provide teacher training on effective use of ELD instructional aides. Provide instructional aides training on how to support core curriculum and effective tutoring practices. • Provide training on how most effective use of pull out program.	$10,000 Resource: (0000, 3010, 4203, 4035)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
4	EL students will receive appropriate instructional support in ELA with regular assessment and adjustment of services as needed.	EL's will participate in ELA instruction with appropriate instructional support. Services provided will be assessed and adjusted as needed. • EL's who scored early advanced or above on their ELPAC will be monitored for two years in their mainstream class where ELD standards are also implemented. • After students show progress within their ELA class receiving at least a C for two years, including basic or above on the NWEA, SBAC, or designated teacher English benchmarks, students will then be reclassified as English proficient. • After reclassification, students will be monitored yearly.	$10,000 Resource: (0000, 3010, 4203, 4035)	[Y]
5	Provide extended instructional time for EL students.	Continue extended daily instructional minutes (30-45 minutes for elementary, 55 for middle and high school). • EL students receive additional instruction time to support language acquisition.	$250,000 The amount included in the teacher's salaries Resource: (0000, 7435*) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
6	Provide EL students with English Supplemental classes.	LECS will continue to provide English Supplemental classes for EL students. • All students who are classified as levels 1 thru 3 are required to participate in EL direct instruction / ELA supplemental classes, high school and middle school. • Students in the supplemental class will be working on enhancing writing skills and critical thinking skills. They will be taught strategies of how to write a cohesive essay, develop academic language, use inferences and writing strategies to enhance deductive and inductive reasoning. • The English supplemental class will also provide academic language acquisition, writing skills instruction, instruction in the mastery of critical thinking strategies within a smaller classroom setting. Opportunities for students to practice their language skills by using strategies to allow students to use the academic language within the classroom will be implemented within the lessons to make sure common core standards are being mastered along with English Language Development strategies. • Students will receive instruction within the English Supplemental class using the Common Core standards for mastery of academic vocabulary, inductive and deductive reasoning, and mastery of writing skills.	$40,000 Resource: (0000,7435*, 3010) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[Y]
7	Provide highly qualified teachers for EL students.	LECS will strive to provide highly qualified teachers with CLAD certifications and experience providing high quality differentiated instructions to English Learners. • Lifeline's HR team will work with site administrators to ensure every teacher hired is CLAD certified.	N/A	[N]

Goal #	Description	Type of Goal
Goal #4	***Continue to develop effective systems of communication between the school and its stakeholders to ensure increased awareness about participation in, and support for decision making.***	Focus Goal

State Priorities addressed by this goal.

(CDE Priorities 3)

An explanation of why the LEA has developed this goal.

- Over the past decade over 90% of Lifeline's students are designated at-risk. The active participation of parents and guardians in the education process is a research proven method of increasing student academic outcomes.
- Ensure an active parent voice in school governance through the Board of Directors, Site Advisory Committee, English Learner Advisory Committee and other site base groups.
- Increase parent participation in all aspects of school operations for the purpose of improving student academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Provide parents and stakeholders a means to participate in decision making through the Board of Directors, Site Advisory, English Learner Advisory Committee, and school climate surveys. Parent involvement will be tracked by meeting agendas and sign in sheets.	Board of Directors membership will include at least one parent. In 2025, there was one parent on the Lifeline Board of Directors. Agenda records for each parent committee. Survey results annually.	In 2026, there was one parent on the Lifeline Board of Directors.		Involvement of LECS parents in decision making through the Board of Directors, Site Advisory, English Learner Advisory Committee, and school climate surveys. Parent input recorded from meetings and survey results annually.	No difference from baseline.
2	Increase communication with parents with improved communication through the web site and student information	In 2025 the Lifeline web site was updated regularly during the year and provided links to information for parents and stakeholders.	In 2026 the Lifeline web site was updated regularly during the year and provided links to information for parents and stakeholders.		Based on stakeholder input, Lifeline's parent page(s) continue to evolve each year, providing improved parental access to	Continued to increase use of automated calling and email systems to communicate.

	system	Increased use of automated calling and email systems to communicate.	Increased use of automated calling and email systems to communicate.		information and decision making.	
3	All parents will be able to access information on their son/daughter and receive information from Lifeline's student information system	In 2025, parents have access to student grades, classroom assignments, and other academic records on line. Infinite Campus user access logs. Parents were provided with information and training on using the Infinite Campus parent portal to access information on student academics.	In 2026, parents have access to student grades, classroom assignments, and other academic records on line. Infinite Campus user access logs. Parents were provided with information and training on using the Infinite Campus parent portal to access information on student academics.		Based on stakeholder input, make adjustments, to the information and access available through the student information system. Changes in access will be documented though Board of Director meeting minutes, Site Advisory meeting minutes and parent surveys.	No difference from baseline.
4	School events will take place regularly to involve parents and stakeholders	In 2025, there were regular events at each school site for parents to attend. These events were published in the school site monthly calendars.	In 2026, there were regular events at each school site for parents to attend. These events were published in the school site monthly calendars.		Monthly listing of events for parents to attend ranging from parent education classes, to college and career fairs.	No difference from baseline.

Goal Analysis for LCAP Year 2025-26

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

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

Lifeline continued to meet all metrics for Goal 4. The Board of Directors continues to include one parent to serve on the Board. Lifeline's ELAC is very active under the leadership of our ELD coordinator, creating effective two way communication from our ELD parent community. Our Special Education Coordinator, works closely with the parents of all students. Site administrators continue the practice of regular parent meeting to engage parents in ongoing communication with each school site. These activities range from "parent coffee with the site administrator" to regularly scheduled events such as open houses and volunteer opportunities. Other events such as career fairs and speakers have grown and regularly engage parents and community members. Lifeline allocates significant staff time for the purpose of parent /community outreach and communication of our students educational needs. With the growth of college and career, the development of our CTE program, Lifeline has staff engaged in outreach to the community for the purpose of expanding college and business partnerships for concurrent enrollment, speakers, mentorships and internships. Below is a summary of progress toward the metrics in Goal 4:
- Metric 1 was met with one parent serving on the Lifeline Board of Directors. Lifeline continues to have at least one parent serve on the Board of Directors each year. The parent serving on the board provides a vital link of communication with other parents and community

members supporting our college and career efforts.
- The outcome for Metric 2 was met with regular updates made to the Lifeline web site focused on communication with parents.
- Metric 3 was met with 100% of critical student academic information being accessible to parents though the Infinite Campus Parent Portal. This includes attendance, grades and assignments. Lifeline staff continue to provide training for parents on how to utilize the Parent Portal to support students.
- Metric 4 was met with parent involvement events happening regularly schoolwide and at individual school sites. Schoolwide parent involvement included the schoolwide Site Advisory Council, ELAC and participation in board meetings. At school sites, parents have opportunities to attend informational coffees with the site administrator, open house events, and parent teacher conferences. Parents are included in many other events such as career fairs, volunteer support, and special school site events. Community members are being actively recruited to support our college and career, and CTE programs.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for this year.

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

We believe that the specific actions continue to support Goal 4 and the associated metrics. The Lifeline community, which includes students, parents, community members, teachers and staff, are all active participants. Communication continues to improve through the use of technology and school staff creating numerous site-based activities to engage parents and community members. Lifeline utilizes a community liaison and external consultants to further enhance communication with parents and community partners. In addition, through our Career Technical Education (CTE) grant, Lifeline staff is expanding communication with outreach to community partners who will provide direct support for the program and to parents and students regarding the opportunities at Lifeline and specifically the CTE program.

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.

There will be no changes made to the goal, metrics, actions or targeted outcomes for the upcoming year.

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

Actions for Year 2026-2027

Action #	Title	Description	Total Funds 2026-27	Contributing
1	Parent representation on the Lifeline Board of Directors	Have at least one LECS parent or guardian serve on the Board of Directors so the local community is engaged in the decision-making process and the educational programs of students. (Note: budgeted expenditures do not include or provide compensation).	N/A	[N]
2	Parent and school community engagement.	Continue to increase engagement of parents through multiple opportunities for them to participate and provide input on the LECS program: • Site Advisory Council - is designed to represent primary stakeholders (especially parents) and act as the primary advisory group to the Board and the Executive Director. • English Learner Advisory Committee. • Classroom volunteers. • Parent coffees at school sites. • Parent Survey.	$15,000 Resource: (0000,6332)	[N]
3	Increase community outreach to support college and career opportunities for students	Designated staff will be charged with outreach to key community resources and support services to support the college and career opportunities for students. • SEL organizations in the community. • Colleges for tours, speakers. • Colleges to partner for concurrent enrollment for high school students. • Various businesses to provide information on careers and opportunities for mentoring and internships.	$7,000 Resource: (0000, 7339)	[N]

Action #	Title	Description	Total Funds 2026-27	Contributing
4	Provide parent workshops to support meaningful involvement	Evaluate and adjust trainings/workshops for parents, student and stakeholders. Topics may include but not be limited to: • Training on Infinite Campus and other technology based communication to track student academic progress. • Common core standards • College and Career preparation • College admission, PSAT/SAT Planning • FAFSA/Financial Aid • Preventing Bullying • Campus Safety • Drug Awareness • Social services • Study habits • Computer literacy • Health / Diet	$5,000 Resource: (0000, 6332, 7435*) * all LREBG funds meet the criteria of E.C. 32526(c)(2).	[N]
5	Input from parent and school community surveys.	Based on previous year, adjust the annual survey to be given to parents, guardians, staff and students to measure satisfaction with academic initiatives and school climate.	$1,000 Resource: (0000)	[N]
6	Regular and sustained teacher parent engagement.	Continue to engage parents through Parent Teacher Conferences and counselors. • Counseling positions will focus on individualized communication with parents to promote involvement. • Parent Teacher Conferences will occur regularly during the school year aligned with the school-wide evaluation schedule. The meetings are composed of parents, teachers and other support staff and is intended to facilitate parental participation in LECS and support student academic success. • Access to translation services for teachers to communicate with parents. • Provide parents with communication/calendars of activities and events happening at the school site.	$20,000 Resource: (0000, 3010)	[N]

Action #	Title	Description	Total Funds 2026-27	Contributing
7	Setting clear expectations for parent involvement.	Evaluate and adjust as needed LECS School Parent Involvement Policy that mandates parent participation. In support of strengthening student academic achievement, the policy will: • Provide clear expectations and requirements for parent involvement. • Create opportunities for parents to volunteer at school sites. • Update the parent handbook annually that includes policies and information on parent participation.	$5,000 Resource: (0000)	[N]
8	Continue to improve on-line communication with parents.	Support increased and improved parental involvement through enhanced on-line communication. • Implement the PIQE program to support parent involvement. Continue to improve a parent page on the school website and populate with information identified by parents as useful. • Increase parent access to student information through the student information system to drive improved information and communication to parents.	$5,000 Resource: (0000)	[N]
9	Board of Directors meetings are accessible to all stakeholders.	Provide a variety of ways for Lifeline stakeholders to attend Board of Director meetings. • In Person in accessible location(s) and times • On-line	N/A	

Goal #	Description	Type of Goal
Goal # 5	***Lifeline seeks to create a learning environment that provides students with the feeling of family, personal safety, well-being and academic focus.***	Focus Goal

State Priorities addressed by this goal.

(CDE Priorities 5,6)

An explanation of why the LEA has developed this goal.

The majority of Lifeline students live in communities where safety is a major concern. The creation of a safe, academic environment has a direct impact on student attendance and academic performance. Input from staff, parents and students indicate that Lifeline has been successful in creating a safe learning environment, and that it is a high priority to continue.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Maintain an ADA rate of 90% or higher as evidenced by CALPADS report.	In 2025, 94.15% ADA rate	In 2026, 94.76% ADA rate* *P2 Data		Continue to maintain an ADA rate of 90% or higher	
2	Suspension rate of less than 5% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents CA School Dashboard?	In 2025, 6.6% Suspension rate	In 2026, Suspension rate was not reported as of June LCAP adoption.		Continue suspension rate of less than 5% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.	Not reported as of June adoption.
3	Chronic Absenteeism Rate in "Green" as evidenced by the CA Dashboard suspension report.	In 2025, CA Dashboard Chronic Absenteeism Rate was Red	In 2026, CA Dashboard Chronic Absenteeism Rate was not reported as of June LCAP adoption		Majority of Lifeline students attend class regularly, as demonstrated by absenteeism rate below "Green" on CA Dashboard.	Not reported as of June adoption.
4	School climate survey taken by parents, students and teachers	2025 School climate survey. Percentage responding there is a	2026 School climate survey. Percentage responding there is a		Majority of those surveyed rate school	No difference from baseline.

	indicate a majority feel there is a safe academic environment.	safe academic environment: Parents: 89.3% Students: 84.1% Teachers: 87.5%	safe academic environment: Parents: 88.3% Students: 82.5% Teachers: 93.5%		climate at 3 (satisfied) or higher.	
5	Lifeline facilities meet all safety standards	2025, all Lifeline facilities met all safety standards.	2026, all Lifeline facilities met all safety standards.		Annual review of facilities meets standards.	No difference from baseline.

Goal Analysis for LCAP Year 2025-26

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

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

Lifeline continues to provide a safe “family” environment for our students. The majority of parents, students and teachers rate the school environment as safe and academically focused. Our ADA rate of well above 90% also supports the fact that students want to be at our school to learn and grow. We have made progress on all metrics for Goal 5 with the exception of Chronic Absenteeism and Suspensions. Our Chronic Absenteeism rate has been a recent phenomenon at Lifeline that has taken place following COVID, consistent with patterns across the state. As noted in both last year’s LCAP and again this year, Lifeline is addressing these issues by providing focused support services and community resources to the students and families that face challenges. Due in large part to these issues, Lifeline made a mid-year update to our LCAP to clearly articulate our plan to address these issues. As noted in out 2026-27 LCAP plan, reducing chronic absenteeism and suspensions will continue to be a major focus. Below is a summary of progress toward the metrics in Goal 5:
- Metric 1 was met with Lifeline’s ADA rate exceeding 90%. Our ADA was at 94.76% at P2. Final ADA data was not available at the time of the LCAP adoption, but is anticipated to be above our metric target. Lifeline consistently has met ADA targets thanks to the hard work of our staff. The vast majority of our students are at-risk and face daily challenges attending school. A combination of our family style environment coupled with strong support for student and families has resulted in a consistent ADA rate.
- The outcome for Metric 2 was not met in 2025 with a suspension rate above the target of 5%. Our preliminary numbers for 2026 show a significant improvement.
- The outcome for Metric 3 was not met in 2025 with Lifeline’s chronic absenteeism rate in the “Red” on the California Dashboard. Our preliminary numbers for 2026 show a significant improvement.
- The outcome for metric 4 was met with Lifeline’s climate survey showing that parents (89.3%); students (84.1%); and teachers (87.5%); responding that Lifeline provided a safe environment.

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

Action 1 – There was a material difference of ($385,086) from a 2025 budgeted expenditure of $592,000 to an estimated actual of $206,914. This was the result of the consolidation of our campuses to three main sites with the opening of our new middle school campus resulting in

the need for less security assigned to each of the school sites. Additional staffing efficiencies were also realized without a reduction in school safety so more funds could be allocated to the educational program.

Action 4 - There was a material difference of ($47,476) from a 2025 budgeted expenditure of $67,000 to an estimated actual of $19,523. The dean positions and work they focused on were covered under other budgets, goals and actions.

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

We believe the addition of the new actions (#'s 10,11,12) to our mid-year LCAP revision, along with the existing actions, have been highly effective in helping to get back to reaching all metrics for this goal. Our preliminary data shows significant improvement in both suspensions and chronic absenteeism. We look forward the release of the CA Dashboard data for 2026 which we believe will confirm our efforts.

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.

We will be continuing Action items 10, 11, and 12 to the 2026-27 Action Items.

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 2026-27	Contributing
1	Ensure a safe learning environment for students	LECS will continue to provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. LECS will employ security guards strategically placed throughout all campuses and have increased visual presence during major times of student traffic (before school, lunch, after school). Crossing Guards will support safe access to school	$310,000 Resource: (0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
2	Counseling support	The counseling positions will continue to assist in coordinating one-on-one sessions and informational workshops for parents regarding significance of ADA and attendance. LECS will also work to recommend any additional social services that may address family issues that may impact attendance. Community School Program and Parent Liaison will also support this action.	$15,000 Resource: (0000)	[Y]
3	Proactive management of student behavior and expectations	Site administrators and support staff will work with teachers and families to manage student behavior issues and concerns. Effect of site administrator actions will be evaluated and adjusted. • Site administrator, deans and counselors will work with teachers to track in-classroom progress of students with behavioral issues. • Site administrator, deans and counselors will work with all instructors to empower the student(s) to become self-motivated. • LECS will increase targeted interventions with students and families and monitor their impact through a system of data-informed practices. • LECS will build stronger relationships with students by further increasing alternative behavioral interventions, restorative practices, counseling and mental health services.	$100,000 Resource: (0000)	[Y]
4	Dean of Students supporting a positive learning environment.	LECS will continue the Dean of Students Position at each school site. Based on the evaluation from previous year, LECS will adjust duties, provide additional training. Note Dean at each School Site • The Dean positions will work with the school site administrator to identify students who have attendance issues and provide direct intervention to improve attendance. • The dean will work in collaboration with the guidance counselors to provide families with updates on student attendance. • A dean at school sites will support student attendance.	$25,000 Resource: (0000) Portion of Deans?	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
5	Staff allocated to supporting student attendance and full participation in the educational program.	LECS will have staff that proactively addresses truancy, ensuring every student fully participates in our educational program. The position will provide the following: • Support student attendance by working with students and families to reduce chronic absenteeism. • Work with dean and counseling positions to identify potential attendance issues and proactively address them before they become chronic. • Provide individual support to identified students and families. • Coordinate community resources when needed to address issues affecting attendance.	$15,000 Resource: (0000)	[Y]
6	Policies supporting an academic environment	LECS administration and school administrators will assess LECS Truancy and Attendance policies and make improvements where necessary to maintain high ADA and low suspension rate. • Lifeline will communicate to every student and parent, the behavior and attendance policies along with enforcement actions. • Lifeline will provide incentives for positive behavior and attendance.	$6,000 Resource: (0000)	[Y]
7	Clear communication regarding factors supporting academic success	Lifeline will continue to expand the use of the student information system (SIS) that will track all student information including student attendance data, academic performance and discipline to create an open, collaborative environment focused on academic success. Lifeline will use other tools to communicate with parents such as school messenger and others deemed effective for our students and parents. • Staff will assess the use of the student information system an recommend upgrades/changes that will improve teaching and learning. • Staff will use (SIS) system to improve communication with parents related to attendance. Parents will be trained on how to access system including attendance. • Staff will use email, text and specific software approved by the school to communicate with parents.	$22,000 Resource: (0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
8	Continue to improve Student Success Team (SST) processes.	Lifeline will continue to implement Student Success Team (SST) and standardize practices at all grade level to support struggling students to be academically successful. • Utilize SIS to identify students with attendance issues. • Develop support plan to improve attendance. • SST track impact / improvements in identified student behavior.	N/A	[Y]
9	Address Increase in Chronic Absenteeism rates for Hispanic, English Learners, Socioeconomically disadvantaged, students with disabilities	Take the following actions to address student chronic absenteeism: • Lifeline will hold parent meetings for students with attendance issues prior to them becoming chronic. Starting Fall 2025 and continuing throughout the school year. • Lifeline communicates with parents via phone, email, text, SIS system and through certified mail. Lifeline will continue to follow its handbook in ensuring that parents receive accurate information regarding attendance. Starting Fall 2025 and continuing throughout the school year. • Lifeline will utilize designated truancy staff to issue letters, hold parent attendance meetings, make home visitations and issue attendance contracts. Starting Fall 2026 and continuing throughout the school year. • School site administrators will work with truancy staff to support reductions in chronic absenteeism. Starting Fall 2025 and continuing throughout the school year. • The LECS Eagle Watch programs is designed to support students with behavior and academic needs. In reviewing the data, we see a parallel in negative attendance with many of the students identified. Starting Fall 2026 and continuing throughout the school year • Lifeline will utilize positive attendance reinforcement strategies that have proven successful at other schools at all school sites. Incentives ranging from individual student awards, to pizza parties will be implemented to reinforce positive attendance. Starting Fall 2025 and continuing throughout the school year.	$5,000 Resource: (0000)	

Action #	Title	Description	Total Funds 2026-27	Contributing
10	Improve processes tracking chronic absenteeism to support accurate identification and support of students facing attendance challenges.	Take the following actions to improve tracking of chronic absenteeism: • Provide training to all staff responsible for attendance data verification in the Infinite Campus system. • Establish an attendance review process at each school site with the site administrator reviewing and confirming all student attendance in the Infinite Campus system. • Chronic Absenteeism data will be reviewed by executive director monthly. • The training will take place in the Fall of the 2026-27 school year.	$5,000 Resource: (0000)	
11	Address the increase in behavior issues resulting in suspension in the high school and middle school.	Take the following actions to reduce student suspensions: • Proactive identification of students struggling with behavior issues will take place in the upcoming school year. SST and other support processes will be implemented prior to students reaching the level where suspension comes into play. • Training for our deans and counselors, in how to avoid over-penalizing students of color, and support students to make positive decisions and improved problem-solving. • Monitoring of suspensions taking place monthly by all senior administrators and reported to executive director. • Lifeline will bring in outside counselors to support our students during the 2025-26 school year • Implemented during the 2026-27 school year	$5,000 Resource: (0000)	
12	Improve processes related student suspensions to support accurate identification and support of students facing behavior challenges.	Take the following actions to improve processes around suspension: • Provide training to all staff responsible for data entry into the Infinite Campus system with specific attention to suspensions for those responsible. • Establish a review process at each school site with the site administrator for entry of suspensions into the Infinite Campus system. • The training will take place in the Fall of the 2026-27 school year.	Covered under Goal 5 Action 10	

Goal #	Description	Type of Goal
Goal # 6	***Students will be provided with high quality instruction from qualified staff that receive sustained professional development with a focus on collaboration, standards alignment, differentiated instruction and project-based learning.***	Focus Goal

State Priorities addressed by this goal.

(CDE Priorities 1,2,7)

An explanation of why the LEA has developed this goal.

Lifeline has made consistent gains in student academic performance and the use of support strategies to help underperforming students over the past few years. All stakeholders, and the WASC visiting team members attribute this progress to qualified staff that receive sustained professional development, and the development of student support systems that teachers are trained to utilize for at-risk students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of teachers at Lifeline are credentialed and teaching in their certificated subject areas	In 2025, 96% of teachers were credentialed and teaching correct subjects	In 2026, 100% of teachers were credentialed and teaching correct subjects		All Lifeline teachers will be credential, CLAD compliant, and teaching in the correct subject area.	Improvement of 4% from baseline.
2	Lifeline allocates staffing and budget to support high quality instruction and sustained professional development	In 2025, Lifeline maintained the following positions: - TK-8 Curriculum Coordinator - 9-12 Curriculum Coordinator - Curriculum Consulting support	In 2026, Lifeline maintained the following positions: - TK-8 Curriculum Coordinator - 9-12 Curriculum Coordinator - Curriculum Consulting support		Curriculum support positions sustained for TK-8 and High school filled with qualified staff. Consulting support in place working with staff.	No difference from baseline
3	Lifeline has a professional development plan in place, and	In 2025, Lifeline professional development plan was updated with teacher	In 2026, Lifeline professional development plan was updated with teacher		The Lifeline professional development plan is updated, approved by	No difference from baseline

	implemented, with annual review and revision documented.	and administrator input for the school year.	and administrator input for the school year.		administration, and implemented.	
4	100% of teachers receive professional development on differentiated instruction, supporting EL and Special Needs students, integrating college and career curriculum into coursework as demonstrated by professional development plan and session agendas	In 2025, all teacher lesson plans were submitted and stored online for review by curriculum staff and administrators. Lesson was reviewed for inclusion of strategies for EL and special needs students.	In 2026, all teacher lesson plans were submitted and stored online for review by curriculum staff and administrators. Lesson was reviewed for inclusion of strategies for EL and special needs students.		Differentiated instruction demonstrated in lessons/instruction. College and career integrated activities, real-world project-based work present in lessons and classroom activities. Support for EL and Special Needs students demonstrated in lessons/instruction	No difference from baseline
5	100% of teachers will receive professional development on all new CCSS aligned instructional materials as demonstrated by professional development plan and session agendas	In 2025, 100% of teachers received professional development supporting the CCSS materials.	In 2026, 100% of teachers received professional development supporting the CCSS materials.		100% of TK-12 teachers received additional professional development new curriculum materials noted in Goal 1.	No difference from baseline
6	Professional development sessions and collaboration time in the use of data to set academic goals for students as evidenced by training agendas, collaboration topics, and ISLP's	In 2025, the schedule at the elementary, middle and high school all included time for teachers to collaborate, plan, and receive site base professional development.	In 2026, the schedule at the elementary, middle and high school all included time for teachers to collaborate, plan, and receive site base professional development.		Teachers worked in grade level collaborative sessions at both school-wide and site professional development to analyze student data from state and local assessments and set goals in student ISLP's.	No difference from baseline
7	External professional development opportunities are available to all teachers	In 2025, staff were provided with information and access to LACOE and vendor professional development.	In 2026, staff were provided with information and access to LACOE and vendor professional development.		Administrators, teachers and staff received training from external vendors and LEA's that align with professional	No difference from baseline

					development priorities for the school year	
8	Teacher recruitment and retention plan is in place and used to attract and retain the best teachers for Lifeline students.	In 2025, Human Resources Department in collaboration with the executive director updated our recruitment plan.	In 2026, Human Resources Department in collaboration with the executive director updated our recruitment plan.		All teaching positions filled with highly qualified staff. HR staff followed revised recruitment and retention plan to attract and retain highly qualified teachers.	No difference from baseline

Goal Analysis for LCAP Year 2025-26

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

Lifeline maintains our commitment to provide our students with high quality instruction from qualified staff that receive sustained professional development. Lifeline continues to hold as our highest priority, the placement of fully credentialed teachers who are both qualified in their subject matter, and have the ability to work in our “family” environment with our diverse student population. This is a continuing challenge, but in 2025-26 we made progress, hiring teachers in math and science who have been highly effective as defined by student success in their classes. Lifeline continues to provide teachers with school-wide and site-based professional development. Significant budget is allocated to provide the time and resources for teachers to receive training, time to analyze student scores, time to work on Individual Student Learning Plans (ISLP), and time to collaborate with peers. The use of curriculum coordinators and lead teachers to provide peer to peer professional development has also been a success during the past year as defined by teacher input and the continued improvement of our student scores. Our new teacher support program, led by one of our most experience teachers was identified as very successful in helping new teachers to be more effective in the classroom, producing improved results for all of our students. A focus on improving the mathematics performance of our students resulted in additional math professional development taking place during the school year. Math training from external consultants, along with peer support took place across the school year. Lifeline continued to provide support for teachers to become fully credentialed through the El Dorado County Teacher Induction Program. Lifeline continues to maintain human resources staff to recruit and support teachers. Below is a summary of progress toward the metrics in Goal 6:
- Metric 1 was met with 100% of our teaching staff credentialed for the correct subject.
- Metric 2 was met with all curriculum support staff positions filled and supporting teachers.
- Metric 3 was met with the Lifeline Professional Development plan updated at the beginning of the 2025-26 school year. Curriculum staff, administrators and teachers reviewed the plan and collaborated on the updates for the school year.
- Metric 4 and 5 were met with all Lifeline teachers receiving professional development on differentiated instruction, project based learning, supporting EL and Special Needs students, integrating college and career curriculum into coursework, and for new CCSS materials. A specific focus was professional development for our math teachers. Prior to the start of school in August, all teachers participated in a variety of professional development sessions focused on differentiated instruction, supporting EL and special needs students, and integration of college and career. Vendor provided training on new core curriculum materials and mathematics took place. Throughout the year, as part of the all school professional development sessions, teachers received additional training based on needs identified by teachers and the

curriculum staff.
- Metric 6 was met with teachers receiving professional development on new non-core curriculum materials or materials continued from previous year. Both vendors, and Lifeline curriculum staff provided training at our August back-to-school professional development and then continued the support though the school year at all-school, and site based teacher training sessions,
- Metric 7 was met with teacher provided access to external professional development. The majority of participants were AP teachers and in the area of ELD. We look to expand participation by teachers in the upcoming year.
- Metric 8 was met with the human resources staff updating and implementing the Lifeline professional development plan. The plan was updated as part of an annual self-review process that examines the successes and needs for attracting and retaining staff. Progress wa made recruiting teachers earlier, and working with teacher training programs to identify interns and candidates that were a good match for the Lifeline program. Stipends and other incentives were developed to retain experience staff.

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

Action 10 - There was a material difference of ($3,950) from a 2025 budgeted expenditure of $5,000 to an estimated actual of $1,050. While some teachers, mainly AP teachers, took advantage of the opportunity to access external professional development, many did not.

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

The actions supporting Goal 6 we believe to have been highly effective based on the performance results of our students. Additionally, retention of teachers improved during the past year.

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

Action 1 - Changes were made for the 2026-27 school year to focus on early recruitment of teachers for projected open positions and continuing to provide support for new teachers to complete their clear credential.

Action 10 - A focus of the administration for the upcoming year is to support more teachers and administrators to participate in professional growth opportunities outside of the professional development provided by Lifeline. The budget will be continued and increased for this action.

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 2026-27	Contributing

1	Lifeline will provide fully credentialed teachers, qualified for the subject matter they are teaching. Improve processes to ensure all teachers are highly qualified	Lifeline administration will recruit and retain qualified teachers with both subject matter expertise and the skills to provide differentiated instruction to our at-risk student population. To attract and retain highly qualified staff Lifeline will:
		• Cover all costs of Teacher Induction program.
		• Provide mentoring and professional development for all teachers
		  ○ Curriculum Specialist works individually with teachers to improve curriculum development and instruction.
		  ○ Regular professional development workshops and training on effective use of collaboration time.
		  ○ Leadership training for career development
		• Provide competitive salary/benefits
		• Provide bonuses and incentive extended hour program opportunities.
		• Begin early recruitment in the spring to secure candidates ahead of peak hiring season. Target math and science positions.
		• Prioritize fully credentialed candidates for all open positions.
		• Provide support to teachers on non-clear credentials to complete requirements to attain full clear credential.
		• Work with site administrators to ensure all teachers are correctly assigned.
			(Teacher Induction) $10,000 Resource: (0000) El Dorado COE SELPA	[N]

Action #	Title	Description	Total Funds 2026-27	Contributing
2	Staff to provide curriculum and professional development support	LECS will provide a curriculum coordinator for TK-8 and coordinator for high school to support teachers to achieve curriculum goals. The curriculum coordinators will: • Work with the Executive Director, and administrators to create/update the Lifeline Professional Development Plan. • Develop the schoolwide professional development schedule with input from teachers and administrators. • The curriculum coordinators work with teachers to develop units of study that incorporate differentiated learning and project-based assignments. • Provide support for the teacher collaboration sessions at school sites as needed. • Work individually with teachers in need of support. • Make classroom visits on a regular basis to provide monitoring and support for implementation of school curriculum and instruction priorities. • Review teachers weekly lesson plans. • Assist teachers implementing formative and summative assessments and integrated test taking skills. • Implement the Lifeline Assessment Plan and coordinate all testing.	(Curriculum Staff) $50,000 Resource: (0000)	[Y]
3	Lifeline professional development plan	Lifeline will have a professional development plan in place that supports the mission of the school. The plan will guide the professional development activities for each school year and be updated annually. Administration, teacher and stakeholder input will be used to update the plan.	N/A Included in budget under Goal 1 actions	[N]

Action #	Title	Description	Total Funds 2026-27	Contributing
4	Professional Development for teachers on any newly adopted CCSS aligned curriculum materials	Lifeline staff will receive professional development on all new CCSS aligned instructional materials. • All teachers will receive professional development on all newly adopted materials. • Provide all elementary, middle school and high school science teachers with focused professional development in the subject/science standards they teach. • High School staff teaching AP classes will receive professional development.	N/A Included in budget under Goal 1 actions	[Y]
5	Professional development for teachers on any newly adopted CCSS aligned supplementary materials core or elective.	Lifeline staff will receive professional development in the use of supplementary instructional materials for core or elective classes. • Vendor provided professional development. • Collaborative time for teacher to develop lessons. • Staff will meet during professional development / collaborative time to share best practices. • Staff will meet in data-driven collaboration groups to assess students' performance results and make instructional decisions for the classroom.	$5,000 Resource: (0000)	[Y]
6	Professional Development for non-core subject matter teachers	Lifeline teachers grades 6-12 who teach non-core and elective classes will be supported with professional development opportunities in their subject matter. • Vendor provided professional development. • Time for on-line subject matter professional development. • Opportunity to participate in training offered by county offices or other LEA's.	N/A Included in budget under Goal 1 actions	
7	Professional development for all teachers on college and career standards	Teachers will receive professional development on the integration of college and career standards and the school's focus of graduating all student college and career prepared. • SEL emphasis for K-5 students • Character, confidence and skills development middle school • High school college and career pathways exploration • College readiness academy • Linking school curriculum to enrichment activities	$5,000 Resource: (0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
8	Professional development for all teachers on supporting English Learners and Special Needs Students	Teachers will receive professional development for supporting EL and Special Needs students. • Teachers will be provided training on implementing differentiated instruction, the use of small group instruction and project-based activities for EL's and Special Needs students not meeting adequate progress in ELA and math. • Professional development on designated and integrated ELD • Professional development in creating lesson plans appropriate for EL and Special Needs students will be provided. • Support developing modified curriculum that provides EL and Special Needs students with academic content knowledge. • How to ensure EL and Special Needs students have full access to all college and career activities. • Professional development on the effective use of instructional aides.	$3,000 Resource: (0000)	[Y]

Action #	Title	Description	Total Funds 2026-27	Contributing
9	Professional development for all teachers on differentiated, project-based learning	Lifeline teachers TK-12 will receive professional development in the use of differentiated instruction and project-based learning to support at-risk students in the development of grade level skills in all subjects. • The professional development calendar will have multiple sessions on differentiated instruction and developing project-based learning activities. • Teachers will be provided with time for peer observation of successful differentiated instruction. • Teachers will be provided with time during grade level meetings and collaborative time to work on cross curricular project-based learning activities. • Curriculum support staff will work with teachers in small groups and individually to develop differentiated instructional strategies and project-based activities. • Weekly lessons posted by teachers will be reviewed for use of differentiated instruction and the use project-based assignments. • Administrators will evaluate teachers use of differentiated instruction and project-based learning.	$25,000 Resource: (0000)	[Y]
10	External professional development opportunities for teachers	LECS will provide teachers and staff with professional development opportunities outside of Lifeline that align with curriculum priorities. Curriculum staff and administrators will collaborate to provide teachers with listings of online professional development opportunities and those provided by LACOE, other LEA's, and vendors. As noted in other goals, math will continue as a focus area with increased supporting professional development.	$7,000 Resource: (0000)	[N]

Action #	Title	Description	Total Funds 2026-27	Contributing
11	Recruitment and retention plan in place to provide Lifeline students with high quality teachers and support staff	Lifeline with continue to implement recruiting and retention strategies for the purpose of providing staff that meets the needs of our population of students. • New teacher training on Lifeline systems and expectations • Recruiting plan that identifies and hires staff that work effectively with our at-risk population • Retention plan that identifies successful teachers and staff and rewards them for success.	$20,000 Resource: (0000)	
12	Provide Social Emotional Support for teachers and staff	Utilize SEL resources both at the school and through external organizations to help teachers and staff manage the demands of working with our at-risk population of students.	$15,000 Resource: (0000)	

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,503,300.00	$ 6,120,019.95

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	Purchase of educational materials aligned to California Core Content Standards.	Yes	$ 300,000	$ 258,148
1	2	Purchase of technology based supplementary materials	Yes	$ 50,000	$ 65,357
1	3	Provide teachers with professional development for new core curriculum materials.	Yes	$ 25,000	$ 25,000
1	4	Provide teachers with professional development in new technology based supplementary curriculum	Yes	$ 72,000	$ 72,001
1	5	Every student will have an Individual Student Learning Plan (ISLP)	Yes	$ 119,000	$ 133,840
1	6	LECS will have comprehensive assessment plan for monitoring student progress.	Yes	$ 23,100	$ 31,746
1	7	Support for students transitioning to middle school and high school	Yes	$ 18,000	$ 9,000
1	8	Core academic support for underperforming students	Yes	$ 260,700	$ 206,849
1	9	Academic support for all students to reach grade level standards.	Yes	$ 90,200	$ 71,246
1	10	Academic support for special needs students, English Learners and foster youth.	Yes	$ 200,000	$ 200,000
1	11	Credit recovery to support students	Yes	$ 15,000	$ 15,000
1	12	Continue to work on alignment of standards-based curriculum to ensure consistency across grade levels	Yes	$ 11,000	$ 11,000
2	1	Deliver college and career curriculum integrated into the elementary grade level curriculum for all students.	Yes	$ 25,000	$ 25,000
2	2	Deliver college and career curriculum integrated into the middle school grade level curriculum for all students.	Yes	$ 20,000	$ 20,000
2	3	Provide rigorous academics with College and Career readiness as part of the high school curriculum.	Yes	$ 25,000	$ 19,976
2	4	Provide specific college and career activities and structures to ensure students meet standards	Yes	$ 63,800	$ 52,400
2	5	Implement Social Emotional Learning curriculum that is incorporated into the elementary, middle and high school program.	Yes	$ 15,000	$ 15,000
2	6	College counseling supported by counseling staff	Yes	$ 6,000	$ 6,000
2	7	Infuse technology into all aspects of the curriculum to prepare students with the skills necessary for college and careers	Yes	$ 200,000	$ 204,756
2	8	Use of instructional technology to develop student skills	Yes	$ 22,000	$ 22,000
2	9	Provide students with academic rigor at every grade level to ensure all students have access to meeting CA State and UC A-G requirements	Yes	$ 10,000	$ 10,000
2	10	Provide high school students with college dual enrollment options	Yes	$ 10,000	$ 10,000
2	11	Identify the individual needs of each student and provide support.	Yes	$ 15,000	$ 15,000
2	12	Support academic rigor through regular review of student performance data	Yes	$ 10,000	$ 10,000
2	13	Student to teacher target ratio supporting student performance	Yes	$ 2,500,000	$ 2,634,142
2	14	Support for special needs, EL, and foster youth	Yes	$ 175,000	$ 175,000

2	15	After school academic support	Yes	$ 200,000	$ 203,936
2	16	Teacher training in the use of project-based learning, college and career integration into the curriculum	Yes	$ 12,000	$ 12,000
2	17	Golden State Pathways	No	$ 109,000	$ 54,757
2	18	Community School Partnership	No	$ 270,000	$ 228,403
3	1	ELD Master Plan update and tracking of student progress.	Yes	$ 247,500	$ 329,321
3	2	Use of instructional technology to support EL students	Yes	$ -	$ -
3	3	Professional development on effective ELD instructional strategies.	Yes	$ 10,000	$ 10,000
3	4	EL students will receive appropriate instructional support in ELA with regular assessment and adjustment of services as needed.	Yes	$ 10,000	$ 10,000
3	5	Provide extended instructional time for EL students.	Yes	$ 250,000	$ 271,877
3	6	Provide EL students with English Supplemental classes.	Yes	$ 40,000	$ 49,877
3	7	Provide highly qualified teachers for EL students.	No	$ -	$ -
4	1	Parent representation on the Lifeline Board of Directors	No	$ -	$ -
4	2	Parent and school community engagement.	No	$ 15,000	$ 15,000
4	3	Increase community outreach to support college and career opportunities for students	No	$ 7,000	$ 7,000
4	4	Provide parent workshops to support meaningful involvement	No	$ 5,000	$ 5,000
4	5	Input from parent and school community surveys.	No	$ 1,000	$ 1,000
4	6	Regular and sustained teacher parent engagement.	No	$ 20,000	$ 20,000
4	7	Setting clear expectations for parent involvement.	No	$ 5,000	$ 5,000
4	8	Continue to improve on-line communication with parents.	No	$ 5,000	$ 5,000
4	9	Board of Directors meetings are accessible to all stakeholders.	No	$ -	$ -

5	1	Ensure a safe learning environment for students	Yes	$ 592,000	$ 206,914
5	2	Counseling support	Yes	$ 15,000	$ 15,000
5	3	Proactive management of student behavior and expectations	Yes	$ 150,000	$ 152,606
5	4	Dean of Students supporting a positive learning environment.	Yes	$ 67,000	$ 19,523
5	5	Staff allocated to supporting student attendance and full participation in the educational program.	Yes	$ 15,000	$ 15,000
5	6	Policies supporting an academic environment	Yes	$ 6,000	$ 6,000
5	7	Clear communication regarding factors supporting academic success	Yes	$ 22,000	$ 22,000
5	8	Continue to improve Student Success Team (SST) processes.	Yes	$ -	$ -
6	1	Lifeline will provide fully credentialed teachers, qualified for the subject matter they are teaching. Improve processes to ensure all teachers are highly qualified	No	$ 10,000	$ 9,300
6	2	Staff to provide curriculum and professional development support	Yes	$ 50,000	$ 50,000
6	3	Lifeline professional development plan	No	$ -	$ -
6	4	Professional Development for teachers on any newly adopted CCSS aligned curriculum materials	Yes	$ 6,000	$ -
6	5	Professional development for teachers on any newly adopted CCSS aligned supplementary materials core or elective.	Yes	$ 5,000	$ 5,000
6	6	Professional Development for non-core subject matter teachers	No	$ 5,000	$ -
6	7	Professional development for all teachers on college and career standards	Yes	$ 5,000	$ 6,606
6	8	Professional development for all teachers on supporting English Learners	Yes	$ 3,000	$ 3,000
6	9	Professional development for all teachers on differentiated, project-based learning	Yes	$ 25,000	$ 24,890
6	10	External professional development opportunities for teachers	No	$ 5,000	$ 1,050
6	11	Provide Social Emotional Support for teachers and staff	No	$ 12,000	$ 12,000
6	12	Recruitment and retention plan in place to provide Lifeline students with high quality teachers and support staff	No	$ 50,000	$ 50,000

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,277,621	$421,812

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
40.631%	0.00%	$0	40.631%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
All Goals and Actions See Below*	All students at Lifeline Charter are at risk and underperforming or at risk of underperforming.	Lifeline's carefully designed actions address the needs of all of our at risk students by delivering an individualized approach to each students academics and a variety of support structures to assist every student.	Metrics uses are CA Dashboard results for ELA, Mathematics, Science, ELD Growth, and other local indicators listed on the dashboard.

*Lifeline recognizes that while these funds are generated in order to serve the focus students, many services may be utilized for students outside the focus subgroups. The nearly 100% of students served will be the targeted students mentioned above. Due to the high percentage, the few other students may be in need of academic support. By providing the services identified without limitations, LECS will serve ALL students and especially the focus students. The full list of expenditures is aligned with the goals of the LECS Local Control and Accountability Plan and addresses the needs of our charter's English learners, low-income students and foster youth.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3 Action 4	EL students will receive appropriate instructional support in ELA with regular assessment and adjustment of services as needed.	EL's will participate in ELA instruction with appropriate instructional support. Services provided will be assessed and adjusted as needed. • EL's who scored early advanced or above on their ELPAC will be monitored for two years in their mainstream class where ELD standards are also implemented. • After students show progress within their ELA class receiving at least a C for two years, including basic or above on the NWEA, SBAC, or designated teacher English benchmarks, students will then be reclassified as English proficient. After reclassification, students will be monitored yearly.	CA Dashboard English Learner Progress
Goal 3 Action 5	Provide extended instructional time for EL students.	Continue extended daily instructional minutes (30-45 minutes for elementary, 55 for middle and high school). EL students receive additional instruction time to support language acquisition.	CA Dashboard English Learner Progress

Goal 3 Action 6	Provide EL students with English Supplemental classes.	LECS will continue to provide English Supplemental classes for EL students. • All students who are classified as levels 1 thru 3 are required to participate in EL direct instruction / ELA supplemental classes, high school and middle school. • Students in the supplemental class will be working on enhancing writing skills and critical thinking skills. They will be taught strategies of how to write a cohesive essay, develop academic language, use inferences and writing strategies to enhance deductive and inductive reasoning. • The English supplemental class will also provide academic language acquisition, writing skills instruction, instruction in the mastery of critical thinking strategies within a smaller classroom setting. Opportunities for students to practice their language skills by using strategies to allow students to use the academic language within the classroom will be implemented within the lessons to make sure common core standards are being mastered along with English Language Development strategies. • Students will receive instruction within the English Supplemental class using the Common Core standards for mastery of academic vocabulary, inductive and deductive reasoning, and mastery of writing skills.	CA Dashboard English Learner Progress

Insert or delete rows, as necessary.

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

N/A

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.

See description under school-wide actions.

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	23:1	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	20.7:1	[Provide ratio here]