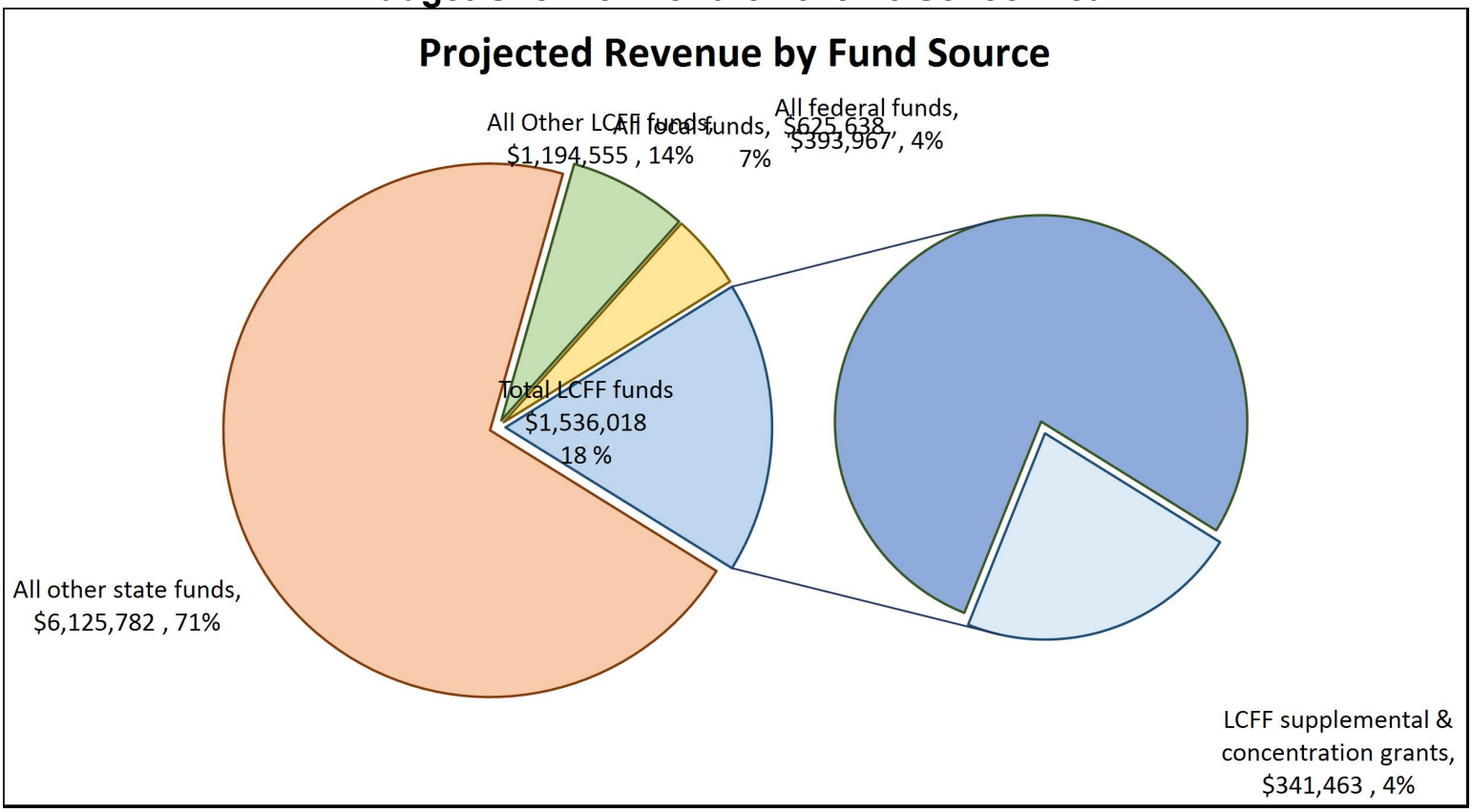
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Heritage YouthBuild Academy II (CHYBA)
CDS Code: 53105380125633
School Year: 2025-26
LEA contact information:
Ryan Franco
Principal
rfranco@chybacharter.com
530-378-5254

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

Budget Overview for the 2025-26 School Year

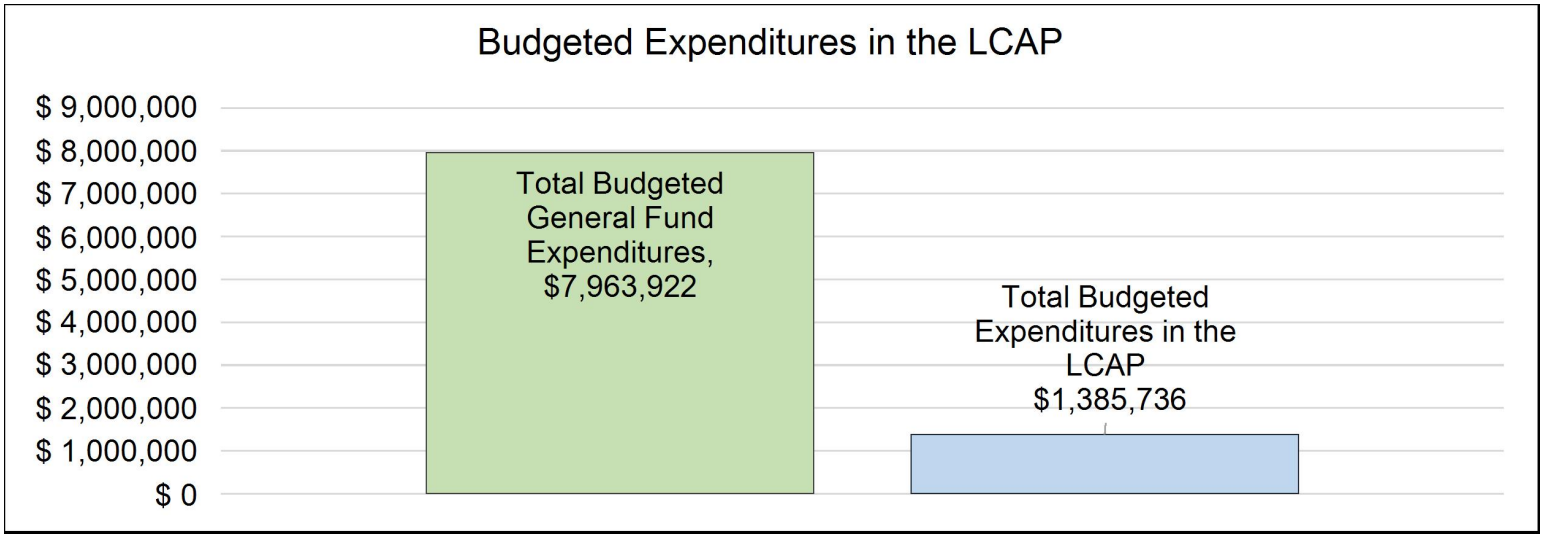


This chart shows the total general purpose revenue California Heritage YouthBuild Academy II (CHYBA) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Heritage YouthBuild Academy II (CHYBA) is $8,681,405, of which $1,536,018 is Local Control Funding Formula (LCFF), $6,125,782 is other state funds, $625,638 is local funds, and $393,967 is federal funds. Of the $1,536,018 in LCFF Funds, $341,463 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Heritage YouthBuild Academy II (CHYBA) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Heritage YouthBuild Academy II (CHYBA) plans to spend $7,963,922 for the 2025-26 school year. Of that amount, $1385736 is tied to actions/services in the LCAP and $6,578,186 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Staff Salaries, supplies, postage, Facility leases, Maintenance/Facilities & vehicles, Utilities

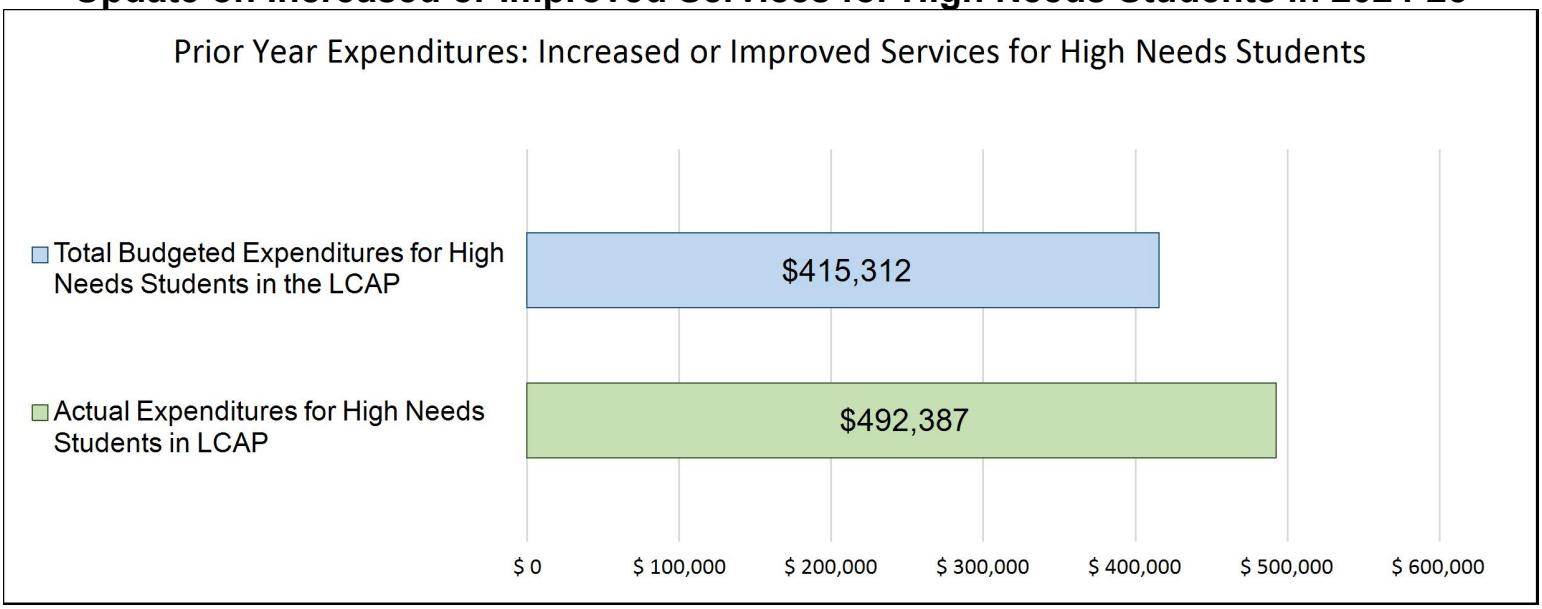
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Heritage YouthBuild Academy II (CHYBA) is projecting it will receive $341,463 based on the enrollment of foster youth, English learner, and low-income students. California Heritage YouthBuild Academy II (CHYBA) must describe how it intends to increase or improve services for high needs students in the LCAP. California Heritage YouthBuild Academy II (CHYBA) plans to spend $482675 towards meeting this requirement, as described in the LCAP.

CHYBA plans to spend $415,312 toward increasing or improving services for these students, exceeding the funding level, for a proportionality percentage of 101.208%. CHYBA plans to use its LCFF Supplemental and Concentration Grant funds to increase student support services, including mental health counseling, academic tutoring, transportation, and career readiness programs. Funds will support actions that reduce student-to-staff ratios, provide personalized academic and behavioral interventions, and remove barriers to attendance and engagement. These strategies directly support foster youth, English learners, and low-income students — who represent the vast majority of CHYBA's student population — and ensure they receive the individualized supports necessary to succeed.

LCFF Budget Overview for Parents

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



This chart compares what California Heritage YouthBuild Academy II (CHYBA) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Heritage YouthBuild Academy II (CHYBA) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Heritage YouthBuild Academy II (CHYBA)'s LCAP budgeted $415,312 for planned actions to increase or improve services for high needs students. California Heritage YouthBuild Academy II (CHYBA) actually spent $492,387 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $77,075 had the following impact on California Heritage YouthBuild Academy II (CHYBA)’s ability to increase or improve services for high needs students:

There is no carryover from the prior year, and 100% of CHYBA’s Supplemental and Concentration funds are tied to actions in the LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Heritage YouthBuild Academy II (CHYBA)	Ryan Franco Principal	rfranco@chybacharter.com 530-378-5254

Plan Summary [2025-26]

General Information

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

California Heritage YouthBuild Academy (CHYBA) specializes in serving the educational needs of young men and women, between the ages of 14 and 24, who are seeking the success that has so often eluded them in school and in life. Through a partnership with YouthBuild, CHYBA provides students with the high school education that they have previously been unable to attain. The California Education Code gives CHYBA the explicit authority to receive high school funding for serving the young people in CHYBA's YouthBuild program, including any students that are enrolled before they reach the age of 25. The school provides students not only with an education that prepares them for college but also with job skills that prepare them for success in the workplace following graduation. Through collaborations with partner agencies and the services provided by our well-qualified support staff, students can reengage with academics, while also learning life, leadership, vocational and academic skills. CHYBA's program also helps students learn to give back to their communities, and in so doing, helps students to better appreciate that they have much to offer the community as involved citizens.

The program combines work experience, vocational and life skills training, and academic instruction. CHYBA's credentialed teachers and aides provide state content standards and common core standards-linked curricula through online and onsite coursework. CHYBA teachers work closely with partner agencies and career pathway staff to seamlessly integrate the work, life skills, community service, and academic experiences of students. Students receive high school credits for work that they complete in the classroom, on the job, and in the community. CHYBA teachers review and approve all high school credits, which are also reviewed for accuracy by CHYBA administrative staff.

History of California Heritage YouthBuild Academy

CHYBA was founded in 2012 and was originally authorized by Mono County Office of Education. The Trinity County Board of Education approved CHYBA as an independent charter in July of 2016. CHYBA is a non-profit public-benefit corporation with 501(c)3 status. CHYBA served students for the first time in the 2012-2013 school year and gained YouthBuild Affiliation (YB) in early 2012. Since those early days, enrollment has risen from an initial cohort of 12 students to 110-130 students annually in our high school cohort (aged 14-24) with another 20-30 students in our Adult Ed program, plus additional students at satellite sites as needed. CHYBA received Full YouthBuild Affiliation status in 2018 showing that our community school had achieved the tenets of the YB program.

After the CARR Fire, CHYBA students organized to provide relief for local uninsured and underinsured homeowners who lost homes in the devastating wildfire. They also advocate for housing initiatives for the homeless and the working poor though the NorCal Continuum of Care (CoC). A highlight of YB Affiliation is that our construction pathway students have built 11 new homes for low-income families and families that lost homes in the CARR fire, as well as building small micro shelter communities for unsheltered community members.

During this LCAP Cycle of 2024-2027 the LCAP will serve in lieu of the Single Plan for Student Achievement (SPSA) and will include funds previously in the SPSA. Additionally, the LCAP “educational partners” group (which includes all stakeholders) will serve in lieu of the School Site Council.

All students have access to a broad course of study with standards-aligned instructional materials in all subject matter and there are sufficient textbooks/online curriculum for each student. As a single school charter we complete a comprehensive needs and budget analysis for the school site on an annual basis. Due to the small student population size, which results in a small pool of data to analyze, and our student population having a range of 87-96% of our students who are socioeconomically disadvantaged, resources are generally distributed equally for all students in the school. Occasionally, we find a specific subgroup that needs additional resources, and we make every effort to accommodate these needs. We will continue to monitor our resources to ensure equity for all students.

CHYBA student population consists of grade 9-12 and Adult Education students, comprised of 70.5% White, 9% American Indian, 7.2% African American; 6.6% Hispanic; and 4% Other. The Free/Reduced Lunch rate ranges from 84%-91.6%. The DASS School Indicators vary, but on average are 13.2% Previously Expelled, 17.35% Ward of the court, 12% Pregnant/parenting, 11% Habitually truant, 20.4% Recovered dropout, 42% Credit deficient, 16% Gap in H.S. enrollment, 15% Foster Youth, 11.22% Homeless Youth.

The vast majority of students come from high poverty areas in Redding and the surrounding areas in Shasta, Tehama and Trinity Counties. A particular strength of CHYBA is its co-location of housing insecure students onsite adjacent to HC Clinic’s Center for Hope- a comprehensive healthcare clinic. Equally exciting is that CHYBA’s new school that is set to be co-located next to Hill Country Shasta Community Health’s clinic along with the completed student housing at the Center of Hope Apartments.

In the 13 years of CHYBA’s existence, only 0.2% of students were suspended and 0% were expelled, compared to the extremely high suspension and expulsion rate of those same students when they attended previous schools. CDE data shows native and foster youth have double the statewide suspension rate and are chronically absent nearly double the statewide average. CHYBA’s high-risk learners in these categories highlight the critical need for interventions, utilizing evidence-based strategies for increased attendance and engagement, extended learning time, and opportunities and additional support services.

All teachers are credentialed and assigned appropriately. The school facilities are in good condition and each year repairs and maintenance are performed as needed. CHYBA has several major facilities additions in process and these facilities will allow us to grow our student population and better provide up-to-date and student-friendly facilities that cater to our personalized learning and career-tech focus.

Because we have very few English Learner (EL) students (1-3 per year), the following state priorities and metrics do not apply: Priority 4E and 4F. Due to our specific student population we serve, Priorities 4B, 4D, 4G, and 4H do not generally apply, since most students enroll for credit recovery in our DASS "County Community School." We provide a bi-lingual instructional aide who provide one-on-one services for any English Learners who do enroll. We also offer teacher and instructional aide support to any students who would like access to, and support for, the courses referenced in Priorities 4B, 4D, 4G, and 4H, should a particular student seek an enhanced opportunity. These courses are always available to all students.

CHYBA also provides specific instruction and individual support to unduplicated students and students with exceptional needs through our special education and MTSS intervention programs. Approximately 22% of the student population participates in the resource Special Education Program. The Trinity County Office of Education’s (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities from birth to 22 years old. Special education programs meet the needs of students from various categories of disability through a collaborative model between local school sites and TCOE. This collaborative model includes support services, professional development, and communities of practice while students are served directly by the school district in which they are registered. TCOE serves special education students by providing support to districts in areas that include mental health, cognitive assessments, speech therapy, occupational therapy, physical therapy, and nursing. Additionally, students are also served in the general education classroom using a push-in model. For sites that serve moderate to severe disabilities, instruction is aligned to the content standards and is based on the seven foundational curricular domains. This includes domestic, vocational, recreation/leisure, community access/motor skills, communication, social-emotional, and foundational academics. Students learn functional skills that will maximize future independence and vocational skills through both school based practices and community experiences to help them succeed in these areas.

PATHWAYS: Thanks to successful grant writing, TCOE was able to begin a new program through a collaboration with Modoc County Office of Education and the California Heritage Youth Build Academy (CHYBA). Ten positions have been filled that directly serve students at 15 schools within Trinity, Modoc, and Shasta (CHYBA) counties. Wellness Liaisons will support students at each school site, interfacing with families of students confronting mental health challenges to advance the health and well-being of each student through targeted prevention, intervention and triage school-based mental health and wellness supports.

For students with social-emotional needs, services are available to students that include educationally relevant mental health services provided by either a school psychologist or mental health clinician on the local school site or at a partner agency. Mental health clinicians are provided through partnerships with Trinity County Behavioral Health Services, Hill Country Health and Wellness, Shasta Community Health, as well as direct service from TCOE and SCOE.

CHYBA has a "Community School" focus. The overarching approach of CHYBA, which has been in effect since our inception, aligns exactly with the Community Schools philosophy. Our original implementation plan was to identify student needs and address them in every way possible. From the early planning stages, CHYBA has utilized approaches aligned with the four evidence-informed programmatic features of: 1) integrated support services, 2) family and community engagement, 3) collaborative leadership and practices for educators and administrators, and 4) expanded learning time and opportunities.

CHYBA provides the holistic support our young people need in order to earn their diploma and put their knowledge to use in the real world. CHYBA provides case-managed services, including one-on-one and group academic and therapeutic counseling sessions, social service needs support, links to housing and other basic needs, as well as providing career services to students. Through these integrated programs available at CHYBA, the staff members strive to operate a variety of programs as seamlessly as possible, which means that LCFF funds support students working towards their diploma, gaining leadership skills, and acquiring workforce training and lifelong employment.

Considering CHYBA's school climate, surveys show that 93% of students and 95% of parents feel CHYBA is safe and welcoming and would recommend it to others. CHYBA received awards as the “Shasta County Non-Profit of the Year” and as YouthBuild USA’s “Innovator of the Year.”

CHYBA qualifies for Equity Multiplier funding and will begin utilizing this funding to support students in the 2024-2025 school year. School sites are eligible for Equity Multiplier funds based on the following criteria:
-- Prior year non-stability rates greater than 25 percent, and
-- Prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

Equity Multiplier funds must be used to implement evidence-based services and supports. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based services and supports are most commonly based on educational research and/or metrics of school and/or student performance.

The Charter Petition and Ed Code (due to affiliation with YouthBuild) provide age exemptions and geographic flexibility to open satellite campuses wherever the need arises. CHYBA has established satellite campuses in Shasta, Tehama and Trinity County over the last several years. All of Trinity County and parts of Shasta and Tehama Counties are designated as “Frontier” by the federal government. Due to their rural nature, CHYBA’s educational services can be extremely helpful to these underserved populations. For example, a partnership with STEP-UP Shasta College, TCOE, and Trinity County Sheriff and Probation Departments provides services to formerly incarcerated/homeless young adults who need academic support. CHYBA's Adult Education program also collaborates with STEP-UP to provide educational support.

In summary, CHYBA prepares students in grades 9-12, regardless of circumstance, to gain access to a unique educational opportunity to unleash their intelligence and positive energy to rebuild their lives and their communities through education, leadership, service, and technical training. Key partnerships include TCOE, SCOE, Shasta/Trinity County Health & Human Services and Public Health, Hill Country Community Clinic, Shasta/Trinity County Probation, Shasta College, Shasta Community Health Center, United Way of Northern California (UWNC), and YouthBuild USA. It is through these key partnerships, and over 90 additional community partners, that CHYBA equips its learners with skillsets and mindsets leading to lifelong learning and successful futures. These students earn their high school diplomas and develop positive relationships while gaining leadership and technical skills necessary for postsecondary education, successful careers, and productive lives. Partners collaborate to enhance capacity through integrated support services, family and community engagement, collaborative leadership, and expanded learning time.

Acronym Definitions

California Heritage YouthBuild Academy (CHYBA)
Single Plan for Student Achievement (SPSA)
Trinity County Office of Education (TCOE)
Shasta County Office of Education (SCOE)
Continuum of Care (CoC)
YouthBuild (YB)
Hill Country (HC)
United Way of Northern California (UWNC)
Collaborative for Academic, Social and Emotional Learning (CASEL)
Career and Technical Education (CTE)
Edgenuity K–12 online curriculum and blended learning platform (EDG)

Note: Since CHYBA only serves high school students, CHYBA does not have a Priority 5-C in this LCAP.

Reflections: Annual Performance

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

Reflections: Annual Performance

At California Heritage YouthBuild Academy (CHYBA), we remain committed to providing a transformative educational experience for at-risk teenagers and young adults. As a public charter high school, our ability to tailor instruction through professional career pathways in Construction, Culinary Arts, Cosmetology, and Early Childhood Education continues to directly address the needs and aspirations of our students.

Embracing Challenges with Resilience

In reviewing performance trends from 2023 to 2024, the California School Dashboard highlights both progress and continued areas of need. Our students' academic performance in English Language Arts and Mathematics remains significantly below standard, with both Dashboard indicators in the Red zone. However, local benchmark measures (STAR and MyPath) show that students made incremental growth in 2024 compared to 2023, demonstrating that targeted interventions are beginning to close persistent learning gaps.

Graduation and College/Career Readiness

Graduation outcomes continue to be a major focus. For the Socioeconomically Disadvantaged (SED) subgroup, the graduation rate was 49% in 2023, improving to 54% in 2024. While this is meaningful progress, the rate remains well below state averages, highlighting the critical need for intensified intervention. Overall college and career readiness also remains extremely low: in 2024 only 2.3% of students were considered prepared under the College and Career Indicator. As a YouthBuild school with a high percentage of credit-deficient students and

recovered dropouts, this is not unexpected, but it reinforces our responsibility to expand pathways, including CTE completion and A–G access, so more students can reach the “Prepared” level by graduation.

School Environment and Engagement

Our school climate remains a point of strength. In 2024, CHYBA once again reported a 0% expulsion rate and <1% suspension rate, sustaining our California Dashboard Blue rating for Suspension. Chronic absenteeism, however, remains high at 81.5% in 2023 ? 76.2% in 2024, showing slight improvement but underscoring the urgency of our Attendance Initiative and expanded transportation supports.

Surveys of students and parents continue to affirm the positive impact of CHYBA’s community school approach. In 2024, 93% of students and 95% of parents reported that CHYBA is safe and welcoming, and that they would recommend the school to others. Student survey responses showed marked improvement in students feeling cared for by adults on campus and connected to their school community.

Mental Health, Equity, and LREBG

Beginning in 2024–25, CHYBA qualifies for Equity Multiplier funding and has also implemented Learning Recovery Emergency Block Grant (LREBG) funding. LREBG is being used to contract a mental health therapist and to fund an additional teacher position for one-on-one and small group support. Together, these new resources directly address the dual challenges of high chronic absenteeism and low graduation rates, particularly for socioeconomically disadvantaged and homeless students.

Looking Ahead with Optimism

As we move into the 2025–26 cycle, we see both the areas where improvement is needed and the foundations of real progress. Our graduation rate improved by 5 percentage points in just one year for SED students, suspensions remain among the lowest in the state, and student engagement metrics are trending upward. With targeted use of Equity Multiplier and LREBG funding, CHYBA will intensify its support in literacy, math, and attendance while expanding college and career readiness pathways.

In conclusion, the reflections from 2023–2024 provide clear evidence: CHYBA is building momentum in school climate and graduation outcomes while continuing to tackle the entrenched barriers to academic performance and chronic absenteeism. We remain dedicated to empowering each student to reach their full potential, supported by a community that believes in their success.

Reflections: Technical Assistance

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

California Heritage YouthBuild Academy did not receive Technical Assistance during the reporting period.

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.

We have one school identified for CSI: CDS Code: 53-10538-0125633.

Support for Identified Schools

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

The Continuous Improvement Support (CIS) team at California Heritage YouthBuild Academy (CHYBA) provides targeted guidance and support in developing and implementing a comprehensive support and improvement plan aligned with state and federal requirements.

CHYBA has been identified for Comprehensive Support and Improvement due to persistently low graduation rates, with particular impact on socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities. In 2023, the SED graduation rate was 49%, improving modestly to 54% in 2024. While this progress is encouraging, the rate remains well below the state threshold and illustrates the urgent need for continued intensive support. Chronic absenteeism also remains very high (81.5% in 2023 ? 76.2% in 2024), and Dashboard indicators in ELA and Math remain in the Red performance level. These factors combined reinforce the school's eligibility for CSI and shape the focus of improvement planning.

The CIS team supports CHYBA through professional development in data-driven decision-making, behavioral management systems, academic interventions, MTSS, and engagement strategies for families and the community as educational partners. In partnership with leadership, the CIS team provides resources and structured processes for reviewing and analyzing data to inform both the LCAP and CSI plan.

The school follows a structured seven-step improvement cycle:

Establish a school-wide planning team and clarify the vision for reform, integrating leadership in strategic planning.

Create the school profile and identify data sources, utilizing advanced tools for detailed data collection and analysis.

Analyze the data and current performance levels, focusing on graduation, absenteeism, and academic outcomes.

Determine the root causes of performance gaps, such as disengagement tied to housing insecurity, gaps in prior school enrollment, and high levels of credit deficiency.

Identify recommendations to close gaps, tailored to CHYBA's needs, including expanded academic supports, strengthened attendance initiatives, and social-emotional services.

Identify how the program will monitor the effectiveness of proposed improvement strategies, ensuring responsiveness to emerging needs.

Review outcomes annually and determine next steps for continuous improvement.

As CHYBA relocates to updated facilities and expands services, this process ensures that CSI resources and strategies remain aligned with the most pressing needs of students and drive measurable improvements in graduation and readiness outcomes.

Monitoring and Evaluating Effectiveness

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

California Heritage YouthBuild Academy will monitor and evaluate the implementation of its CSI plan through multiple levels of data review and accountability:

Cohort Identification: Prospective graduates are identified upon enrollment and tracked in October and January to ensure accurate cohort status.

Graduation and Transition Plans: Each prospective graduate has an Personalized Life Plan reviewed no less than twice yearly by counselors, teachers, and administrators.

Monthly Monitoring: Attendance, participation, and course completion data are reviewed monthly by teachers, counselors, administrators, and the attendance team, with an emphasis on 12th graders.

Targeted Initiative Review: Specific initiatives (e.g., Graduation By Exploration, Attendance Initiative, mentoring programs) are monitored for fidelity and impact, with adjustments made as needed.

Stakeholder Engagement: Students, parents, and staff provide input through surveys, focus groups, and engagement meetings. Families of foster youth, homeless youth, and students with disabilities are intentionally included in this process.

Data Review Sessions: Graduation, absenteeism, and Dashboard data are reviewed by leadership and staff, and by advisory groups such as the Educational Partners team, to measure effectiveness of strategies.

Annual Reporting and Refinement: Each year, results are compiled into a comprehensive report that compares outcomes year-over-year (e.g., SED graduation rate 49% in 2023 ? 54% in 2024; chronic absenteeism 81.5% ? 76.2%). This analysis informs adjustments in strategies, which may involve reallocating CSI funds, expanding successful interventions, or adding new evidence-based supports.

Data-Based Rationale: Monitoring will prioritize the most impacted subgroups — socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities — as they continue to show disproportionately low graduation rates and high absenteeism. CSI funds, alongside LREBG and Equity Multiplier funds, are being leveraged to address these gaps through expanded mental health supports, added instructional staff, and intensified attendance interventions.

By consistently monitoring data, engaging stakeholders, and aligning resources to evidence-based practices, CHYBA ensures that CSI plans remain dynamic, responsive, and effective in driving improved outcomes for its most vulnerable students.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	In the development of the LCAP, our organization actively engages teachers through multiple, structured channels to ensure their input is comprehensive and integral to our planning process. We recognize the critical role teachers play in our educational ecosystem and have implemented several mechanisms to gather their insights and feedback effectively: Annual Stakeholder Survey: Each year, at multiple time periods (Nov/December and April/May) we conduct a stakeholder survey that is specifically tailored to capture the input of our teaching staff. This survey assesses various aspects of our educational and administrative operations, allowing teachers to provide feedback on what is working well and what areas require improvements. Response to Intervention (RTI) Meetings: We hold bi-monthly (on the 2nd and 3rd Wednesdays of every month) RTI meetings with certificated staff, which serve as a platform for teachers to discuss and provide feedback on school policies, student performance, and classroom dynamics. These meetings are crucial for real-time, situational input that directly influences policy adjustments and strategic decisions in our LCAP. These efforts also lead to targeted interventions recorded on a spreadsheet. Teacher Professional Learning Communities (PLC) Team: Our Teacher PLC Team, comprised of selected teachers, meets regularly

Educational Partner(s)	Process for Engagement
	to collaborate on implementing best practices and educational standards. This team plays a pivotal role in our engagement strategy by regularly providing the administration with updates on their progress, challenges faced, and the support they need. This feedback loop ensures that teacher experiences and insights directly shape our educational strategies and policies. Kelvin Teacher Surveys: To further enhance our engagement and understanding of teacher perspectives, we utilize Kelvin Teacher Surveys during the Spring of each year (February through March). These surveys are designed to gather specific feedback on teaching practices, classroom environment, and professional development needs. The insights garnered from these surveys are instrumental in refining our LCAP, particularly in aligning our resources and support systems to meet the needs articulated by our teachers. Through these structured engagement processes, teachers have a significant and ongoing impact on the development of our LCAP. Their contributions are invaluable in shaping our educational strategies and ensuring that our plans are responsive to the real needs of both educators and students. Through this valuable teacher and certificated support staff input, we were able to collaboratively choose goals and actions for for the LCAP, including a specific Equity Multiplier goal that will be supported by Equity Multiplier funds.
Principals and Administrators	At CHYBA, the engagement of principals and administrators in the development of the Local Control and Accountability Plan (LCAP) is a structured and integral part of our strategic planning process. As a single-school district where the district office and administrative office are one, we ensure that the development of the LCAP is deeply collaborative, informed, and reflective of our collective administrative expertise. Principal and Administrator Engagement Process:

Educational Partner(s)	Process for Engagement
	Weekly Strategy Meetings: Our principals and administrators convene weekly (every Monday) to discuss the implementation and progress of our LCAP. These meetings are critical in addressing the dynamic needs of our school community, analyzing student performance data, and adjusting our strategies to enhance educational outcomes. Each session is dedicated to a thorough review of our goals, strategies, and the effectiveness of our actions as outlined in the LCAP. Focused Discussions on LCAP Goals: During these meetings, we focus specifically on the efforts outlined in the LCAP. This includes in-depth discussions on student achievement, resource allocation, and community engagement strategies. Our administrators use this time to share insights, propose adjustments, and ensure that our LCAP remains a living document that accurately reflects the needs and priorities of our school. Integration of Administrative Feedback: Feedback from these meetings is systematically integrated into the LCAP. This ensures that the plan not only aligns with state mandates but also resonates with the practical, day-to-day experiences of our school's leadership. Our administrators play a pivotal role in shaping the LCAP, providing insights that are crucial to the plan's relevance and efficacy. Continuous Improvement Cycle: The ongoing dialogue among our school's leaders fosters a culture of continuous improvement. By regularly revisiting and revising our LCAP, we ensure that it remains a dynamic tool for school improvement. This process is crucial for adapting to new challenges and seizing opportunities to enhance student learning and school performance. Through these structured engagements, CHYBA's principals and administrators actively participate in shaping a comprehensive and effective LCAP. Their collective expertise and firsthand understanding of the school's operational and educational dynamics ensure that our LCAP is both ambitious and achievable, driving meaningful improvements in our educational service and student success.

Educational Partner(s)	Process for Engagement
	Through this valuable administrative input, we were able to collaboratively choose goals and actions for for the LCAP, including a specific Equity Multiplier goal that will be supported by Equity Multiplier funds. in the development of the LCAP,
School Personnel	For CHYBA, the engagement of school personnel in the development of the Local Control and Accountability Plan (LCAP) is structured to ensure broad and meaningful participation, reflecting their crucial role in our school's operations and student success. Engagement Process for School Personnel: Monthly All-Staff Meetings: These meetings serve as a foundational platform for discussing the LCAP's progress, challenges, and milestones. During these gatherings, school personnel receive updates on LCAP implementation and are encouraged to provide feedback on various aspects of the plan. This regular, structured forum ensures that all staff members are informed, involved, and have a voice in the ongoing development of the LCAP. Participation in Professional Learning Communities (PLCs): School personnel are active members of various PLC teams, which focus on specific educational themes or subject areas. These teams meet regularly (the 4th week of every month) to discuss teaching strategies, student data, and resource needs directly related to the LCAP goals. The collaborative nature of PLCs fosters a deeper engagement with the LCAP, allowing personnel to contribute their expertise and insights towards specific actionable objectives. The efforts of these meetings are recorded via note taking on a google document specific to each PLC. Stakeholder Surveys: To capture a wide range of perspectives, school personnel participate in the stakeholder survey (each December) that seeks their input on the LCAP's effectiveness and areas for improvement. This structured feedback mechanism helps gather quantitative and qualitative data from the staff, providing a

Educational Partner(s)	Process for Engagement
	comprehensive view of the LCAP's impact across different domains of our school operations. Open Door Communication Policy: An open door policy with the administration complements these structured engagement strategies by providing school personnel with the opportunity to offer feedback at any time. This policy promotes transparency and ensures that staff members can directly communicate their insights, concerns, and suggestions regarding the LCAP to the school leadership. By integrating these engagement strategies, CHYBA ensures that school personnel are not only well-informed about the LCAP but are also active contributors to its development and refinement. Their involvement is crucial as they directly interact with students and implement the LCAP's initiatives on a daily basis. This comprehensive engagement approach supports the creation of a responsive and effective LCAP that aligns with the educational needs and goals of our school community. Through this valuable staff input, we were able to collaboratively choose goals and actions for for the LCAP, including a specific Equity Multiplier goal that will be supported by Equity Multiplier funds.
Parents	At CHYBA, we prioritize active engagement and meaningful participation from our educational partners, including parents, in the development of our Local Control and Accountability Plan (LCAP). Here is a summary of the processes we have used this year to involve our parents and other stakeholders in shaping our LCAP: Community Presentations: This year, we hosted two public speakers at our school to present on topics relevant to our community and educational goals (In December and May). These events were open to the entire community, including parents. These presentations provided a platform for parents to gain insights, ask questions, and provide feedback on various issues affecting our school.

Educational Partner(s)	Process for Engagement
	LCAP Advisory Meetings: We conducted two LCAP Advisory meetings specifically aimed at gathering feedback from parents, teachers, administrators, and other educational partners. These meetings took play in January and again in May. These meetings were structured to facilitate open discussions and solicit suggestions on how we can improve our school programs and services. The feedback received from these meetings has been instrumental in informing our LCAP development. Stakeholder Survey: We distributed a comprehensive Stakeholder Survey (in December) to all parents to gather their input on a wide range of topics related to our school's performance and areas for improvement. The survey results provided valuable data on parent perspectives and priorities, which we have incorporated into our LCAP. Open Door Communication Policy: At CHYBA, we maintain an open-door communication policy, allowing parents and other stakeholders to meet with administrators at any time. This year alone, we have conducted over 100 in-person meetings with parents and other stakeholders. These interactions have been crucial in collecting direct feedback and addressing concerns promptly, ensuring that our LCAP reflects the needs and expectations of our school community. By implementing these strategies, we ensure that the voices of our parents and educational partners are heard and that their input directly influences our school improvement plans. Our commitment to transparency and collaboration helps us create an educational environment that supports the success of all students. Through this valuable input from parents, we were able to collaboratively choose goals and actions for for the LCAP, including a

Educational Partner(s)	Process for Engagement
	specific Equity Multiplier goal that will be supported by Equity Multiplier funds.
Students	At CHYBA, we are committed to involving our students in the development of our Local Control and Accountability Plan (LCAP) to ensure that their voices are heard and their needs are met. Here is a summary of the processes we have used this year to engage our students in shaping our LCAP: Student Climate and Information Surveys: This year, we conducted the Student Climate Survey (Health Kids Survey) in December and the Student Information Survey to gather comprehensive data on student experiences, perceptions, and needs. These surveys provided valuable insights into the overall climate of our school and highlighted areas where improvements could be made to enhance the student experience. Regular Feedback via Kelvin: We use Kelvin (in the Spring), a feedback platform, to regularly collect input from students on how to improve various aspects of our school. This ongoing feedback mechanism allows us to stay informed about student concerns and suggestions in real-time, enabling us to make timely and relevant adjustments to our programs and services. CTE Survey: To better understand our students' interests in career and technical education (CTE), we conducted a CTE survey. This survey identified the CTE opportunities that students are most interested in pursuing. The results have guided our efforts to expand and tailor our CTE offerings to align with student interests and career aspirations. Student Interviews:

Educational Partner(s)	Process for Engagement
	We regularly conduct student interviews (several times a year regularly and also case-by-case) to explore their preferences for elective opportunities, field trips, and incentive programs. These interviews provide in-depth insights into what motivates our students and how we can create a more engaging and supportive educational environment. The feedback from these interviews has been instrumental in shaping our elective courses, planning enriching field trips, and designing effective incentive programs. By implementing these strategies, we ensure that our students' voices are integral to the development of our LCAP. Their feedback helps us create an educational environment that not only meets their academic needs but also supports their overall well-being and personal growth. Through this valuable input from students, we were able to collaboratively choose goals and actions for for the LCAP, including a specific Equity Multiplier goal that will be supported by Equity Multiplier funds.
Other Educational Partners	At CHYBA, we understand the importance of collaborating with various educational partners, including social workers, probation officers, agency workers, and other community partners, to develop an effective Local Control and Accountability Plan (LCAP). Here is a summary of the processes we have used this year to engage these crucial partners in shaping our LCAP: Regular Meetings: We hold regular meetings with STRTP (Short-Term Residential Therapeutic Program) facility workers, social workers, and probation officers. These meetings facilitate ongoing communication and collaboration, allowing us to address the specific needs of our students who are supported by these professionals. The insights and feedback gained from these interactions are essential in identifying areas for improvement and ensuring our programs effectively support our students.

Educational Partner(s)	Process for Engagement
	C.O.S.T Meetings: Every Tuesday, we conduct a COST (Coordination of Services Team) meeting, which brings together one member from each of our community partners. These meetings are designed to coordinate services and remove barriers that hinder our students' ability to focus on their education and positive goals. By working collaboratively, we can provide comprehensive support to our students, addressing their academic, social, and emotional needs. Valuable Feedback: The feedback we receive from these in-person meetings and COST meetings is invaluable in informing our LCAP. These sessions provide us with a deeper understanding of the challenges our students face and the support they need to overcome these obstacles. By integrating this feedback into our LCAP, we ensure that our plans are responsive to the real-world needs of our students and are aligned with the support provided by our community partners. Through these collaborative efforts, we are able to create a supportive educational environment that empowers our students to achieve their goals and succeed academically. The active engagement of our educational partners is critical in developing an LCAP that truly reflects the needs and aspirations of our school community. Through this valuable input from additional education partners we were able to collaboratively choose goals and actions for for the LCAP, including a specific Equity Multiplier goal that will be supported by Equity Multiplier funds.
ELAC/DELAC	*California Heritage YouthBuild Academy does not have an English Learner Advisory Committee, ELAC, or a District English Learner Advisory Committee (DELAC).
Equity Multiplier Partners	Students, Agency Partners, Parents, etc. will be engaged through our LCAP Advisory process (twice per year: once in December/January and once in May/June) as well as through our Educational Partner

Educational Partner(s)	Process for Engagement
	Survey each year (executed at least twice per year: Nov/December and April/May).

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

The adopted Local Control and Accountability Plan (LCAP) at CHYBA was significantly shaped by comprehensive feedback gathered from a wide range of educational partners, including teachers, principals, administrators, school personnel, parents, students, and other community partners.

Below are some key influences:

Teacher Feedback:

Annual Stakeholder Survey: Input from the annual stakeholder survey highlighted the need for enhanced professional development opportunities and resources. As a result, the LCAP includes specific allocations for ongoing teacher training and the implementation of new instructional strategies as shown in Action(s) 2.8.

RTI Meetings and PLC Teams: Feedback from Response to Intervention meetings and Professional Learning Community teams emphasized the importance of differentiated instruction and support for diverse learning needs. This led to the inclusion of targeted intervention programs and resources for special education within the LCAP as shown in Action(s) 2.8 and 2.1.

Principal and Administrator Feedback:

Weekly Strategy Meetings: Regular discussions during these meetings stressed the need for data-driven decision-making and continuous improvement in student performance. The LCAP now features robust mechanisms for tracking student progress and adjusting instructional strategies accordingly as shown in Action(s) 2.1, and 2.6.

Focused Discussions on LCAP Goals: Insights from these discussions underscored the necessity of aligning resources with identified priorities, resulting in a more focused allocation of funds towards critical areas such as student mental health services and academic support programs as shown in Action(s) 1.5, 2.6, and 4.1 and 4.5 (Equity Multiplier Goal).

School Personnel Feedback:

All-Staff Meetings and PLC Participation: Feedback from all-staff meetings and PLC teams highlighted the need for a cohesive school culture and better communication channels. The LCAP addresses this by incorporating initiatives aimed at enhancing school climate and fostering collaboration among staff as shown in Action 2.1.

Stakeholder Surveys and Open Door Policy: Continuous feedback through surveys and open communication with administration brought attention to specific operational needs and staff support systems, leading to improved resource allocation and support structures within the LCAP as shown in Action(s) 2.6, 2.7, 2.8, and 2.9.

Parent Feedback:

Community Presentations and Advisory Meetings: Feedback gathered during these events revealed a strong desire for more parent engagement and better communication. Consequently, the LCAP includes strategies for increasing parental involvement and improving communication between the school and families as shown in Actions 2.1 and 2.2.

Stakeholder Survey and Open Door Policy: The survey results and direct interactions with parents highlighted the need for more comprehensive support services for students, prompting the inclusion of additional counseling and extracurricular programs in the LCAP as shown in Action(s) 2.6 and 2.9.

Surveys and Regular Feedback: Insights from the Student Climate Survey, CTE Survey, and regular feedback via Kelvin indicated a demand for more diverse elective options and better support for college and career readiness. The LCAP reflects these priorities by expanding CTE offerings and enhancing college counseling services as shown in Actions 2.5, 3.1, 3.2, and 3.5.

Student Feedback and Interviews: Interviews with students pointed out the need for more engaging and relevant learning experiences. This led to the inclusion of new field trip opportunities, elective courses, and incentive programs designed to motivate and support student learning as shown in Actions 1.4 and 1.6.

Other Educational Partners Feedback:

Regular Meetings and COST Meetings: Regular meetings with social workers, probation officers, and other community partners, along with weekly COST meetings, underscored the importance of coordinated services to address barriers faced by students. The LCAP incorporates strategies for better service coordination and support systems to ensure students can focus on their education and positive goals as shown in Action(s) 2.7.

Through these structured engagement processes, the adopted LCAP at CHYBA is a comprehensive, responsive plan that includes specific CSI and Equity Multiplier goals, and addresses the diverse needs and priorities of our educational community, ensuring a supportive and effective learning environment for all students.

Summary of Educational Partner Consultation for the Equity Multiplier Goal:

In developing CHYBA's Equity Multiplier focus goal, the LEA conducted a collaborative consultation process with educational partners. This process included multiple stakeholder meetings, focus groups, and surveys involving students, parents, teachers, staff, and community partners across all school sites contributing to the Equity Multiplier funds. This feedback directly impacted Actions 4.1, 4.2, 4.3, 4.4, and 4.5.

Throughout these consultations, stakeholders provided feedback on challenges faced by socioeconomically disadvantaged students, emphasizing the need for increased engagement through career and technical education (CTE) pathways, personalized learning plans, arts and music programs, and enhanced student support services. Community partners also highlighted the importance of work-based learning, mental health services, and academic recovery programs to meet students' diverse needs.

CHYBA used this input to align LCAP strategies with evidence-based practices recommended by the National Dropout Prevention Center and What Works Clearinghouse, ensuring that the focus goal addresses the academic, social, and emotional needs of socioeconomically disadvantages students. This collaborative process reflects the LEA's commitment to equity, inclusivity, and continuous improvement to meet the priorities identified by stakeholders.

Note: CHYBA does not currently have any Bargaining Units.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Academic Achievement, Engagement, and Progress for ALL Students including targeted supports for high-need student groups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

California Heritage YouthBuild Academy (CHYBA) developed this goal to address the academic and engagement needs of its diverse, high-risk student population. Nearly all CHYBA students are unduplicated pupils — socioeconomically disadvantaged, foster youth, homeless youth, or English learners — and many enter credit-deficient, with histories of truancy, expulsion, or disrupted schooling. Our responsibility is to provide the academic, social-emotional, and vocational supports needed to close gaps and ensure students graduate prepared for postsecondary success.

Dashboard and Local Data Context

Analysis of the 2024 California School Dashboard confirms the urgency of this goal:

Graduation Rate: 54% for socioeconomically disadvantaged students, up from 49% in 2023, but still far below the state average.

Chronic Absenteeism: Improved slightly, from 81.5% (2023) to 76.2% (2024), but remains critically high.

ELA & Math: Both remain in the Red performance level, significantly below standard. Local STAR and MyPath assessments show small but positive growth in 2024.

Suspension: Remains under 1%, sustaining a Blue rating — a point of strength demonstrating that CHYBA successfully maintains safe, inclusive environments even for students with high prior discipline histories.

Together, these indicators highlight a school where students feel safe and supported, but where academic growth and attendance must be intensified if more students are to graduate on time and be college- and career-ready.

Rationale for Goal 1

Research shows that dropout prevention and academic recovery require early identification and integrated supports (Balfanz, Herzog, & Mac Iver, 2007; Mac Iver & Mac Iver, 2009). CHYBA applies this framework through:

Early Warning Systems that track indicators such as attendance, course completion, and behavior.

Tiered Interventions through MTSS, including targeted tutoring, mentoring, counseling, and credit recovery.

High-Quality Curriculum that balances academic rigor with relevance, including CTE pathways in Construction, Culinary Arts, Cosmetology, and Early Childhood Education.

Barrier Removal strategies, such as transportation supports, co-located health and housing services, and intensive case management.

These approaches are necessary to address opportunity gaps evident in Dashboard data and ensure that students, many of whom re-enter school far off-track, have multiple pathways to graduation.

Stakeholder Engagement

Goal 1 was developed and refined through input from stakeholders including parents, teachers, classified staff, students, administrators, and community partners. Stakeholders consistently identified academic achievement, attendance, and college/career readiness as top priorities. Engagement sessions emphasized the need to expand dual enrollment and CTE opportunities, improve literacy supports, and sustain attendance outreach to families.

State Priorities Addressed

This goal integrates multiple State Priorities most relevant to CHYBA's student needs:

Priority 1: Basic Services – Ensure access to credentialed teachers and standards-aligned instructional materials.

Priority 2: Implementation of State Standards – Implement ELA, Math, NGSS, ELD, and other content standards.

Priority 4: Pupil Achievement – Improve achievement as measured by CAASPP, STAR, MyPath, reclassification of ELs, graduation, and college/career preparedness.

Priority 7: Course Access – Provide a broad course of study, including A–G coursework, CTE pathways, and intervention programs.

Priority 8: Other Pupil Outcomes – Support positive outcomes in physical education, the arts, and other required areas of study.

Why This Goal Matters

CHYBA students face challenges far greater than most of their peers statewide:

High mobility, poverty, and housing insecurity disrupt enrollment and attendance.

Many enter with significant credit deficiencies, making on-time graduation difficult.

Foster youth and homeless youth show absenteeism and suspension rates nearly double the state average.

Despite these challenges, CHYBA maintains one of the safest climates in the region (Blue rating for suspension, 93% of students and 95% of parents report the school is safe and welcoming). This strength provides the foundation to intensify supports around academics and attendance.

Goal 1 is therefore essential to ensuring equity: it targets the very indicators — graduation, absenteeism, literacy, math proficiency, and college/career preparedness — where CHYBA students are most underserved. Through continuous monitoring, data-informed decision-making, and evidence-based strategies, the goal directly addresses the gaps documented in both Dashboard and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 Priority 1-A: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Percentage of properly credentialed teachers. Fully Credentialed Teachers- Cal SAAS; Local Data academic content and performance	Academic year 23/24: 100% Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Academic year 24/25: 100% Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.		100% Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	There is currently no difference between the Year 1 Outcome and Baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards for all students.					
1.2	1.2 Priorities 1-B, and 2-A: All students have access to standards-aligned instructional materials, and Implementation of the academic content and performance standards adopted by the State Board. Standards-Aligned Curriculum-Local Indicator (Priority 2)	Academic year 23/24: 100% of Edgenuity curriculum is standards-aligned. 100% of students participate in state board adopted academic content and performance standards.	Academic year 24/25: 100% of Edgenuity curriculum continues to be standards-aligned.		100% Standards Aligned Curriculum 100% of students enrolled in Edgenuity courses will complete standards-aligned courses by the end of the academic term.	There is currently no difference between the Year 1 Outcome and Baseline data.
1.3	1.3. Priority 4-A:Statewide assessments CA Dashboard SBAC ELA Dataquest-CAASPP Test Results; Academic Indicator; CAASPP ELA Assessment data.	In the 2022-2023 CAASPP ELA assessment data, 0% of students exceeded the standard, 0% of CHYBA students met the standard, while 25.81% nearly met it, and 74.9% did not meet the standard. *Results taken from Ed-Data.org>Student Performance>ELA	In the 2023-2024 CAASPP ELA assessment data, 3.33% of students exceeded the standard, 16.67% of CHYBA students met the standard, while 23.33% nearly met it, and 56.67% did not meet the standard.		To increase the percentage of students meeting the ELA standard by 5% annually. Starting from a baseline of 0% in the 2022-23 school year, we aim to achieve a total increase of 15% over three years. By the end of year 3, our target is to have 15% of students meeting the ELA standard.	Difference from Baseline: 1. Students that exceeded the standard: Difference: +3.33% 2. Students that Met the Standard: Difference: +16.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3. Students that nearly met the standard: Difference: -2.48% 4. Students that did not meet the standard: Difference: -18.23%
1.4	1.4 Priority 4-A: Statewide assessments. • CA Dashboard SBAC Math, DataQuest, CAASPP Test Results; Academic Indicator; CAASPP MATH Assessment Data	In the 2022-2023 CAASPP Math assessment data, 0% of students exceeded the standard, 0% of CHYBA students met the standard, while 0% nearly met it, and 100% did not meet the standard. *Results taken from Ed-Data.org>Student Performance>Mathematics	In the 2023-2024 CAASPP Mathematics assessment data, 0% of students exceeded the standard, 3.33% of CHYBA students met the standard, while 6.67% nearly met it, and 90% did not meet the standard.		To increase the percentage of students meeting the Mathematics standard by 5% annually. Starting from a baseline of 0% in the 2022-23 school year, we aim to achieve a total increase of 15% over three years. By the end of year 3, our target is to have 15% of students meeting the Mathematics standard.	Difference from Baseline: 1. Students that exceeded the standard: Difference: +/-0% 2. Students that Met the Standard: Difference: +3.33% 3. Students that nearly met the standard: Difference: +6.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						4. Students that did not meet the standard: Difference: -10%
1.5	1.5 Priority 2-B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language Proficiency. English Learner Language Acquisition Growth on the ELPAC by Cohort as measured by the ELPAC. *We have had 3 or less EL students at CHYBA, each year, over the course of the last four years.	Academic year 23/24: We had 1 EL student this year with 100% Participation in ELPAC testing.	24/25 school year: We had 2 EL student this year with 50% Participation in ELPAC testing.		Achieve 100% participation in ELPAC Testing.	Baseline: Students Last Year: 1 Students Current Year: 2 Current Difference: -1 student participation Percent of Participation: Last Year: 100% Current Year: 50% Current difference: -50%.
1.6	1.6 Priority 8-A: Other Pupil Outcomes: Mathematics. Pupil outcomes if available in the subject areas described in 51210 and 51220(a)(i) as applicable.	Academic year 23/24: Renaissance STAR Testing (Math): At or Above Benchmark Percentages:	Academic year 24/25: Renaissance STAR Testing (Math):		Increase overall percent of students "At/Above Benchmark" by 5% for a total increase of 15% over three years. By the end of year 3, our	Renaissance STAR Testing (Math) Difference From Baseline: Grade: 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator; Local Data.	Grade: 9 At or Above Benchmark Percentage: 0% Grade: 10 At or Above Benchmark Percentage: 20% Grade: 11 At or Above Benchmark Percentage: 24% Grade: 12 At or Above Benchmark Percentage: 12% Data Totals: Total At or Above Benchmark Percentage: 16.5% *This value was found by using the data given on the Longitudinal Report on RenLearn.	At or Above Benchmark Percentages Grade: 9 At or Above Benchmark Percentage: 40% Grade: 10 At or Above Benchmark Percentage: 33% Grade: 11 At or Above Benchmark Percentage: 33% Grade: 12 At or Above Benchmark Percentage: 30% Data Totals: Total At or Above Benchmark Percentage: 37% *This value was found by using the data given on the Longitudinal Report on RenLearn.		target is to have a Total At or Above Benchmark Percentage of 31.5%.	At or Above Benchmark Percentage: +40% Grade: 10 At or Above Benchmark Percentage: +13% Grade: 11 At or Above Benchmark Percentage: +9% Grade: 12 At or Above Benchmark Percentage: +18% Data Totals: Total At or Above Benchmark Percentage: +20.5% *This value was found by using the data given on the Longitudinal Report on RenLearn.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	1.7 Priority 8-A: Other Pupil Outcomes: ELA. Pupil outcomes if available in the subject areas described in 51210 and 51220(a)(i) as applicable. Local Indicator; Local Data.	Academic year 23/24: Renaissance STAR Testing (Reading): At or Above Benchmark Percentages: Grade: 9 At or Above Benchmark Percentage: 10% Grade: 10 At or Above Benchmark Percentage: 5% Grade: 11 At or Above Benchmark Percentage: 24% Grade: 12 At or Above Benchmark Percentage: 14% Data Totals: Total At or Above Benchmark Percentage: 14.7% *This value was found by using the data given on the Longitudinal Report on RenLearn.	Academic year 24/25: Renaissance STAR Testing (Reading): At or Above Benchmark Percentages Grade: 9 At or Above Benchmark Percentage: 45% Grade: 10 At or Above Benchmark Percentage: 24% Grade: 11 At or Above Benchmark Percentage: 48% Grade: 12 At or Above Benchmark Percentage: 43% Data Totals: Total At or Above Benchmark Percentage: 42% *This value was found by using the		Increase overall percent of students "At/Above Benchmark" by 5% for a total increase of 15% over three years. By the end of year 3, our target is to have a Total At or Above Benchmark Percentage of 29.7%.	Renaissance STAR Testing (Reading) Difference From Baseline: Grade: 9 At or Above Benchmark Percentage: +35% Grade: 10 At or Above Benchmark Percentage: +19% Grade: 11 At or Above Benchmark Percentage: +24% Grade: 12 At or Above Benchmark Percentage: +29% Data Totals: Total At or Above Benchmark Percentage: +27.3% *This value was found by using the data given on the Longitudinal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data given on the Longitudinal Report on RenLearn.			Report on RenLearn.
1.8	1.8 Priority 7-A: A broad course of study including courses described under Sections 51210 and 51220 (a)-(i),] • Local Indicator (Priority 7) Local Data	Academic year 23/24: 100% of CHYBA students participate in a broad course of study.	Academic year 24/25: 100% of CHYBA students participate in a broad course of study.		100% of CHYBA Students participate in a broad course of study.	There is currently no difference between the Year 1 Outcome and Baseline data.
1.9	1.9 Priority 7-B; Programs and services developed and provided to unduplicated pupils • Local Indicator; Local Data.	Academic year 23/24: 9 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 23/24 academic year: This value was found by tallying all students who had either an active or archived MyPath Foundation Course or intervention Renaissance (Freckle) ELA/Math activities for the year in the Group Progress Overview Report on Edgenuity or Renaissance report and	Academic year 24/25: 8 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 24/25 academic year:		RTI team will identify students and increase the number of students utilizing intervention courses by 2 students per year for a total increase of 6 students over three years. At the end of the 3 years, our target is to have 15 CHYBA students enrolled in an intervention course.	Difference from Baseline: -1 CHYBA Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		then dividing that number by our total number of students in Cumulative enrollment.				
1.10	1.10 Priority 7-C; Programs and services developed and provided to individuals with exceptional needs. -Local Indicator; Local Data.	Academic year 23/24: 9 CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 23/24 academic year: This value was found by tallying all students who had either an active or archived MyPath Foundation Course or intervention Renaissance (Freckle) ELA/Math activities for the year in the Group Progress Overview Report on Edgenuity or Renaissance report and then dividing that number by our total number of students in Cumulative enrollment.	Academic year 24/25: 8 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 24/25 academic year:		RTI team will identify students and increase the number of students utilizing intervention courses by 2 students per year for a total increase of 6 students over three years. At the end of the 3 years, our target is to have 15 CHYBA students enrolled in an intervention course.	Difference from Baseline: -1 CHYBA Student

Goal Analysis [2024-25]

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

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

Regarding Action 1.1: Action was implemented as planned which, in conjunction with other actions, led to the following successes: improved Renaissance STAR Testing in both Math and Reading (+27.3% in Reading and +20.5% in Mathematics At or Above Benchmark).

Regarding Action 1.2: Action was implemented as planned by hiring several new staff members, including additional teachers, which, in conjunction with other actions, led to the following successes: improved Renaissance STAR Testing in both Math and Reading (+27.3% in Reading and +20.5% in Mathematics At or Above Benchmark).

Regarding Action 1.3: Action was implemented as planned; one of our teachers became a Special Ed. Intern, and we bolstered systems and training to ensure that all CHYBA teachers were continuously updated on the required accommodations for IEP students.

Regarding Action 1.4: Action was implemented as planned: 100% of CHYBA student have equal access to an individualized broad course of study including A-G courses, academic intervention courses, and Credit Recovery courses among other options.

Regarding Action 1.5: Action was implemented as planned with the exception of ELPAC participation falling 50% (we had a total of 2 EL students) which is an identified challenge. We have made the following addition to CHYBA's services: CHYBA is currently in the MOU phase of partnering with an independent, fully certified Mental Health Counselor to ensure that our students have the support they need, when they need it. This is in addition to our partnership with Hill Country and Shasta Community Health Center.

Regarding Action 1.6: Action was implemented as planned. CHYBA continued to bolster our transportation offerings by purchasing multiple new vehicles this year including a 10 Passenger 2025 Ford Transit Van, a 2025 Ford F-150 pickup truck, and a 2019 Kia Mini Van to replace a previously totaled vehicle.

Regarding Action 1.7: This action is in the implementation phase where CHYBA staff are actively engaged in the development of Personalized Plans and related Personalized Plan curriculum and materials. Multiple students are currently engaged in the process, and CHYBA has made significant strides in the development of this action.

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.

Several material differences occurred between the planned and actual expenditures for Goal 1. Action 1.4 (Standards-Aligned Curriculum) and Action 1.5 (Referrals to Coordinated Care) had significantly lower actual expenditures than planned. For Action 1.4, the reduced costs reflect curriculum resources already obtained at a discount and paid for by other grants. For Action 1.5, implementation was delayed as CHYBA was finalizing a new MOU with a mental health provider. In contrast, Action 1.2 (Reducing Student-to-Staff Ratio) had higher costs

due to additional support staffing hired in response to increased enrollment. These variances reflect responsive fiscal adjustments aligned to evolving student needs and service delivery conditions.

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

Regarding Action 1.1: This action was deemed effective because it, in conjunction with other actions, led to the direct improvement of both STAR Math and STAR Reading assessment scores, across the board (YOY: +27.3% in Reading and +20.5% in Mathematics At or Above Benchmark).

Regarding Action 1.2: This action was deemed effective because it directly improved our Teacher-to-Student ratio schoolwide.

Regarding Action 1.3: This action was deemed effective because we took the following steps to improve our available Special Education/IEP resources including: Hired a new Special Education Intern as well as a Special Education Director to help manage our Special Education program requirements. The success of this action is evident because even though our Special Education student population grew throughout the year, we were able to maintain a high level of Special Education services and standard IEP protocols.

Regarding Action 1.4: This action was deemed effective because 100% of students continue to have equal access to an individualized broad course of study including A-G courses, academic intervention courses, and Credit Recovery courses among other options.

Regarding Action 1.5: This action was deemed effective because we are continuing to bolster our Mental Health Therapy resources in addition to the Hill Country and Shasta Community Health Resources that we continue to utilize as a response to the growing need in our student community.

Regarding Action 1.6: This action was deemed effective because we saw improvements in ADA and overall assessment scores as a result of removing barriers to education for many of our students through our transportation program.

Regarding Action 1.7: This action was deemed effective because we made significant progress in developing our Personalized Plan system which guides students through goal setting and accomplishment throughout their high school journey while also providing constant support and future planning protocols.

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.

Regarding Action 1.2: We will continue to decrease our staff-to-student ratio overall next year by launching the CHYBA Work Recovery Team which will use a newly hired team of professionals to remove barriers to employment for our students, their families, and the community.

Regarding Metric 1.6: This metric was removed entirely as it was a metric that is duplicated by other metrics in this goal.

Regarding Action 1.7: While no changes are currently planned for this action, we will work to finish developing our Personalized Plan system while striving to ensure that all CHYBA students are participating in this important program.

Regarding Metric 1.9: This metric was changed from a percentage based metric to a numerical metric that measures the number of students participating in various intervention courses offered by Edgenuity and Renaissance Learning.

Regarding Metric 1.10: This metric was changed from a percentage based metric to a numerical metric that measures the number of students participating in various intervention courses offered by Edgenuity and Renaissance Learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increased Assortment of Instructional Supplies and Operational Technology for Personalized Learning	Provide increased assortment of instructional supplies and operational technology for all students and staff, including Chromebooks. Hotspots, access to engaging software and materials. Maintain and support technology systems to ensure students and staff have access to effective technology to support CHYBA's goals.	$27,500.00	No
1.2	Reduce Student to Staff Ratio with well-qualified staff	Reduce student to staff ratio with well-qualified staff (for example: teachers, academic counselors, instructional aides, mentor coordinator, student support assistants, etc.) Services will be principally directed towards LI students who are at greater risk of not achieving grade level standards and would benefit from lower class sizes and personalized instruction and materials to better meet their learning needs. The CAASP test scores of LI students are significantly below average, to meet this need CHYBA will provide mentoring services to unduplicated students attending CHYBA. This aim is that this action will improve CAASPP testing scores for these students. Efficient Recruitment and Hiring Process will be put in place to ensure certificated candidates hold valid CA Credentials with appropriate English learner authorization, as appropriate.	$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		An Academic Counselor will provide additional support to increase student achievement through well-structured personalized plans and coordinate with the Attendance Specialist on daily attendance and academic incentives. Instructional Aides provide tutoring and extra support for students who need academic support and additional interventions.		
1.3	Support for students with IEPs and special needs.	Continue services to students with Individual Education Plans (IEPs) and special needs; provide specialized programs/services; utilize specialized intervention curriculum and extra teacher/aide supports/materials; offer training for staff to maximize efforts to provide individualized and personalized support.	$38,742.00	No
1.4	Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school	CHYBA offers credit recovery and academic support, including personalized online learning courses and electives. Online curriculum with A-G courses, intervention courses to accelerate learning based assessments, and engaging onsite courses will be used to reduce the number of at-risk and targeted students dropping out or falling further behind. Intervention curriculum and hands on activities will provide an opportunity to accelerate skill development and is aligned with the Renaissance Star Reading & Math assessments. Opportunities are available for self-paced learning supported by a credentialed teacher in all core areas. This curriculum also provides Williams compliant and standards-aligned instructional resources to facilitate full implementation of the California Content Standards, along with engaging electives and materials designed to support students with special needs. Unduplicated student data shows that EL, LI, and FY students are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college. To meet this need, CHYBA will provide intervention support to accelerate learning during the school year and during extended day/year learning opportunities. Students at-risk of not progressing toward graduation will receive extra support. This action will help close the achievement gap for these students. Relevant data demonstrates evidence-based interventions increase achievement in the areas of ELA and mathematics, lower suspension	$23,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rates, improve graduation rates, and enhance post-secondary success. The aim is that this action will improve CAASPP test scores in these student groups.		
1.5	Referrals to Coordinated Care provided by Community Partners	LI students are often not fully engaged in school due to various health and life challenges, so CHYBA will continue the partnership with Hill Country Health and Wellness, and expand to Shasta Community Health, to support students' medical, mental health, dentistry, and other needs. These services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance, behavior and graduation. Relevant data also supports a decrease in student suspensions and the elimination of expulsions. We will monitor expulsion and suspension rates to evaluate this action.	$3,000.00	Yes
1.6	Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc.	Provide transportation services for unduplicated students. In addition to supporting students to get to/from school, CHYBA transportation will assist students in getting to field trips/activities, electives, attending RtI classes, Shasta Community College courses for concurrent credit, electives/activities, work-based learning, events, meetings, interventions, etc. We hope to improve CAASPP test scores with this action.	$39,000.00	Yes
1.7	Personalized Learning, Independent Study, Materials and Training	Staff, including advisors, will be provided with professional development and materials to personalize instruction for onsite and independent study students. They will help students accomplish personalized goals as they engage and enhance learning for low income, English Learners, students with disabilities, and struggling students. The aim is that this Action will improve CAASPP test scores for our Onsite and Independent Study students. Personalized academic intervention materials will be purchased, as needed, to enhance student academic achievement, graduation rates, and preparation for college and/or career readiness.	$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide an engaging, clean, healthy, and physically and emotionally safe environment to support students and increase parent/community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to provide a physically and emotionally safe, engaging, and welcoming environment that promotes school attendance, student success, and strong family and community partnerships. CHYBA stakeholders—including students, parents, staff, and community partners—reviewed local and Dashboard data and agreed that engagement and school climate remain key areas needing improvement and intentional investment. It is clear CHYBA is having some success with this goal, but there are opportunity gaps that our stakeholders are committed to address.

Family and Community Engagement Metrics
Metrics 2.1, 2.2, 2.10, and 2.12 focus on increasing meaningful parent input, monthly communication, and engagement of families of unduplicated students and students with exceptional needs. While ParentSquare usage reflects 100% monthly outreach (2.1), educational partner participation (2.2) and student perceptions of welcome (2.10, 2.12) reveal the need for more inclusive and inviting family practices.

Attendance and Participation Metrics
Metrics 2.5 (Chronic Absenteeism), 2.6 (Dropout), and 2.9 (ADA) track attendance-related outcomes. Despite targeted supports (PBIS, Restorative Practices, AttendanceWorks), chronic absenteeism increased by 14.3%, dropout rates nearly doubled, and student survey data (2.8) show a decline in school connectedness. Improving attendance is essential to ensure students access consistent instruction and graduate on time.

School Climate and Safety Metrics
Metrics 2.4 (Suspension), 2.7 (Expulsion), and 2.8 (Student Safety Perception) reflect CHYBA’s commitment to safety and discipline reform. While suspension and expulsion rates remain at 0%, student perception data show a significant decline in the percentage who feel connected to school, reinforcing the need for expanded SEL supports and positive school culture strategies.

Facilities and Learning Conditions Metric

Metric 2.3 measures the condition of facilities. The FIT score improved from 93.75% to 95.75%, indicating progress in maintaining clean and functional school spaces.

Academic Outcome Metric
Metric 2.11 (Graduation Rate) connects directly to student engagement and well-being. Graduation rates declined by 4.7%, emphasizing the need to re-engage students academically through holistic support systems.

This goal aligns with State Priorities 1, 3, 5, and 6 and is central to CHYBA's mission of cultivating lifelong learners through strong relationships, equitable supports, and intentional collaboration with families. The metrics chosen were prioritized by all stakeholder groups and will be used to track both the academic and emotional well-being of students, as well as the strength of home-school partnerships. Actions aligned to this goal will be regularly refined based on ongoing feedback and data analysis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1. Priority 3-A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. A School-wide communication outreach and monitoring system for all students including unduplicated students and students with exceptional needs.	Academic year 23/24: 100% monthly engagement as measured by ParentSquare Admin Dashboard.	Academic year 24/25: 100% monthly engagement as measured by ParentSquare Admin Dashboard. 12,340 Auto notices, 401 Direct Messages, 4 Smart Alerts, and 25 Posts.		100% monthly engagement as measured by ParentSquare Admin Dashboard.	0% difference.
2.2	2.2. Priority 3-A: Efforts the school district makes to seek parent input in making decisions for the	Academic year 23/24: Minimally, twice a year, Survey & Two-Way communication tools which include feedback	Academic year 24/25: Educational Partner Survey: 14 Participants.		Educational Partner Survey: 23 Participants.	Educational Partner Survey: -4 Participants.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school district and each individual school site. Parent Engagement & Informational Opportunities: Informative meetings, trainings, and collaborative input on topics of interest.	opportunities from parents will be provided on a variety of topics related to parent education, student academics, programs, climate, and engagement. Baseline Data: Educational Partner Survey: 18 Participants.				
2.3	2.3. Priority 1-C: Facilities in Good Repair • Local Indicator (Priority 1) Local Data	Academic year 23/24: State of California Facility Inspection Tool (FIT) Overall Rating = 93.75% "Good"	Academic year 24/25: State of California Facility Inspection Tool (FIT) Overall Rating = 95.75% "Good"		100% of all aspects of the FIT Tool for current and new sites.	Difference from Baseline: FIT Score: +2% for a GOOD Rating.
2.4	2.4 Priority 6-A: Pupil Suspension Rates: A Dashboard Suspension Rate: the % of students who have been suspended at least once in a given school year. • CA Dashboard->Suspension Rate Indicator DataQuest->Expulsion and Suspension->Expulsion Rate CALPADS->EOY3-	Academic year 23/24: 0% suspensions.	Academic year 24/25: 0% suspensions.		The target outcome for Year 3 is 0% suspensions.	0% difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	>Report 7.10, 7.12 & 1.21 Local Data					
2.5	2.5. Priority 5-B: Chronic Absenteeism Rates (Students who are absent 10% or more of the instructional days they were Enrolled). • CA Dashboard->Chronic Absenteeism Indicator DataQuest->Absenteeism CALPADS->EOY 3->Report 14.1 & 14.2 Local Data.	Academic year 23/24: 76% chronic absenteeism; came from EOY Calpads report within School Pathways. Reports/state federal/Calpads/EOY.	Academic year 24/25: 91.3% chronic absenteeism for 24/25.		Lower Chronic Absenteeism by 2% per year for a total of 6% over three years. Target Three-year Outcome: 70% Chronic Absenteeism	Difference from Baseline: +14.3% Chronic Absenteeism
2.6	2.6. Priority 5-D: High School Drop-Out Rates (one-year, not cohort): • " DataQuest->One-Year Adjusted Cohort Outcome • Local Data	Academic year 23/24: 3.7% Dropout Rate as measured in School Pathways.	Academic year 24/25: 7.17% Dropout Rate as measured in School Pathways.		Target Outcome: Less than 5% Dropout rate.	Difference from Baseline: +3.47% Dropout Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	2.7 Priority 6-B: Pupil Expulsion Rates: A Dashboard Expulsion Rate: % of students who have been expelled at least once in a given school year.	Academic year 23/24: 0% Expulsions	Academic year 24/25: 0% Expulsions		The target outcome for Year 3 is 0% expulsions.	No difference from Baseline.
2.8	2.8. Priority 6-C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Academic year 23/24: 50% of students indicated that parents are welcome to participate at this school 43.3% were neutral and 6.7% disagree 50% of CHYBA students feel that they are part of this school 40% were neutral and 10% disagree	Academic year 24/25: 28.6% of students indicated that parents are welcome to participate at this school 52.4% were neutral and 19% disagree. 14.3% of CHYBA students feel that they are part of this school 66.7% were neutral and 19% disagree.		Increase the % of students who feel that they are part of the school and who feel that parent input is valued by 3% each year for a total target outcome of 59%.	Difference from Baseline: -21.4% of students indicated that parents are welcome to participate at this school +9.15% were neutral and +12.3% disagree. -35.7% of CHYBA students feel that they are part of this school +26.7% were neutral and +9% disagree.
2.9	2.9 Priority 5-A: School attendance rates: • Local Data	79.03 ADA for 23/24 school year, School Pathways ADA Summary report for school year.	92.24 ADA for 24/25 school year, School Pathways ADA Summary report for school year.		CHYBA will increase average daily attendance rate by 5 ADA each year for a total increase of 15 ADA over a period	Difference from Baseline: +13.21 ADA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					of 3 years finishing the 3-year cycle at at least 94.03 ADA.	
2.10	2.10 Priority 3-B: How the school district will promote parental participation in programs for unduplicated pupils. CHYBA Staff participating in PL opportunities related to engaging parents/guardians in decision making.	Academic year 23/24: 50% of CHYBA students feel that they are part of this school 40% were neutral and 10% disagree 94.4% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 5.6% neither agree/disagree .	Academic year 24/25: 28.6% of students indicated that parents are welcome to participate at this school 52.4% were neutral and 19% disagree. 100% of the respondents to the Community/Parent /Staff Stakeholder Survey agree that the school values parent input while 0% are neutral or disagree.		Increase the % of individuals with unduplicated pupils who feel parents are welcome to participate at the school by 3% each year for a total target outcome of 59%. Maintain the number of respondents who agree the the school values parent input at values above 90%.	Difference from Baseline: -21.4% of students indicated that parents are welcome to participate at this school +9.15% were neutral and +12.3% disagree. +/-0% of the respondents to the Community/Parent /Staff Stakeholder Survey agree that the school values parent input while +/-0% are neutral or disagree .
2.11	2.11 Priority 5-E: High School Graduation Rates: CA Dashboard->Graduation Rate Graduation Rate CALPADS->Cohort-> Report 15.1 & 15.2 Local Data	Academic year 22/23: CA Dashboard: 52.1% graduated.	Academic year 23/24: CA Dashboard: 47.4% graduated.		CHYBA will increase the graduation rate by 2% each year accounting for a total increase of 6% to 58.1% over a period of 3 years.	Difference from Baseline: -4.7% graduated.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	2.12 Priority 3-C: How the school district will promote parental participation in programs for individuals with exceptional needs. CHYBA Staff participating in PL opportunities related to engaging individuals with exceptional needs.	Academic year 23/24: 50% of CHYBA students feel that they are part of this school 40% were neutral and 10% disagree 94.4% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 5.6% neither agree/disagree .	Academic year 24/25: 28.6% of students indicated that parents are welcome to participate at this school 52.4% were neutral and 19% disagree. 100% of the respondents to the Community/Parent /Staff Stakeholder Survey agree that the school values parent input while 0% are neutral or disagree .		Increase the % of individuals with exceptional needs who feel parents are welcome to participate at the school by 3% each year for a target outcome of 59%. Maintain the number of respondents who agree the the school values parent input at values above 90%.	Difference from Baseline: -21.4% of students indicated that parents are welcome to participate at this school. +12.4 were neutral and +9% disagree.

Goal Analysis [2024-25]

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

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

Regarding Action 2.1: The PLC, SART, and RTI Teams met regularly this year. The PLC Teams met monthly, the SART team met weekly on Fridays, and the RTI team met twice a month. Many successes resulted from the efforts of these teams. Including: The SART team made significant process in developing a framework that includes Absenteeism letters, home visits, attendance questionnaires, and other strategies. The RTI team's effort saw CHYBA students improve both their STAR Math scores as well as their STAR Reading scores with CHYBA also having their largest graduating class yet.

Regarding Action 2.2: CHYBA staff successfully participated in a wide range of training this year including: ACES Training, Narcan and Epi pen training from Shasta County, Armed Intruder training, Trauma-informed Care training, SEL Foundational Reminders, SEL Training, Edgenuity Training, VR Classroom Training, and Mental Health First Aid with Marcia Ramstrom among others.

Regarding Action 2.3: Self-Care methods and techniques were a part of multiple trainings completed this year. CHYBA also maintains a Wellness Area at our Churn Creek site that allows for all CHYBA staff to relax and utilize a full body massage chair for further decompression when desired. CHYBA also allows for staff to take multiple Mental Health days whenever necessary without the need for them to find coverage for their absence. However, there are still improvement needed in this area including: additional formal training on Self Care and the introduction of incentives and recognition for staff to help with fatigue and burn-out both of which are areas that CHYBA intends to continue improving upon.

Regarding Action 2.4: We were successful in recruiting and securing several new staff including an Independent Study teacher which allowed us to offer a robust and supportive Independent Study option that was utilized by multiple students. Also, we successfully continued to implement our model that allows for a varying level of privacy for student seating.

Regarding Action 2.5: We were successful in expanding facilities as we obtained an additional school site located at 2960 Hartnell Ave., Redding, Ca 96003. This site includes the following: a baseball field, outdoor and indoor basket ball courts, and outdoor seating. Upon acquisition, we immediately took the necessary steps to ensure that the site was compatible with our Comprehensive School Safety plan as well as with current safety standards, regulations, and protocols.

Regarding Action 2.6: This year we prioritized hiring and retaining staff to support CHYBA’s vulnerable student groups, including six Workforce Recovery team members and additional teaching, support, administrative, and fiscal staff, enhancing outreach and resource connections. The Student Attendance Review Team (SART) standardized templates for attendance and behavioral contracts, improving management of absenteeism and behavior issues. Finalizing an MOU with a Mental Health Counselor remains ongoing but represents meaningful progress. Integration challenges due to new hires were effectively addressed through targeted training and clear role definitions, significantly strengthening CHYBA's supportive environment and boosting student attendance and engagement.

Regarding Action 2.7: CHYBA successfully implemented the Coordination of Services Team (COST) model, with the team meeting multiple times throughout the year to address the needs of targeted students. Each meeting focused on specific students and provided tailored interventions and connections to essential resources. A key success was the onboarding of a new Case Manager, Amy Claxton, who, despite being in her first year, supported dozens of families through intake appointments, needs assessments, and direct connections to services such as housing, food, clothing, mental health care, and more. These efforts were strengthened through partnerships with agencies including One Safe Place, the City of Redding, the SMART Center, Hill Country, Shasta Community Health Center, and the Shasta County Office of Education.

Regarding Action 2.8: CHYBA successfully implemented its Behavior System integrating SEL, PBIS, and MTSS frameworks. This comprehensive approach promoted a positive and respectful school climate, contributing to a record-setting graduating class and a significant decrease in major behavioral incidents, particularly in the frequency and severity of physical fights. The system emphasized Restorative Justice practices, kindness, and clearly defined expectations with consistent consequences. These efforts resulted in a 0% suspension and expulsion rate for the year. While the core components were implemented as planned, the success of the system exceeded

expectations in terms of behavior outcomes and school culture. A notable success was the widespread staff buy-in and consistency in enforcement

Regarding Action 2.9: CHYBA successfully implemented and expanded its transportation and support services for at-risk, foster, and homeless students. This included hiring two additional driving staff, purchasing two new vehicles, and replacing one that was damaged in an accident. The transportation system was further strengthened by introducing maintenance protocols, staff procedures for vehicle cleanliness and damage checks, and clearer expectations for families and students. Additionally, CHYBA's Case Manager worked diligently throughout the year to support students and families in this demographic, providing direct assistance and coordinating access to essential resources such as food, clothing, and school supplies. These combined efforts helped eliminate barriers to school attendance and engagement. A notable challenge was addressing student-caused vehicle damage, which was met with the introduction of accountability measures and behavior guidelines. Overall, implementation exceeded expectations, resulting in a more effective and supportive system.

Regarding Action 2.10: CHYBA effectively implemented its communication strategies this year, with no major deviations from the planned actions. The school continued to promote its Open Door Communication Policy, allowing parents and stakeholders to meet with administrators—particularly the principal—at any time without an appointment, whether in person, via phone, or Zoom. This approach fostered trust and transparency with families. Additionally, CHYBA exceeded prior years in the frequency and consistency of communication through ParentSquare, including daily, weekly, and monthly updates. The transportation department maintained regular communication with families to support safe and timely student transport, and the SART team issued multiple correspondences regarding attendance and chronic absenteeism. While implementation was largely successful, a continued challenge is ensuring that all parents fully engage with digital platforms, particularly those with limited access or digital literacy. Nonetheless, overall efforts significantly improved two-way communication and strengthened school-community connections.

Regarding Action 2.11: CHYBA successfully implemented multiple elements of its parent education and support program, creating meaningful opportunities for families and stakeholders to engage with school resources and decision-making. Key events included FAFSA Night, which guided students and families through the financial aid process; Stakeholder Resource Night, which brought together community organizations and families to foster connection and access to services; and the Alcohol Awareness Event, hosted in partnership with the Shasta County Office of Education, to educate families and students on the risks associated with alcohol use. These events aligned with planned actions and emphasized both education and community-building. There were no major deviations from the plan; however, a challenge remained in maximizing turnout among harder-to-reach families, which CHYBA continues to address through improved outreach and accessibility efforts. Overall, implementation was successful in strengthening engagement, improving access to critical resources, and supporting student and family progress toward personalized success goals.

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.

Goal 2 also showed variances between planned and actual expenditures. Actions 2.2 and 2.3 (related to school culture and staff incentives) were underspent due to a shift toward internally led professional development and support from Shasta County Office of Education, which provided the services free of charge. Conversely, Action 2.6 (Student Attendance Support Staff) incurred higher-than-expected costs due to increased staffing needs and expanded hours to meet student demand. Action 2.5 (Facilities Expansion) was lower than anticipated due to a

realignment of long-term facilities investments under a separate capital project plan. These adjustments reflect the LEA's efforts to reallocate funds based on effectiveness and strategic needs.

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

Regarding Action 2.1: The implementation of Action 2.1 was effective in driving progress toward improved student attendance and academic outcomes. Regular meetings by the PLC, SART, and RTI teams allowed for data-driven interventions. The SART team developed and utilized a strong attendance intervention framework, while the RTI team contributed to measurable academic gains, including improved STAR Math and Reading scores. These collaborative structures supported a more responsive, coordinated approach to student needs.

Regarding Action 2.2: Action 2.2 has been effective in equipping CHYBA staff with critical skills to support student well-being and engagement. Training sessions on trauma-informed care, SEL, ACES, armed intruder response, and Mental Health First Aid contributed to a stronger school climate and staff preparedness. While informal feedback from staff was positive, further evaluation of classroom implementation will guide continuous improvement.

Regarding Action 2.3: This action was moderately effective in supporting staff wellness. The availability of a wellness area and mental health days positively impacted staff morale. However, reflections indicated a need for additional formal training and recognition efforts to address burnout more proactively. Current efforts laid a strong foundation, but further development is needed to maximize long-term impact.

Regarding Action 2.4: Action 2.4 was effective in supporting personalized learning through successful staff recruitment, including an Independent Study teacher. The resulting program allowed multiple students to access flexible, supportive learning options. Additionally, the continued implementation of personalized student work areas contributed to increased focus and comfort. These efforts strengthened both academic support and student autonomy.

Regarding Action 2.5: The acquisition of the Hartnell site was highly effective in advancing the goal of providing clean, safe, and flexible learning environments. The site's features—including athletic and outdoor learning spaces—aligned well with CHYBA's instructional and SEL priorities. Upgrades made in accordance with safety protocols ensured compliance and readiness, positioning the school for successful campus unification next year.

Regarding Action 2.6: This action has been effective in building a comprehensive support network for unduplicated students. Hiring of new support staff—including a dedicated Mentor Coordinator and CHYBA Workforce Recovery staff—improved engagement and access to services. The development of behavior and attendance contracts also contributed to early intervention efforts. While integration of new hires posed initial challenges, the action has overall advanced the goal of reducing chronic absenteeism and improving student support.

Regarding Action 2.7: Action 2.7 was highly effective in increasing access to services for at-promise youth. The successful implementation of the COST model and the work of CHYBA's Case Manager led to dozens of families receiving support for housing, food, mental health, and other basic needs. Partnerships with organizations such as One Safe Place and Hill Country were instrumental in this success, helping reduce barriers to student attendance and engagement.

Regarding Action 2.8: The implementation of Action 2.8 has proven highly effective in making progress toward the goal of cultivating a respectful and safe school environment. CHYBA's integrated Behavior System, rooted in MTSS, PBIS, and SEL frameworks, directly contributed to a dramatic reduction in major behavior incidents. Notably, the school saw a 75% decrease in physical fights compared to the previous year, with a marked reduction in both frequency and severity. Furthermore, CHYBA achieved a 0% suspension and expulsion rate, demonstrating the success of equitable discipline strategies and restorative practices. The positive impact of these interventions also correlated with a record number of CHYBA graduates, resulting in the school's largest graduating class to date. These outcomes suggest that the actions under this goal are not only effective but essential to continued improvement in school culture and student outcomes.

Regarding Action 2.9: The actions implemented under Action 2.9 have been effective in making progress toward the goal of eliminating barriers to school attendance for at-risk, foster, and homeless students. The expansion of CHYBA's transportation program, including hiring additional drivers and acquiring new vehicles, significantly improved reliability and access for students who previously faced transportation challenges. The introduction of vehicle protocols and clearer expectations also increased accountability and reduced disruptions. Additionally, the work of CHYBA's Case Manager in connecting students and families to critical resources such as food, clothing, and school supplies played a key role in supporting consistent attendance and engagement. These combined efforts contributed to improved ADA rates when compared to previous years.

Regarding Action 2.10: The actions implemented under Action 2.10 have been highly effective in making progress toward the goal of improving communication and engagement with parents and educational partners. CHYBA's Open Door Communication Policy has provided consistent, real-time access to school leadership for parents and stakeholders, helping build trust and responsiveness. Communication through ParentSquare has significantly increased in both frequency and reach, with 100% monthly engagement recorded on the ParentSquare Admin Dashboard. Specific outputs included 12,340 auto notices, 401 direct messages, 4 smart alerts, and 25 posts—demonstrating a robust and consistent communication stream. In addition, the transportation team and SART team maintained regular outreach, further supporting strong two-way communication across departments. These efforts have strengthened relationships with families and ensured that students, parents, and partners are better informed and more connected to CHYBA's programs and expectations.

Regarding Action 2.11: The actions implemented under Action 2.11 have been effective in making progress toward the goal of increasing parent and educational partner engagement. Events such as FAFSA Night, Stakeholder Resource Night, and the Alcohol Awareness Event successfully connected families with critical information and services while strengthening community ties. Through these events, CHYBA served several hundred students and stakeholders cumulatively, providing meaningful opportunities for education, support, and partnership. Participation and feedback from families indicated that these offerings were valuable and helped reduce barriers to student success. While there is still room to grow in reaching all families consistently, the actions taken to date have laid a strong foundation for ongoing engagement and support.

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

Regarding Action 2.1: No changes were made to planned goal(s), metrics, target outcomes, or actions for the coming year.

Regarding Action 2.2: The only significant change we made was to the metric itself, shifting from a percentage-based metric to a numerical one that tracks the total number of overall survey participants.

Regarding Action 2.3: Reflections on prior practice for Action 2.3 affirmed that current efforts—such as providing wellness resources, mental health days, and incorporating self-care into staff training—are positively supporting staff well-being. While areas for continued growth have been identified, no formal changes to the planned goal, metrics, or actions are being made at this time. CHYBA will continue to monitor staff feedback and adjust as needed to support long-term sustainability.

Regarding Action 2.4: Reflections on prior practice for Action 2.4 indicate that current efforts to recruit staff, provide Independent Study, and offer personalized work areas have been effective in meeting student needs. No changes are planned for the coming year, as the implementation model continues to support individualized learning environments and strong staff-student relationships. CHYBA will continue monitoring student participation and outcomes to ensure ongoing success.

Regarding Action 2.5: Reflections on prior practice for Action 2.5 confirmed that the expansion to the new Hartnell Avenue site successfully supported CHYBA's goals related to safety, wellness, and instructional space. Based on this success, CHYBA will make several key adjustments for the coming year. We have ended our lease at the Industrial site and do not intend to start the year with students at the Airport site. Instead, our goal is to bring all students and staff under one roof at the Hartnell location. We have secured the lease for the entire building, greatly expanding our available square footage compared to last year, which will allow us to accommodate this unified campus model. These changes are expected to further enhance school culture, streamline operations, and improve access to instructional and wellness resources.

Regarding Action 2.6: Reflections on prior practice led to the decision to finalize the Mental Health Counselor MOU promptly and further enhance training and role clarity for new staff to streamline integration and effectiveness. Additionally, refined metrics will focus explicitly on attendance and behavior improvement outcomes to measure the impact of increased staffing and support clearly.

Regarding Action 2.7: Reflections on prior practice for Action 2.7 affirmed that the COST model and the addition of a dedicated Case Manager significantly improved student and family access to essential services. As a result, CHYBA will maintain its current goals and actions while expanding the role of the Case Manager to include stronger documentation of service outcomes. Metrics for the coming year will include more detailed tracking of referrals and services provided.

Regarding Action 2.8: Reflections on prior practice for Action 2.8 indicate that the implementation was successful. As such, no changes are being made, and the goal, metrics, target outcomes, and actions will be implemented as planned for the coming year.

Regarding Action 2.9: Reflections on prior practice for Action 2.9 highlighted the success of CHYBA's transportation and resource supports in reducing barriers to attendance for at-risk, foster, and homeless students. Building on this success, CHYBA will introduce the CHYBA Workforce Recovery Team in the coming year. This new initiative is designed to make a greater impact not only within the school but also in the broader community by addressing barriers to obtaining reliable employment. While no changes are being made to the original goal, this expanded action supports the same mission of eliminating obstacles to stability and engagement for CHYBA students, their families, and community members.

Regarding Action 2.10: Reflections on prior practice for Action 2.10 affirmed that CHYBA's communication strategies—especially the Open Door Policy and expanded ParentSquare usage—have been highly effective in fostering engagement with families and stakeholders. As a result, no changes are being made to the planned goal, metrics, target outcomes, or actions for the coming year. CHYBA will continue to build on these strengths and maintain consistent, multi-platform communication to keep the school community informed and connected.

Regarding Action 2.11: Reflections on prior practice for Action 2.11 confirmed the value and effectiveness of CHYBA's parent engagement events in supporting student and family success. As a result, no changes are being made to the planned goal, metrics, target outcomes, or actions for the coming year. CHYBA will continue to build on this momentum by offering similar events and maintaining its focus on accessible, resource-rich experiences that empower families and strengthen school-community partnerships.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Support: Interventions and Incentives	PLC/RtI/SART team and Community Circle/PLP Advocates will meet regularly (weekly) to monitor student attendance data, utilize Attendance Works strategies and generate chronic absenteeism plans, including home visits and student/family incentives, and SCOE's program- Community Connect.	$86,000.00	No
2.2	Building a Positive School Culture, informed by SEL, PBIS Trauma-Informed Care, and Restorative Practices	School personnel will participate in training on Social Emotional Learning, ACES, Restorative Practices, PBIS, trauma-informed care, etc. from the CDE, Shasta County, Trinity County, and other providers including internally. For staff to implement school-wide practices, needed materials and supplies will be purchased to implement this training. All students and staff will participate in Mental Toughness, daily Community Circles, including interacting with materials for engaging activities and training stipends may be offered to staff, as appropriate.	$13,000.00	No
2.3	Staff Self-Care, Incentives, Professional Development Training, and	Training, resources, supports, and events will be developed to encourage staff to prioritize self-care as they deal with compassion fatigue and the rigors of working with students who have experienced ACEs and trauma.	$12,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Recognition to maximize staff retention and quality			
2.4	Personalized Work Areas, Smaller Class Size, Independent Study opportunities	Recruit and secure staffing to accommodate small class sizes; Provide Independent Study; and Personalized Work Areas (which may require additional facility area.) This action will facilitate a variety of personalized learning settings, while developing greater staff-student contact.	$102,000.00	No
2.5	Expanding Facilities: Clean, Well-Maintained, Safe, and Functional Facilities	Provide expanded facilities for growing enrollment and SEL needs to ensure: clean, safe, and well-maintained facilities to allow for adequate campus safety/school culture; whole group and small group instruction, personalized learning areas, active and outdoor learning areas, and CTE pathway facilities, with a focus on the wellness of each student and staff member.	$28,815.00	No
2.6	Support staff enhances and improves student attendance, engagement, and well-being	Hire and retain staff to support students who are low income, homeless, Foster Youth, and English learners. This effort will utilize regular contact and connect targeted families with community resources, focusing on students with or approaching chronic absenteeism. Provide incentives for students and families as appropriate to encourage consistent attendance and engagement. This action includes increased counseling and behavior support, support from the Case Manager, Attendance Specialist, Home Liaison, MTSS Specialist, MTSS Coordinator, Behavior Specialist, and other support staff to address and support student and family barriers related to basic needs, social-emotional well-being , and will offer community outreach programs aimed at improving student graduation rates and reducing chronic absenteeism. The low achievement of these students is often due to barriers beyond school. Therefore, unduplicated student data indicates that these populations would benefit most from this support and coordination of services with CHYBA staff and community partners. Increase counselor support and Mental Health support for homeless (students/families in transition) and continue to support increased school	$95,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling to increase attendance, behavior and social/emotional support and decrease suspension rates and chronic absenteeism for unduplicated pupils, with special attention to student groups that have performance gaps. Support staff utilize SBIRT, Motivational Interviewing, and Mentoring to support students with various barriers to success. Behavior, attendance, and academic contracts/agreements and incentives will be instituted for unduplicated pupils, with special attention to student groups that have performance gaps and chronic absenteeism. We will be evaluating survey results from parents, staff, pupils, and other community partners to monitor effectiveness.		
2.7	Community support services and related incentives for low income, unsheltered & foster youth in collaboration with COST	Provide at-promise youth (EL, FY, LI, unsheltered and special needs students) with services specifically designed to address barriers. Community partners will be utilized to provide services to these students/families; Community partners and CHYBA staff will collaborate regularly in a Coordination of Services Team (COST) to address services and materials needed by CHYBA students, and incentive follow-through on these services and plans accepted by students and their families to achieve better attendance, more school engagement, progress on personalized plans, etc. We will be monitoring absenteeism data to evaluate this action for effectiveness.	$3,000.00	Yes
2.8	Systemic MTSS Enhancement: Programs, Materials and Support.	Provide professional development and enhanced programs related to cultivating respectful and safe schools through the use of an all-in-one solution to scale consistent student supports with MTSS, PBIS, and RTI frameworks, including equitable discipline strategies, and Tier 1, Tier 2, and Tier 3 interventions, as part of CHYBA's commitment to implementing a Multi-Tiered System of Support that promotes Equity for All Student Groups/Staff/Families.	$44,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Systemic SEL is an approach to creating equitable learning conditions that actively involve all students in learning and practicing social, emotional, and academic competencies as part of CHYBA's commitment to implementing a Multi-Tiered System of Support, Materials, curricula, and incentives will also be purchased. We will be evaluating survey results from parents, staff, pupils, and other community partners to monitor effectiveness.		
2.9	At-Risk, Foster Youth & Homeless Supports (Transportation, etc.).	Provide transportation and other resources (e.g., bus passes, taxi service, van rides, clothing, school supplies, food) to eliminate barriers to attending school for At-Risk, Foster Youth, and Homeless students. We will be monitoring Absenteeism data to evaluate this action for effectiveness.	$3,500.00	Yes
2.10	Sustain and Improve School- wide Communication & Engagement for Students, Educational Partners, and Staff	Continue to improve communication strategies and structures (Including Communication, Notification, and Information Systems) for timely and easy access to information, support, and resources so that parents and other educational partners are engaged and included. Utilize the new school website, student information system, and social media platforms, and other systems to inform parents/guardians and students of CHYBA's programs and opportunities, and increase two-way communication with parents/guardians and students. Also explore similar systems to recruit new students and keep the entire school community connected.	$2,500.00	No
2.11	Educational Partner Outreach	Continue development and implementation of a parent education and support program that provides workshops, resources and guidance to enable parents and other educational partners to support CHYBA students and allow students and families to reach their personalized success goals.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Develop and implement focused outreach to parents/guardians/students, including building greater understanding and utilization of technology, student achievement and progress portals, parent education services, social service supports, child nutrition services, health services, etc. to better support family success and to empower families and give them opportunities for input. Provide childcare and food/supplies for parents and educational partners to attend classes, events, meetings, and activities at CHYBA. Parent/Student Engagement in School Leadership & Decision-Making: Broaden parent/student engagement in learning through their participation in voluntary efforts, attendance at community forums and other events, participation in leadership positions at CHYBA [Youth Policy Committee and the Parent Advisory Committee (PAC), as well as representation on other decision-making groups] and providing ongoing feedback on areas of celebration and areas of improvement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student engagement through various strategies, in particular Career and TechnicalEducation (CTE) participation and completion, so that all students are college and career ready: Provide added relevance and engagement for students through CTE activities, supplies, and materials in career pathways that support college and career readiness and serve as a dropout prevention strategy.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

CHYBA developed Goal 3 to increase student engagement, enhance career readiness, and reduce dropout risk by expanding access to high-quality Career and Technical Education (CTE), mentoring, and personalized graduation planning. This goal addresses the need to improve both participation and completion in college and career readiness programs, especially for CHYBA’s high-risk and unduplicated students.

Self-study findings indicate the need to increase the relevance and level of engagement provided by our curriculum and instructional strategies in an effort to ensure CHYBA's graduates are properly engaged and thus prepared for finding life-long, sustainable employment and are college ready.

CTE Participation and Completion Metrics (Metrics 3.1 and 3.2):
CTE engagement has increased substantially at CHYBA. The percentage of students completing a full CTE pathway rose from 1% to 4.9%, and participation in at least one CTE course increased from 53% to 58% over the past year. These trends show meaningful improvement, but overall completion rates remain low and reflect the need for ongoing investment in pathway alignment, support, and student access to industry-relevant training.

College and Career Indicator (CCI) and Graduation Alignment (Metric 3.3): CHYBA's CTE and advisory teams have prioritized individualized graduation and career planning. Despite these supports, the graduation rate for socioeconomically disadvantaged students remains low (49.1%), reinforcing the importance of this goal as a dropout prevention and engagement strategy aligned with Priority 5.

Employability Skills via EDGE Modules (Metric 3.4):
Completion of EDGE employability modules declined from 9.5% to 4.6%, identifying a clear area for improvement in preparing students with life skills, soft skills, and workplace readiness. This drop may reflect inconsistent implementation or staffing shifts and highlights the importance of renewing efforts toward employability skill-building.

Mentorship Support (Metric 3.5):
After a year without program leadership, CHYBA reinstated its mentorship program midway through 2024–25. As a result, 18% of students were matched with mentors, up from 0%. Mentoring is critical for DASS students and supports both engagement and postsecondary transitions, and its expansion is a key driver of this goal.

Stakeholders—including students, parents, and staff—consistently identified relevance and preparation for life after high school as top priorities. This goal is grounded in both national research and local stakeholder input, with a focus on improving CTE participation, expanding guidance, and providing career-focused support structures to keep students engaged and progressing toward graduation and long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 Priorities 4-C, 4-D: CTE Completers: The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks. Percentage of pupils who have successfully completed A-G and CTE course requirements *CHYBA offers a full A-G curriculum through	Academic Year 23/24: 1% (2 students) CTE Pathway completers in 23/24 school year. CTE completers from CTE Pathways Oversight Report in School Pathways and divided by total cumulative enrollment from School Pathways	Academic Year 24/25: 4.9% (11 students) CTE Pathway completers in 24/25 school year.		To increase the percentage of CTE Completers by 2% each year for a total increase of 6% over three years. Our target outcome after three years is to have 7% CTE Completers.	Difference from Baseline: 23/24 Academic Year: 1% (2 students) CTE Pathway completers in 23/24 school year Current Academic Year: 4.9% (11 students) CTE Pathway completers in 24/25 school year. Difference from Baseline: +3.9% (11 students) CTE Pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Edgenuity but does not offer College Preparatory courses.					completers in 24/25 school year.
3.2	3.2 Priority 4-C: CTE Completers: The percentage of students participating in career pathway activities and receiving credits in career pathway coursework.	Academic Year 23/24: 53% of students participated in at least 1 CTE Pathway; Used Civil Rights report and divided by total cumulative enrollment for 23/24 which was 177.	Academic Year 24/25: 58% of students participated in at least --- CTE Pathway; Used Civil Rights report and divided by total cumulative enrollment for 24/25 which was 223.		To increase the percentage of students participating in CTE by 3% each year for a total increase of 9% over three years. Our target outcome after three years is to have 62% students participating in CTE.	Difference from Baseline: 23/24 Academic Year: 53% of students participated in at least 1 CTE Pathway Current Academic Year: 58% of students participated in at least 1 CTE Pathway Difference from Baseline: +5% of students participated in at least 1 CTE Pathway.
3.3	3.3 Priority 5-E: High School Graduation Rates: Advisors and CTE staff help students track course credits and graduation path.	Academic Year 22/23: 50% Graduation Rate of Socioeconomically disadvantaged students as reported on the California School Dashboard.	Academic Year 24/25: Academic Year 23/24: 49.1% Graduation Rate of Socioeconomically disadvantaged students as reported on the		Academic Year 22/23: 50% Graduation Rate of Socioeconomically disadvantaged students as reported on the California School Dashboard.	Difference from Baseline: -0.9% graduation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			California School Dashboard.			
3.4	3.4 Priority 4-C: CTE Completers: The percentage of students who complete EDGE courses for employability skills.	Academic Year 23/24: 9.5% (5 students) completed EDGE modules (EDGE completions divided by the cumulative Senior enrollment; filtered out the CAEP students from count in School Pathways 6/21/2024).	Academic Year 24/25: 4.6% (3 students) completed EDGE modules (EDGE completions divided by the cumulative Senior enrollment; filtered out the CAEP students from count in School Pathways.		To increase the percentage of students participating in EDGE Modules by 2% each year for a total increase of 6% over three years. Our target outcome after three years is to have 15.5% students participating in CTE.	Difference from Baseline: 23/24 Academic Year: 9.5% (5 students) completed EDGE modules Current Academic Year: 4.6% (3 students) completed EDGE modules Difference from Baseline: -4.9% of students participated in at least 1 CTE Pathway.
3.5	3.5 Priority 5-E: High School Graduation Rates: Mentor Matches.	Academic Year 23/24: 0% of CHYBA student received mentor matches as a result of the removal of our Mentor Coordinator due to a lack of funding. This program resumed midway through the 2024-2025 academic year.	Academic Year 24/25: 18% of CHYBA student received mentor matches during the 2024-2025 academic year.		Increase overall mentor matches by 2% each year for a total of 6% increase over 3 years.	Difference from Baseline: 23/24 Academic Year: 0% of CHYBA student received mentor matches Current Academic Year: 18% of CHYBA student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						received mentor matches Difference from Baseline: +18% of CHYBA student received mentor matches

Goal Analysis [2024-25]

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

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

Regarding Action 3.1: Overall, the implementation of this action aligned closely with our original plan. We successfully hired an additional Licensed Construction professional to enhance education and crew management, retained four new support staff members (SSAs and Instructional Aides), and relaunched our Mentor Program under a newly hired Mentor Coordinator. Additionally, the newly formed CHYBA Workforce Recovery team has actively begun providing enhanced employment support. There were no substantive differences from the planned actions, and the swift onboarding of qualified staff has positively impacted student engagement, dropout prevention efforts, and career readiness activities.

Regarding Action 3.2: CHYBA successfully implemented and expanded its Career Technical Education (CTE) offerings during the year, with several notable developments that aligned closely with the planned actions. The CTE Construction program was strengthened by hiring an additional licensed contractor, which allowed the program to serve dozens of unduplicated students while simultaneously supporting socioeconomically disadvantaged families through community-based projects. This dual impact highlighted the program's effectiveness in providing hands-on learning and real-world service opportunities. In addition, the Culinary Arts program continued to grow, with plans to build a commercial kitchen in the new facility and the potential onboarding of a prominent local chef to enhance instruction. CHYBA also launched its first year of the Paxton-Patterson CTE Kit program, successfully managed by a student funded through the Department of Rehabilitation (DOR), offering meaningful work experience. While no significant deviations occurred from the original plan, CHYBA went beyond initial expectations by exploring additional CTE pathways, including Cosmetology and Early Childhood Education.

Regarding Action 3.3: The implementation of Action 3.3 was highly successful and aligned closely with the planned actions. CHYBA continued to provide comprehensive, start-to-finish transportation services for students participating in all available CTE pathways. In addition to supporting internal CTE programs, CHYBA expanded opportunities for students by offering transportation to multiple Shasta College CTE academies and events, including the Non-Traditional Employment for Women event. The school covered all related expenditures, ensuring that cost and transportation were not barriers to participation. There were no substantive deviations from the original plan. A key success was

the seamless coordination of transportation logistics, which enabled strong student turnout and engagement in career exploration activities. A minor challenge involved scheduling transportation staff across multiple locations and events, but this was mitigated through proactive planning and flexible staffing. Overall, the action significantly supported equitable access to CTE opportunities and real-world experiences for unduplicated students.

Regarding Action 3.4: The implementation of Action 3.4 was carried out as planned. The Accountant Analyst successfully managed and monitored funding for CTE Pathways and MTSS supports, ensuring compliance with federal, state, and local grant requirements. There were no substantive differences between planned and actual actions. The timely and accurate allocation of funds directly supported interventions and resources for low-income, foster youth, English Learners, and homeless students. No significant challenges were encountered during implementation.

Regarding Action 3.5: The overall implementation of Action 3.5 was highly effective and aligned closely with the original plan. The Job Developer provided consistent support throughout the year, including resume development, work permit processing, mock interviews, and regular follow-up with students. These efforts led to successful job placements for dozens of students at local businesses such as Waterworks Park, the Department of Rehabilitation, Little Caesars, Niu Hawaiian BBQ, Taco Bell, Jeff’s Cattle Company, Burrito Bandito, and Chuck E. Cheese, among others. Additionally, CHYBA’s Construction program delivered OSHA and construction safety certifications, while the Culinary Arts program provided students with Food Handler's and basic kitchen safety certifications. A significant enhancement to the planned actions was CHYBA’s hands-on support in helping students obtain essential employment documents, such as state IDs and Social Security cards. Staff accompanied students to the DMV and Social Security office and covered necessary fees to remove barriers to employment readiness. There were no substantive differences between planned and actual implementation, but the expanded wraparound support for employment documentation was a noteworthy success that went beyond initial expectations. Overall, the action significantly advanced employability and job readiness for CHYBA students.

Regarding Action 3.6: The overall implementation of Action 3.6 aligned with the original goal of expanding facility access to support CTE pathway growth and student engagement. CHYBA has actively adapted to evolving facility needs by refining its strategy to prioritize unifying students and staff on a single school site. This approach has been driven by the need for greater efficiency, streamlined operations, improved supervision, and more cohesive student support. While the original plan emphasized both on-site and off-site expansion, the implementation shifted toward consolidating programs and services at a central location—specifically, the Hartnell site and the ongoing development of CHYBA’s brand-new school campus. Despite these strategic adjustments, CHYBA has continued to expand enrollment, ADA, and pathway participation, demonstrating that facility planning has effectively supported program growth. One challenge has been managing facility transitions while maintaining continuity of services; however, this has been successfully mitigated through proactive planning and resource allocation. Overall, implementation has been both flexible and forward-thinking, positioning CHYBA for sustainable, long-term expansion.

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

Material differences in Goal 3 were largely driven by rapid program expansion and facility planning adjustments. Action 3.2 (CTE Equipment and Supplies) had much higher actual costs than planned due to unanticipated needs for outfitting the Paxton Patterson lab to focus on increased hands-on engagement activities. Action 3.3 (Travel and College/Career Activities) also exceeded projections due to greater-than-expected student participation in Shasta College events. In contrast, Action 3.5 (WBL/Internships) had lower actual expenditures, primarily because expenses were covered by other grants. These shifts reflect CHYBA's commitment to equity and access in high-engagement CTE environments.

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

Regarding Action 3.1: The actions implemented under Action 3.1 have been highly effective in supporting CHYBA's goal of enhancing student engagement, dropout prevention, and college and career readiness. The hiring of an additional Licensed Construction professional allowed for improved instruction and project management within the CTE Construction program. The addition of four new support staff (SSAs and Instructional Aides) provided increased academic and social-emotional support to students, particularly those who are first-generation college-bound, low-income, English Learners, or foster youth. The relaunch of the Mentor Program under the direction of a newly hired Mentor Coordinator reestablished critical relationship-based support, while the CHYBA Workforce Recovery team began delivering targeted employment services to students and, significantly, to members of the surrounding community as well. These efforts have directly contributed to improved student engagement and preparedness for postsecondary success, with early signs indicating increased student retention and participation in career-related programming.

Regarding Action 3.2: The actions implemented under Action 3.2 have been highly effective in advancing CHYBA's goal of preparing students—particularly low-income, English Learner, and at-risk youth—for college and career readiness through relevant CTE pathways. The expansion of the Construction program provided dozens of unduplicated students with hands-on training while delivering real-world benefits to disadvantaged families in the community. The continued growth of the Culinary Arts program, including plans for a commercial kitchen and mentorship from a professional chef, demonstrates strong forward momentum. The successful launch of the Paxton-Patterson CTE Kit program and the employment of a CHYBA student through the Department of Rehabilitation further reflect progress in connecting students with meaningful, skill-building opportunities. Notably, CHYBA experienced a 5% overall increase in student participation in CTE pathways this year, signaling strong student interest and engagement. These combined efforts indicate that CHYBA is effectively leveraging CTE as a strategy to promote equity, engagement, and workforce preparation.

Regarding Action 3.3: The actions implemented under Action 3.3 have been effective in increasing access and participation in CTE-related activities and career exploration opportunities for unduplicated students. By providing full transportation services to all internal pathway programs (CTE Construction and CTE Culinary Arts) and external events—such as Shasta College CTE Academies and the Non-Traditional Employment for Women event—CHYBA successfully removed a major barrier to participation. Covering all related expenses ensured equitable access for students regardless of financial circumstances. Student engagement in these field trips and activities has grown, and feedback from both staff and students indicates these experiences have positively influenced career awareness and postsecondary planning. As a result, the transportation support directly contributed to CHYBA's broader goal of promoting college and career readiness among its most underserved populations.

Regarding Action 3.4: Action 3.4 has been effective in supporting the goal of sustaining and expanding CTE Pathways and related MTSS interventions. The Accountant Analyst ensured accurate tracking, reporting, and management of federal, state, and local grant funds, allowing CHYBA to fully fund CTE programming and targeted supports for low-income, foster youth, English Learners, and homeless students. This fiscal oversight contributed to the successful implementation of programs and services aligned with student needs and equity goals.

Regarding Action 3.5: Action 3.5 has been highly effective in advancing CHYBA's goal of preparing students for employment through hands-on support, certifications, and direct job placement. The Job Developer consistently delivered employability training, including resume building, mock interviews, and job permit processing, which contributed to the successful connection of dozens of students with jobs at local businesses such as Waterworks Park, Little Caesars, Taco Bell, and others. CHYBA's Construction and Culinary Arts programs further strengthened career readiness by providing students with industry-recognized certifications, such as OSHA, construction safety, and Food Handler's cards. In addition, CHYBA went beyond the original scope of the action by directly assisting students in obtaining essential employment documents like state IDs and Social Security cards—including accompanying them to appointments and covering costs. These wraparound supports removed significant barriers to employment and directly contributed to increased workforce participation among CHYBA students. The collective impact of these efforts demonstrates strong progress toward preparing students for successful employment and postsecondary pathways.

Regarding Action 3.6: The actions implemented under Action 3.6 have been effective in supporting CHYBA's goal of expanding facilities to accommodate growing CTE pathways and improve student engagement and graduation outcomes. By strategically adapting to changing facility needs, CHYBA has advanced efforts to centralize its student body and programs on a single school site, promoting greater efficiency, stronger supervision, and improved support systems. These efforts have supported a sustained increase in student enrollment, average daily attendance (ADA), and CTE pathway participation. The ongoing development of CHYBA's new, larger school campus further reflects the long-term success of these actions and their alignment with both programmatic and operational growth. Overall, these facility-focused strategies have created a strong foundation for expanding access to high-quality, work-based learning experiences.

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.

Regarding Action 3.1: Reflections on prior practice for Action 3.1 confirmed that the current staffing model and support systems have been effective in meeting the needs of CHYBA's CTE students. As a result, no major changes are being made to the planned goal or core actions.

Regarding Action 3.2: Reflections on prior practice for Action 3.2 highlighted the success of CHYBA's current CTE offerings and the growing interest among students in career pathway opportunities. As a result, the core actions will remain the same.

Regarding Action 3.3: Reflections on prior practice for Action 3.3 confirmed that transportation support for CTE pathway participation and college exploration trips was highly effective in reducing access barriers for unduplicated students. As a result, no changes are being made to the planned goal or actions.

Regarding Action 3.4: Reflections on prior practice for Action 3.4 confirmed that the current approach to fiscal oversight and grant management is effective in supporting CTE and MTSS initiatives. As such, no changes are being made to the planned goal, metrics, target outcomes, or actions for the coming year. The Accountant Analyst will continue to ensure proper allocation and tracking of funds to sustain high-impact services for targeted student groups.

Regarding Action 3.5: No changes were made to planned goal(s), metrics, target outcomes, or actions for the coming year.

Regarding Action 3.6: Reflections on prior practice for Action 3.6 led to a strategic shift in facility planning. While the original goal of expanding on-site and off-site training spaces remains relevant, CHYBA is now prioritizing the unification of all students, staff, and pathways on a single campus. This adjustment is intended to improve operational efficiency, streamline support services, and foster a stronger, more cohesive school culture.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Staff support student success in enhanced CTE pathways	Provide additional support students in the CTE program, for example CTE Teachers/Director, Student Support Assistants, Job Developer, Project Coordinator (AmeriCorps), Woodshop/Construction Supervisor, Mentor Coordinator, etc. to enhance student engagement, provide drop-out prevention and recovery, employability and employment services, career and college readiness activities, including academic and career counseling and outreach to support student learning for first generation college bound students, English Learners, low income, and foster youth to ensure they are enrolled and successful in courses that will prepare them for college and career. We will monitor Mentor Match data to monitor the effectiveness of this action.	$184,040.00	Yes
3.2	CTE Courses/Tools/Supplies/ Materials/Equipment	Maintain and enhance relevant Career Technical Education (CTE) pathways, courses, and activities, with the materials, equipment, supplies, and tools to support these pathways; Provide funds to be used to address specific intervention and enrichment needs of low income, English Learner,	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and at-risk students for specific supports including needed supplies/materials to meet the goal of preparing students for CTE Pathways and to be college and career ready as defined and monitored. We will monitor CTE Completion Participation Rates to monitor the effectiveness of this action.		
3.3	Travel and activity expenses for CTE/College and Career-Ready activities	Support transportation for pathway participation/field trips/activities for unduplicated students; as well as college and tech school trips with school staff for targeted students; including drivers, fuel, field trips and activity expenses to support CTE pathways and explorations. We will monitor CTE Completer totals to evaluate the effectiveness of this action.	$500.00	Yes
3.4	Accountant analyst manages grants and evaluates funding necessary for CTE activities	Accountant analyst evaluates and manages funding necessary for the CTE Pathways and related MTSS supports; including monitoring and reporting on CTE grant funds tied to Federal, State and Local grants that provide CTE and MTSS interventions/resources to LI, FY, EL and homeless students. We will monitor CTE Completer totals to monitor the effectiveness of this action.	$40,000.00	No
3.5	CTE: Work-Based Learning (WBL) and internships, apprenticeships and pre-apprenticeships.	Job Developer and other CTE staff work together to provide employability skills, services, and programs, including work-based learning, internships, pre apprenticeships, apprenticeships and needed pre-service activities i.e. Food Handlers Cards, CPR certification, etc. We will monitor EDGE Module Total to evaluate the effectiveness of this action.	$32,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Expand Facilities for increasing pathway opportunities and enrollment	As pathways increase, additional facilities are needed on-site and off-site for training and work-based learning; rent/lease of facilities, and equipping these facilities will create additional opportunities for students to be actively engaged and graduate. We will monitor Graduation Rates of Socioeconomically Disadvantaged student to monitor the success of this action.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, CHYBA will increase engagement and improve the graduation rate of socioeconomically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

California Heritage YouthBuild Academy (CHYBA) developed this goal to address the needs of its socioeconomically disadvantaged students, who make up the vast majority of enrollment and continue to perform at the lowest levels on state indicators. In 2024, the graduation rate for this group was 54% (up from 49% in 2023), chronic absenteeism remained very high at 76.2%, and both ELA and Math stayed in the Red performance level. These outcomes confirm the urgency of targeted action to close gaps in achievement and engagement.

Stakeholders identified the need for more relevant and engaging curriculum, and national research strongly supports this direction. What Works Clearinghouse and the National Dropout Prevention Center both identify career and technical education (CTE), work-based learning, and strong school-community collaboration as evidence-based strategies to improve graduation, credit accumulation, and long-term career success. Randomized studies of Career Academies show graduates earn significantly more and persist in school at higher rates, while research on college and career counseling confirms its central role in guiding students toward postsecondary options.

Goal 4 integrates these strategies by strengthening CTE pathways, embedding academic rigor with relevance, expanding counseling and mentoring, and providing personalized and extended learning supports such as tutoring and summer enrichment. Small learning communities and project-based approaches will foster belonging and motivation.

Resources from the Equity Multiplier (beginning 2024–25) and the Learning Recovery Emergency Block Grant (LREBG) will directly support this goal through added teaching staff, a contracted mental health therapist, and expanded CTE and tutoring opportunities.

Because over 85% of CHYBA’s students are unduplicated — socioeconomically disadvantaged, foster, homeless, or English learners — Goal 4 ensures equitable access to high-quality education and career readiness opportunities, directly addressing the barriers most responsible for low graduation and engagement rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4.1 Priority 5-E: Highschool Graduation Rates: Percentage of socioeconomically disadvantaged students graduating	Academic Year 22/23: 50% Graduation Rate of Socioeconomically disadvantaged students as reported on the California School Dashboard.	Academic Year 23/24: 49.1% Graduation Rate of Socioeconomically disadvantaged students as reported on the California School Dashboard.		Increase the overall graduation rate of Socioeconomically disadvantaged students by 2% each year for a total increase of 6% over the course of three years. Our target outcome is to have 55.1% of Socioeconomically disadvantaged students graduating high school at the end of the three year cycle.	Difference from Baseline: 22/23 Academic Year: 50% graduation rate. 23/24 Academic Year: 49.1% graduation rate. Difference: -.9% graduation rate.
4.2	4.2 Priority 4-C and Priority 7-B: CTE Completion Rate and Programs and services developed and provided to unduplicated pupils: Percentage of socioeconomically disadvantaged students enrolled in CTE programs/certificates	Academic Year 23/24: 43% of socio-economic disadvantaged students participated in CTE programs.	Academic Year 24/25: 75% of socio-economic disadvantaged students participated in CTE programs.		Increase the amount of socio-economic disadvantaged students who participate in CTE programs who by 2% each year for a total increase of 6% over three years. Our target outcome is to have 49% of Socioeconomically disadvantaged students participate in CTE	Difference from Baseline: 23/24 Academic Year: 43% of socio-economic disadvantaged students participated in CTE programs. Current Academic Year: 75% of socio-economic disadvantaged students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					programs at the end of the three year cycle.	participated in CTE programs. Difference: +32% of socio-economic disadvantaged students participated in CTE programs.
4.3	4.3 Priority 4-A:Statewide assessments EdData: CAASPP English Language Arts Results by Economic Status	Academic Year 23/24: 0% of Socioeconomically disadvantaged students whose results exceeded the standard or met level 3 and level 4 in ELA.	Academic Year 24/25: 22.2% of Socioeconomically disadvantaged students whose results exceeded the standard or met level 3 and level 4 in ELA.		Increase the amount of socio-economic disadvantaged students who exceeded the standard or met level 3 and level 4 on the CAASPP English Language Arts assessment by 2% each year for a total increase of 6% over three years. Our target outcome over the 3 year cycle is to have 6% of Socioeconomically disadvantaged students exceeding the standard or meeting level 3 and level 4.	Difference from Baseline: 23/24 Academic Year: 0% Current Academic Year: 22.2% Difference: +22.2%
4.4	4.4 Priority 4-A: Statewide assessments:	Academic Year 23/24: 0% of	Academic Year 24/25: 3.7% of		Increase the amount of socio-	Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EdData: CAASPP Mathematics Results by Economic Status	Socioeconomically disadvantaged students whose results exceeded the standard or met level 3 and level 4 in Mathematics.	Socioeconomically disadvantaged students whose results exceeded the standard or met level 3 and level 4 in Mathematics.		economic disadvantaged students who exceeded the standard or met level 3 and level 4 on the CAASPP Mathematics assessment by 2% each year for a total increase of 6% over three years. Our target outcome over the 3 year cycle is to have 6% of Socioeconomically disadvantaged students exceeding the standard or meeting level 3 and level 4.	23/24 Academic Year: 0% Current Academic Year: 3.7% Difference: +3.7%
4.5	4.5 Priority 5-B: Chronic Absenteeism Rates among Socioeconomically Disadvantaged Students (missed 10% or more instructional days since enrollment). • EdData.org>Chronic Absenteeism>Chronic Absenteeism	Academic year 22/23 81.1% chronic absenteeism as listed on Ed-Data.org	Academic year 22/23: 75% chronic absenteeism as listed on Ed-Data.org		Lower Chronic Absenteeism among Socioeconomically Disadvantaged Students by 2% per year for a total of 6% over three years. Target Three-year Outcome: 70.25% Chronic Absenteeism	Difference from Baseline: -6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate>Socioeconomically Disadvantaged Students					

Goal Analysis [2024-25]

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

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

Regarding Action 4.1: The overall implementation of Action 4.1 was successful and aligned closely with the original plan, with one notable adaptation. Rather than hiring a standalone Personalized Plan Navigator, CHYBA appointed a highly qualified Teacher on Special Assignment (TOSA) to assume the role. This strategic shift proved effective, as the TOSA sourced a high-quality personalized planning curriculum and ensured it was accessible to all CHYBA students. She actively engaged a wide range of students in the planning process, guiding them through goal-setting, graduation tracking, CTE alignment, and connections to wraparound support services. While full implementation of the curriculum is planned for the 2025–26 academic year, substantial progress was made during the current year in laying the groundwork. A key success was the Navigator's ability to integrate academic, behavioral, and postsecondary planning into a cohesive student experience. One challenge was ensuring consistent engagement across all students given varying levels of readiness and attendance; however, the foundation built this year positions CHYBA for stronger student outcomes in the future. The work also contributed to sustained improvement in graduation rates over time, despite a minor year-over-year dip.

Regarding Action 4.2: This action was well implemented because we were able to hire a full-time Art teacher as well as additional staff member with an Art teacher with a multiple subject credential.

Regarding Action 4.3: This action was implemented as planned because we allowed for extra hours for CHYBA teachers and support staff to offer a more robust credit recovery program. This year we further honed our Credit Recovery guidelines to maximize reach, utilization, and integrity. Also, for the 24/25 academic year, we are offering the most robust Summer School Program, both in staffing and opportunities, to date.

Regarding Action 4.4: This action was highly successful in its implementation because CHYBA hired a team of 6 dedicated staff members to develop and launch the CHYBA Workforce Recovery Team. CHYBA spent the majority of the year creating the framework for the program while also hiring for related positions that include, but are not limited to, Case Manager, Project Manager, and Data Manager. This program fully launches at the beginning of the 2025/2026 year. This team will strive to provide students, their families, and community members with resources related to obtaining a job as well as with full start-to-finish support.

Regarding Action 4.5: Overall, the implementation closely matched our planned actions, with successful hiring and retention of key support staff and significant improvements to our student services and transportation systems. The only notable difference was the resignation of one SSA/Instructional Aide in December. Despite this, we maintained effective staffing levels and made substantial progress in student monitoring, mental health support, and attendance tracking, resulting in improved student engagement and access to necessary services.

Regarding Action 4.6 and Action 4.7: Actions 4.6 and 4.7 are newly developed, LREBG-funded actions that were designed based on findings from CHYBA's completed needs assessment. The assessment confirmed significant student needs in two core areas: (1) access to mental health services, and (2) individualized academic support in reading and mathematics. Both actions are scheduled for implementation beginning in the 2025–2026 academic year. Accordingly, no implementation occurred during 2024–2025. The implementation timeline aligns with strategic staffing, budgeting, and service planning. There are no substantive differences between the planned and actual implementation; these actions were always intended for launch in the upcoming year.

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

In Goal 4, expenditures diverged from projections primarily due to staffing and program enhancements. Action 4.1 (Personalized Plan Navigator) and Action 4.5 (Student Support Assistants) both incurred higher costs than anticipated, due to the full launch of these supports and funding the cost of these staffing additions. Action 4.3 (Credit Recovery) was underspent because another grant covered most of the summer school expenses. Action 4.6 and 4.7 (LREBG-funded services) were not implemented in 2024–25, as they are scheduled for full launch in 2025–26. These variances align with the shift toward proactive supports and long-term, campus-wide service delivery.

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

Regarding Action 4.1: The implementation of Action 4.1 has been effective in laying a strong foundation for personalized student support and postsecondary planning. A Teacher on Special Assignment (TOSA) successfully took on the role of Personalized Plan Navigator and sourced a high-quality curriculum aligned to the action's goals. She ensured that all CHYBA students had access to the curriculum and made a concerted effort to engage as many students as possible in the planning process. Although full implementation is set for the 2025–26 academic year, early progress is evident. Despite a slight year-over-year decrease in the graduation rate (-1.7%), CHYBA has experienced a relative increase of 71.5% in its average graduation rate over the past three years (rising from 29% to 49.75%) compared to the three years prior. This upward trend suggests that the foundational work of the Personalized Plan Navigator—along with expanded support systems—has contributed meaningfully to long-term student outcomes. The action has shown promising effectiveness, and with full implementation on the horizon, even greater gains are anticipated.

Regarding Action 4.2: The action was deemed effective because we broke our total graduation record, regarding total number of graduates on any given year, for a third consecutive year.

Regarding Action 4.3: This action was deemed successful because we had the largest graduating class in the history of CHYBA. The will support maintaining a significantly increased graduation rate over the course of the last 3 years.

Regarding Action 4.4: This action was highly successful as we were able to develop the framework for the program, the positions required for its implementation while also successfully hiring staff to fill all of the proposed positions. The team is now fully formed and has already begun garnering interest and developing a participant roster for next year.

Regarding Action 4.5: This action was successful because we hired five additional Student Support Assistants (SSAs) and Instructional Aides, retaining four after one resignation in December. We are currently finalizing an MOU for an additional Mental Health professional. These staff enhancements significantly improved our transportation system, attendance tracking, academic supervision, mentoring, and instructional support. They also ensured reliable access to mandatory off-campus case-managed counseling and support services, boosting overall student engagement and well-being.

Regarding Action 4.6 and Action 4.7: Since Actions 4.6 and 4.7 have not yet been implemented, there is no available data on effectiveness. However, both actions were developed in direct response to findings from CHYBA's needs assessment, which identified mental health and academic intervention as critical areas of support for socioeconomically disadvantaged students. The evidence base for both actions is strong: school-based mental health services and high-dosage academic support have been shown to improve attendance, engagement, and academic outcomes. Once implemented in 2025–26, effectiveness will be monitored using existing LCAP metrics for graduation rate and CAASPP performance in ELA and math.

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.

Regarding Action 4.1: Reflections on prior practice for Action 4.1 led to the strategic decision to continue utilizing a Teacher on Special Assignment (TOSA) as the Personalized Plan Navigator rather than hiring a separate staff member. This adjustment proved effective and will continue into the next academic year. While the original goals and actions remain unchanged, CHYBA will expand metrics to track the number of students with completed personalized plans and improvements in graduation rates. These refinements will help measure the deeper impact of the program as full implementation is achieved in the 2025–26 school year.

Regarding Action 4.2: Unfortunately, one of our credentialed art teachers resigned in April of 2025 and will not be with CHYBA for the 2025/2026 academic year. However, we are currently exploring options to ensure that this action remains fully implemented for the 24/25 school year.

Regarding Action 4.3: This action's improvement metrics where changed from graduation rate, improvement in the percentage of socio-economic disadvantaged students participating in credit recovery, and a reduction in the high school dropout rate to: graduation rate, improvement in the percentage of socio-economic disadvantaged students participating in CTE, and Socioeconomically disadvantaged students who are at or above benchmark in STAR testing because we found the new metrics to be more impactful and better aligned with CHYBA's overall mission.

Regarding Action 4.4: No changes were made to planned goal(s), metrics, target outcomes, or actions for the coming year.

Regarding Action 4.5: No changes were made to planned goal(s), metrics, target outcomes, or actions for the coming year.

Regarding Action 4.6 and Action 4.7: Although Actions 4.6 and 4.7 are new, they reflect deliberate adjustments made after analyzing historical outcome data and engaging educational partners throughout the LREBG needs assessment process. These actions were added to the plan in response to persistent gaps in student engagement, achievement, and access to support services. No changes were made to the overarching goal, metrics, or target outcomes. Instead, these new actions are strategic enhancements—designed to accelerate progress toward existing goals by addressing unmet needs identified through a combination of stakeholder input, internal data review, and research-aligned practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Personalized Plan Navigator position	Personalized Plan Navigator position will provide support for students to develop personalized plans that may include: a) Life, Educational, Career goals b) Student Interests and strengths and how CTE pathways, elective classes, and replacement units can be linked to those interests/strengths c) Academic achievement, behavior, and attendance data, linked to a plan for improvement as needed d) Link to Case- Managed support services, as needed (including mental health counseling, housing, child care, food, clothing, etc.) e) Social and emotional support for trauma-impacted youth f) Family collaboration g) Plan for CTE Pathway participation h) Graduation Plan including a schedule of credits and classes needed for graduation I) Post-secondary education/career planning j) Connect students with SSAs and Advisors to help them monitor their Personalized Plans The Personalized Plan Navigator will also support socioeconomically disadvantaged students by creating appropriate incentives for students who meet short-term goals and make progress toward goals.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Support for Arts and Music Programming	This action will provide additional supports for art and music programming including but not limited to additional credentialed teacher time .5 FTE, materials, supplies, equipment, etc. This action will be measured by an increase in student engagement in programming, which will lead to an increase in graduation rate and a reduction in the high school dropout rate.	$44,668.00	No
4.3	Credit recovery programs and support	This action provides for extra hours for CHYBA teacher/support staff to provide credit recovery support before/after school and during summer; additional materials and supplies used for credit recovery and incentives. This action will be measured by an increase in graduation rate, improvement in the percentage of socio-economic disadvantaged students participating in credit recovery, and a reduction in the high school dropout rate.	$28,000.00	No
4.4	Support to expand CTE activities and connect students to jobs of interest	This action will provide additional support to expand CTE pathways and connections to job shadowing, job placement, etc. to further engage socioeconomically disadvantaged students and make learning more relevant. Additional supports include, but are not limited to: a .5 Workforce Coordinator, materials, supplies, equipment, contracts, and subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.	$20,111.00	No
4.5	Additional Student Support Assistance	Add additional Student Support Assistants (SSAs), Instructional Aides, and Mental Health professionals to provide mental health support, transportation, attendance support, mentoring, instructional support, and help with monitoring and encouraging participation in activities listed in each student's Personalized Plans as developed in Action 1, including linking and transporting students to Case-Managed services and accessing counseling and support services from the Personalized Plan Navigator, the School Psychologist, the Academic Counselor, and the Case Manager.	$150,400.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	LREBG-Funded Contracted Mental Health Therapist	This action provides funding to contract a licensed Mental Health Therapist who will serve all students at CHYBA. The therapist will offer direct counseling, social-emotional support, attendance intervention, and family outreach. This schoolwide position is designed to improve student well-being and address barriers to academic engagement and attendance, particularly among socioeconomically disadvantaged students. The therapist will work collaboratively with Student Support Assistants, the Personalized Plan Navigator, and the school's case-managed service system to ensure coordinated care and support.	$30,000.00	
4.7	LREBG-Funded Instructional Support Teacher	This action funds an additional teacher to provide general instruction and individualized academic support in English Language Arts and Mathematics. The teacher will serve all students at CHYBA in both classroom and small-group settings, with a focus on closing skill gaps and improving performance on statewide assessments. This position is essential to supporting the academic recovery of socioeconomically disadvantaged students and addressing learning loss resulting from the pandemic. The teacher will collaborate with instructional teams and support staff to deliver targeted intervention aligned with student needs.	$80,325.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$341,463	$33005

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.585%	3.987%	$43,853.00	32.572%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Reduce Student to Staff Ratio with well-qualified staff **Need:** Socioeconomically disadvantaged students, foster youth, English learners, and homeless students require more individualized attention to address their academic, behavioral, and emotional challenges	Increased Staff Support: By reducing the student-to-staff ratio, all students, particularly unduplicated pupils, receive more individualized attention. This action allows teachers, academic counselors, instructional aides, and mentor coordinators to better address the specific needs of unduplicated students. Personalized Instruction: Smaller class sizes enable more personalized instruction and support, directly benefiting unduplicated students who may	Graduation Rates: Evaluating the impact on graduation rates, particularly for low-income, English learners, and foster youth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Data shows that these students are at greater risk of not achieving grade-level standards and have lower graduation rates. -As indicated in the CHYBA Stakeholder survey and in the School Climate Survey, there is a high need for personalized instruction, mentoring, and support services to improve academic outcomes and engagement. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research conducted by the Institute of Education Sciences (IES) demonstrates that reducing student-to-teacher ratios significantly improves academic achievement, particularly for low-income and disadvantaged students (IES, 2017) **Scope:** LEA-wide Schoolwide	need additional help to reach academic proficiency. Enhanced Mentoring Services: Unduplicated students will have increased access to mentoring services, which have been shown to improve academic performance and graduation rates. Mentors can provide targeted support and guidance, helping students navigate their educational journey. Comprehensive Support Services: The addition of academic counselors and instructional aides ensures that unduplicated students receive the necessary academic and behavioral interventions. This holistic approach helps in addressing various barriers to learning that these students face. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	
1.4	**Action:**	Standards-Aligned Curriculum: Implementing a curriculum aligned with state standards to ensure	Graduation Rates: Monitoring the increase in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school **Need:** Explanation: High percentage of credit-deficient students and those with gaps in high school enrollment. Student groups, including previously expelled, habitually truant, foster youth, and socioeconomically disadvantaged students, require tailored support to meet graduation requirements. Data Supporting Need: -42% of students are credit deficient. -20.4% are recovered dropouts. -16% have gaps in H.S. enrollment. -15% are foster youth. -84%-91.6% qualify for Free/Reduced Lunch. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting research: A study by RAND Corporation highlights that the use of high-quality, standards-aligned instructional materials, along with professional learning supports, significantly improves student achievement and graduation rates. This supports the implementation of a	students are well-prepared for college and careers. A-G Courses: Offering A-G courses to meet University of California and California State University entrance requirements. Credit Recovery: Providing credit recovery programs to help students who are behind catch up and stay on track to graduate. Intervention Courses: Offering targeted intervention courses to address specific academic needs and support student success. Engaging Electives: Providing a variety of electives to engage students and enhance their educational experience. Summer School: Offering summer school programs to provide additional learning opportunities and support credit completion. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity,	graduation rates as students complete required courses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comprehensive, standards-aligned curriculum and credit recovery programs to address the needs of credit-deficient students and those with gaps in high school enrollment (RAND, 2022). **Scope:** LEA-wide Schoolwide	fostering a supportive and cohesive learning environment for every student at CHYBA.	
1.5	**Action:** Referrals to Coordinated Care provided by Community Partners **Need:** Explanation: Socioeconomically disadvantaged students require additional support services beyond academic help. There is a need for holistic care to address various challenges faced by these students. Data Supporting Need: -84%-91.6% of students qualify for Free/Reduced Lunch. -High percentage of students from diverse backgrounds facing specific challenges such as foster youth (15%) and homeless youth (11.22%). Survey Data: In the recent CHYBA School Climate Survey, responses indicated that students face challenges such as depression,	Holistic Support: Connecting students with community partners for comprehensive care and support services. Mental Health Services: Establishing partnerships with local organizations to provide mental health and counseling services. Social Services: Facilitating access to social services for socioeconomically disadvantaged students and their families.	Engagement and Participation Rates: Monitoring the number of students and families engaging with referred services. Attendance Improvement: Measuring the improvement in attendance rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	lack of motivation, and transportation issues affecting their school attendance. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the Learning Policy Institute indicates that community schools, which provide integrated student support services through partnerships with local organizations, significantly improve student outcomes by addressing both academic and non-academic needs (Maier et al., 2017). This supports the implementation of coordinated care and holistic support services for socioeconomically disadvantaged students. **Scope:** LEA-wide		
1.6	**Action:** Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc. **Need:** Explanation: High rates of chronic absenteeism and transportation barriers prevent students from regularly attending	Reliable Transportation: Providing reliable and increased transportation options to ensure students can attend school regularly. Increased Routes and Drivers: Expanding bus routes and increasing the number of drivers to cover more areas.	Attendance Rates: Monitoring the improvement in school attendance rates as transportation support increases.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school and participating in extracurricular activities. Data Supporting Need: • High Chronic absenteeism rates. • Stakeholder feedback indicating transportation as a significant barrier to regular attendance and participation in school activities. Survey Data: Responses from the CHYBA Stakeholder Survey highlighted the need for improved transportation services to ensure students can attend school and participate in activities. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the Journal of Educational Research indicates that reliable school transportation significantly improves student attendance and participation in school activities by removing barriers to access (Smith et al., 2020). This supports the need for increased transportation support to enhance student engagement and attendance.	Field Trips and Activities: Organizing more field trips and activities to engage students. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.7	**Action:** Personalized Learning, Independent Study, Materials and Training **Need:** Explanation: Diverse learning needs and preferences among students require personalized learning plans and resources to ensure academic success. Data Supporting Need: -High percentage of credit-deficient students. -Feedback from stakeholders indicating the need for more engaging activities and personalized learning support. Survey Data: Responses from the CHYBA Stakeholder Survey highlighted the need for more engaging activities and active teacher-led personalized learning. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research:	Personalized Learning Plans: Developing personalized learning plans for each student to cater to their individual needs. Independent Study: Providing resources and support for effective independent study programs. Training and Materials: Offering necessary materials and training for students and teachers to support personalized learning. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	Student Achievement: Monitoring credit completion rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Research from the U.S. Department of Education indicates that personalized learning approaches, which tailor instruction to meet individual student needs, significantly improve student engagement and academic outcomes. This supports the implementation of personalized learning plans and independent study programs to address the diverse needs of CHYBA students (U.S. Department of Education, 2017). **Scope:** LEA-wide Schoolwide		
2.6	**Action:** Support staff enhances and improves student attendance, engagement, and well-being **Need:** Socioeconomically disadvantaged students, foster youth, English learners, and homeless students require more individualized attention to address their academic, behavioral, and emotional challenges. -Data shows that these students are at greater risk of not achieving grade-level standards and have lower graduation rates. -As indicated in the CHYBA Stakeholder Survey and the School Climate Survey, there	Increased Support Staff: Hiring and retaining additional support staff such as counselors, behavior specialists, case managers, attendance specialists, and home liaisons ensures that unduplicated students receive regular contact and targeted support. Personalized Interventions: Providing personalized interventions and connecting families with community resources helps address barriers to attendance and engagement. This includes mental health support, social-emotional well-being, and assistance with basic needs. Community Outreach: Implementing community outreach programs aims to improve graduation rates and reduce chronic absenteeism, focusing on the most vulnerable student groups.	Survey Results: Utilizing survey feedback from students, parents, and staff to evaluate the effectiveness of the support services provided

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is a high need for personalized instruction, mentoring, and support services to improve academic outcomes and engagement. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, CHYBA School Climate Survey, CHYBA Stakeholder Survey, California Dashboard, and Ed-Data.org. Supporting Research: Research conducted by the University of Chicago Consortium on School Research indicates that comprehensive support services, including increased counseling and behavior support, significantly improve student attendance, engagement, and academic outcomes for disadvantaged students (University of Chicago, 2018) **Scope:** LEA-wide Schoolwide	Behavior and Attendance Contracts: Instituting contracts and incentives specifically for unduplicated pupils with performance gaps and chronic absenteeism encourages consistent attendance and engagement. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	
2.7	**Action:** Community support services and related incentives for low income, unsheltered & foster youth in collaboration with COST **Need:** Explanation: At-promise youth, including EL, FY, LI, unsheltered, and special needs	Collaboration with Community Partners: Utilizing community partners to provide necessary services and support for at-promise youth. Coordination of Services Team (COST): Regular collaboration between community partners and CHYBA staff to address student needs and ensure follow-through on services and plans.	Survey Results: Future survey results will be used to measure the effectiveness of community support services and related incentives by assessing improvements in students' perceived support and overall well-being

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, face significant barriers that hinder their academic success and overall well-being. Data Supporting Need: -High percentages of foster youth (15%) and homeless youth (11.22%). -Stakeholder survey feedback indicating a need for comprehensive support services . -Student Climate Survey Data: Responses indicated various living situations, including foster care, group homes, and homes with multiple families, highlighting the need for additional support. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the Learning Policy Institute concludes that well-implemented community schools lead to improvements in student outcomes, especially for low-achieving students in high-poverty areas. Community schools provide integrated student supports, which are associated with better attendance, behavior, and academic achievement (Learning Policy Institute, 2020)	Incentives: Providing incentives to encourage better attendance, engagement, and progress on personalized plans.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.8	**Action:** Systemic MTSS Enhancement: Programs, Materials and Support. **Need:** Explanation: Unduplicated student groups, including socioeconomically disadvantaged, foster youth, and English learners, require a Multi-Tiered System of Supports (MTSS) to address diverse academic and behavioral needs effectively. Data Supporting Need: -High percentages of unduplicated students, with significant needs for academic and behavioral interventions. -Survey Data: Feedback from the CHYBA Stakeholder Survey indicates a strong need for additional support systems and materials to address the unique challenges faced by these student groups. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research:	Programs and Materials: Implementing targeted programs and providing materials to support the academic and behavioral needs of unduplicated students. Support Systems: Enhancing support systems within the school to provide timely and effective interventions. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	Academic Achievement: Monitoring the State Assessment results in ELA and Math for unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Research from the Center on Positive Behavioral Interventions and Supports (PBIS) shows that schools implementing MTSS frameworks see significant improvements in student behavior and academic outcomes. This approach is particularly effective for unduplicated student groups who benefit from structured, tiered support systems (Center on PBIS, 2021) **Scope:** LEA-wide Schoolwide		
2.9	**Action:** At-Risk, Foster Youth & Homeless Supports (Transportation, etc.). **Need:** Explanation: At-risk, foster youth, and homeless students face significant barriers to attending school regularly, including transportation issues and lack of basic needs. Data Supporting Need: -High percentages of foster youth (15%) and homeless youth (11.22%) within the student population. Survey Data: Feedback from the CHYBA Stakeholder Survey indicates that transportation is a significant barrier to regular attendance and engagement for these groups.	Explanation: At-risk, foster youth, and homeless students face significant barriers to attending school regularly, including transportation issues and lack of basic needs. Data Supporting Need: -High percentages of foster youth (15%) and homeless youth (11.22%) within the student population. Survey Data: Feedback from the CHYBA Stakeholder Survey indicates that transportation is a significant barrier to regular attendance and engagement for these groups. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org.	Attendance Rates: Monitoring the improvement in school attendance among at-risk, foster youth, and homeless students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	*Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the National Center for Homeless Education indicates that providing transportation and comprehensive support services significantly improves attendance and academic performance among homeless and at-risk students. This underscores the importance of addressing transportation barriers to enhance student outcomes (NCHE, 2021) **Scope:** LEA-wide Schoolwide	Supporting Research: Research from the National Center for Homeless Education indicates that providing transportation and comprehensive support services significantly improves attendance and academic performance among homeless and at-risk students. This underscores the importance of addressing transportation barriers to enhance student outcomes (NCHE, 2021)	
3.1	**Action:** CTE Staff support student success in enhanced CTE pathways **Need:** Explanation: Unduplicated student groups, including socioeconomically disadvantaged, foster youth, and English learners, require additional support to succeed in Career Technical Education (CTE) pathways. Data Supporting Need:	CTE Staff Support: Employing dedicated CTE staff to provide guidance, support, and resources to help students navigate and complete CTE pathways. Enhanced Pathways: Developing and enhancing CTE pathways to ensure they align with industry standards and provide students with the skills needed for successful careers. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast	CTE Completion Rates: Measuring the completion rates of unduplicated students in CTE pathways.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Low completion rates in CTE pathways among unduplicated students. Survey Data: Feedback from the CHYBA Stakeholder Survey indicates a need for more support and guidance in CTE programs. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the Association for Career and Technical Education (ACTE) highlights that comprehensive support systems and dedicated staff in CTE programs significantly improve student outcomes, particularly for disadvantaged and at-risk students (ACTE, 2021) **Scope:** LEA-wide Schoolwide	majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	
3.2	**Action:** CTE Courses/Tools/Supplies/ Materials/Equipment **Need:** Explanation: Unduplicated student groups, including socioeconomically disadvantaged, foster youth, and English learners, require	Courses and Materials: Providing comprehensive CTE courses along with the necessary tools, supplies, materials, and equipment to ensure students can fully engage and succeed in their chosen pathways.	CTE Completion Rates: Measuring the completion rates of unduplicated students in CTE pathways.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to high-quality CTE courses and the necessary tools, supplies, materials, and equipment to succeed in these programs. Data Supporting Need: -Low participation and completion rates in CTE programs among unduplicated students. Survey Data: Feedback from the CHYBA Stakeholder Survey indicates a need for better resources and materials to support CTE education. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the National Research Center for Career and Technical Education (NRCCTE) demonstrates that access to high-quality CTE courses and appropriate materials significantly enhances student engagement and success, particularly for underserved student populations (NRCCTE, 2019) **Scope:** LEA-wide Schoolwide	Support Systems: Enhancing support systems within CTE programs to provide additional guidance and resources to students. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Travel and activity expenses for CTE/College and Career-Ready activities **Need:** Explanation: Unduplicated student groups, including socioeconomically disadvantaged, foster youth, and English learners, require financial support for travel and activities related to CTE, college, and career readiness to ensure equal access to these opportunities. Data Supporting Need: -The high percentage of Socioeconomically Disadvantaged students and survey results indicate significant financial barriers preventing participation in CTE and college/career readiness activities for unduplicated students. Survey Data: Feedback from the CHYBA Stakeholder Survey highlights the need for financial support to enable students to participate in relevant educational and career activities. *Data sources may include the 2023-2024 LCAP Annual Update, 2024 LCAP, and CHYBA School Climate Survey, The CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the National Center for Education Statistics (NCES) indicates that	Financial Support for Travel and Activities: Providing funding for travel expenses and participation in activities related to CTE, college, and career readiness. Enhanced Access: Ensuring that all students, particularly unduplicated student groups, have the opportunity to engage in valuable educational experiences that support their career and academic goals. While this action focuses on unduplicated students at California Heritage YouthBuild Academy (CHYBA), it is important to note that the vast majority of our student population falls into this category. Given that only a small percentage (approximately 8-15% in any given year) of our students are not considered unduplicated, it is both practical and beneficial to implement this action on a school-wide basis. This approach ensures that all students, regardless of their status, have access to the valuable resources and support services provided. By offering this action school-wide, we promote inclusivity and equity, fostering a supportive and cohesive learning environment for every student at CHYBA.	Participation Rates: Monitoring the increase in the number of unduplicated students participating in CTE, college, and career readiness activities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	participation in career and technical education programs significantly improves students' academic and employment outcomes, particularly for students from low-income backgrounds. Providing financial support for related activities ensures equitable access and enhances student success (NCES, 2020)? **Scope:** LEA-wide Schoolwide		
3.6	**Action:** Expand Facilities for increasing pathway opportunities and enrollment **Need:** As CHYBA expands pathway opportunities and enrollment, additional facilities are essential to support training and work-based learning. Both on-site and off-site spaces are needed to accommodate these pathways. Leasing and equipping these facilities will provide students with hands-on experiences, enhancing their engagement in career and technical education (CTE) and improving graduation outcomes. Data Supporting Need: Survey results and enrollment data indicate a growing interest in new CTE pathways, underscoring the need for expanded facilities to ensure students have access to relevant	Expansion of Facilities for Pathway Opportunities: Expanding and equipping on-site and off-site facilities addresses the need for hands-on, work-based learning opportunities essential to career and technical education (CTE). This ensures that all students, including unduplicated groups (socioeconomically disadvantaged, foster youth, and English learners), have access to the spaces and tools required for successful engagement in these pathways. Enhanced Access and Engagement: By increasing the availability of facilities, CHYBA ensures that unduplicated students can participate meaningfully in CTE programs, which are critical for both academic achievement and career readiness. These facilities will provide equitable access to work-based learning experiences that align with students' personal and professional goals, promoting higher engagement and improved graduation outcomes.	Participation Rates: Monitoring the increase in the number of unduplicated students participating in CTE, college, and career readiness activities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	training and work-based learning opportunities. As more students enroll in these pathways, CHYBA must secure additional spaces to accommodate this demand and ensure equitable access to learning environments that prepare students for future college and career success. Survey Data: Feedback from the CHYBA Stakeholder Survey emphasizes the need for expanded facilities to support students in CTE pathways. Data sources include the 2023-2024 LCAP Annual Update, 2024 LCAP, CHYBA School Climate Survey, CHYBA Stakeholder Survey, The California Dashboard, and Ed-Data.org. Supporting Research: Research from the National Center for Education Statistics (NCES) demonstrates that participation in career and technical education programs positively impacts students' academic outcomes and career readiness, especially for students from underserved backgrounds. Ensuring that students have access to well-equipped facilities for CTE training and work-based learning increases their chances of success and graduation (NCES, 2020). **Scope:**	While this action prioritizes unduplicated student groups, it is provided school-wide because the vast majority of CHYBA's students fall into these categories. With only 8-15% of the student population not classified as unduplicated in any given year, a school-wide approach is both practical and effective. Expanding facilities on this basis ensures that every student, regardless of status, benefits from the same opportunities and support. This inclusive strategy fosters a cohesive learning environment that promotes equity, engagement, and success for all students at CHYBA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
4.6	**Action:** LREBG-Funded Contracted Mental Health Therapist **Need:** CHYBA's unduplicated student population—composed predominantly of socioeconomically disadvantaged students—faces significant chronic absenteeism (76.2%), with foster and homeless youth showing even higher rates (68.2% and 95.2%, respectively). Social-emotional struggles, trauma, and mental health challenges were identified in the needs assessment as key contributors to absenteeism, low engagement, and barriers to graduation. **Scope:**	This action provides a schoolwide contracted Mental Health Therapist to support the emotional and psychological well-being of students at CHYBA. Given that the majority of CHYBA students are socioeconomically disadvantaged, a schoolwide service directly supports this target population. The therapist will offer trauma-informed therapy, individualized case-managed care, family engagement support, and SEL strategies to address the root causes of absenteeism and disengagement. Research from the California School-Based Health Alliance and the National Center for School Mental Health indicates that school-based mental health services improve academic performance, attendance, and student behavior. These services are most effective when universally accessible, ensuring students in crisis are more likely to receive timely, preventative support (NCSMH, 2021).	Chronic Absenteeism (Metric 4.5) CAASPP ELA Proficiency (Metric 4.3) Graduation Rate (Metric 4.1)
4.7	**Action:** LREBG-Funded Instructional Support Teacher **Need:** CHYBA students who are socioeconomically disadvantaged show extremely low academic proficiency—only 3.7% met or exceeded math standards in 2023–24, and just 22.22% met or exceeded ELA standards. These low scores indicate an urgent need for increased	This action funds a full-time instructional support teacher to provide schoolwide small-group and one-on-one tutoring, intervention blocks, and co-teaching support to students struggling in English and math. Because CHYBA serves a nearly universal population of socioeconomically disadvantaged youth, this schoolwide academic intervention strategy directly addresses the needs of unduplicated pupils.	CAASPP Math Proficiency (Metric 4.4) CAASPP ELA Proficiency (Metric 4.3) Graduation Rate (Metric 4.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional intervention and targeted academic support. **Scope:**	According to research reviewed by the Annenberg Institute at Brown University and the National Center for Education Statistics, high-dosage tutoring (three or more times per week) yields strong learning gains—up to 15–20 months of progress in a single academic year (Nickow et al., 2020). Providing personalized instruction can significantly reduce learning gaps among at-risk 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

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

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be strategically allocated to increase the number of staff members directly serving our students, especially since we have a high concentration of foster youth, and low-income students which considerably exceed 55 percent. This investment will primarily address critical needs in reducing the student-to-staff ratio, fostering a supportive and individualized learning environment, and enhancing overall student engagement and well-being.

Planned Actions for Funding Use

Action 1.2: Funds will be dedicated to hiring well-qualified staff to reduce the student-to-staff ratio. By strategically placing experienced teachers and support staff at high-need sites, we will provide more individualized instruction and targeted interventions. This action ensures that students receive consistent, high-quality support, fostering academic progress and a positive school experience.

Action 2.6: Additional staff will also include support roles focused on improving attendance, engagement, and student well-being. By increasing staff focused on these areas, such as attendance specialists, counselors, and behavioral intervention aides, we aim to create a school environment where students feel connected and supported, leading to improved attendance and engagement outcomes.

This concentrated effort on increasing direct services will ensure that students from foster care backgrounds, English learners, and those from low-income households have access to the support they need, resulting in a stronger, more supportive educational experience tailored to the diverse needs of our student body.

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		1/14.6 Classified Staff-to-Student Ratio
Staff-to-student ratio of certificated staff providing direct services to students		1/10 Certificated Staff-to-Student Ratio

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,194,555	$341,463	28.585%	3.987%	32.572%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$717,232.00	$443,504.00	$0.00	$225,000.00	$1,385,736.00	$1,046,173.00	$339,563.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increased Assortment of Instructional Supplies and Operational Technology for Personalized Learning	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$27,500.00	$27,500.00				$27,500.00	
1	1.2	Reduce Student to Staff Ratio with well-qualified staff	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$155,000.00	$0.00	$75,000.00			$80,000.00	$155,000.00	
1	1.3	Support for students with IEPs and special needs.	Students with Disabilities	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$37,742.00	$1,000.00	$38,742.00				$38,742.00	
1	1.4	Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$23,700.00	$23,700.00				$23,700.00	
1	1.5	Referrals to Coordinated Care provided by Community Partners	Low Income	Yes	LEA-wide	Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.6	Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc.	Low Income	Yes	LEA-wide School wide	Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$30,000.00	$9,000.00	$39,000.00				$39,000.00	
1	1.7	Personalized Learning, Independent Study, Materials and Training		Yes	LEA-wide School wide		All Schools	Full 3-year LCAP Cycle (2024-2027)	$12,000.00	$500.00	$12,500.00				$12,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Attendance Support: Interventions and Incentives	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$46,000.00	$40,000.00	$86,000.00				$86,000.00	
2	2.2	Building a Positive School Culture, informed by SEL, PBIS Trauma-Informed Care, and Restorative Practices	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$13,000.00	$13,000.00				$13,000.00	
2	2.3	Staff Self-Care, Incentives, Professional Development Training, and Recognition to maximize staff retention and quality	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$7,000.00	$5,500.00	$12,500.00				$12,500.00	
2	2.4	Personalized Work Areas, Smaller Class Size, Independent Study opportunities	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$102,000.00	$12,000.00	$90,000.00			$102,000.00	
2	2.5	Expanding Facilities: Clean, Well-Maintained, Safe, and Functional Facilities	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$23,815.00	$5,000.00	$28,815.00				$28,815.00	
2	2.6	Support staff enhances and improves student attendance, engagement, and well-being	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$90,572.00	$5,000.00	$95,572.00				$95,572.00	
2	2.7	Community support services and related incentives for low income, unsheltered & foster youth in collaboration with COST	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.8	Systemic MTSS Enhancement: Programs, Materials and Support.	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$25,000.00	$19,863.00	$19,863.00			$25,000.00	$44,863.00	
2	2.9	At-Risk, Foster Youth & Homeless Supports (Transportation, etc.).	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$3,500.00	$3,500.00				$3,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	Sustain and Improve School- wide Communication & Engagement for Students, Educational Partners, and Staff	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.11	Educational Partner Outreach	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.1	CTE Staff support student success in enhanced CTE pathways	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$184,040.00	$0.00	$184,040.00				$184,040.00	
3	3.2	CTE Courses/Tools/Supplies/ Materials/Equipment	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.3	Travel and activity expenses for CTE/College and Career-Ready activities	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$500.00	$500.00				$500.00	
3	3.4	Accountant analyst manages grants and evaluates funding necessary for CTE activities	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$40,000.00	$0.00	$10,000.00			$30,000.00	$40,000.00	
3	3.5	CTE: Work-Based Learning (WBL) and internships, apprenticeships and pre-apprenticeships.	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$30,000.00	$2,000.00	$2,000.00			$30,000.00	$32,000.00	
3	3.6	Expand Facilities for increasing pathway opportunities and enrollment	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools	Full 3-year LCAP Cycle (2024-2027)	$0.00	$20,000.00	$20,000.00				$20,000.00	
4	4.1	Personalized Plan Navigator position	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$50,000.00	$10,000.00		$60,000.00			$60,000.00	
4	4.2	Support for Arts and Music Programming	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$36,168.00	$8,500.00		$44,668.00			$44,668.00	
4	4.3	Credit recovery programs and support	All	No			All Schools	Full 3-year LCAP Cycle	$18,000.00	$10,000.00		$28,000.00			$28,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								(2024-2027)								
4	**4.4**	Support to expand CTE activities and connect students to jobs of interest	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$20,111.00	$0.00		$20,111.00			$20,111.00	
4	**4.5**	Additional Student Support Assistance	All	No			All Schools	Full 3-year LCAP Cycle (2024-2027)	$130,400.00	$20,000.00		$90,400.00		$60,000.00	$150,400.00	
4	**4.6**	LREBG-Funded Contracted Mental Health Therapist	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Full 3-Year LCAP Cycle (2024–2027)	$30,000.00	$0.00		$30,000.00			$30,000.00	
4	**4.7**	LREBG-Funded Instructional Support Teacher	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Full 3-Year LCAP Cycle (2024–2027)	$80,325.00	$0.00		$80,325.00			$80,325.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,194,555	$341,463	28.585%	3.987%	32.572%	$482,675.00	0.000%	40.406 %	**Total:**	$482,675.00
								LEA-wide Total:	$482,675.00
								Limited Total:	$0.00
								Schoolwide Total:	$479,675.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Reduce Student to Staff Ratio with well-qualified staff	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$75,000.00	
1	**1.4**	Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$23,700.00	
1	**1.5**	Referrals to Coordinated Care provided by Community Partners	Yes	LEA-wide	Low Income	All Schools	$3,000.00	
1	**1.6**	Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc.	Yes	LEA-wide Schoolwide	Low Income	All Schools	$39,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Personalized Learning, Independent Study, Materials and Training	Yes	LEA-wide Schoolwide		All Schools	$12,500.00	
2	2.6	Support staff enhances and improves student attendance, engagement, and well-being	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$95,572.00	
2	2.7	Community support services and related incentives for low income, unsheltered & foster youth in collaboration with COST	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$3,000.00	
2	2.8	Systemic MTSS Enhancement: Programs, Materials and Support.	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$19,863.00	
2	2.9	At-Risk, Foster Youth & Homeless Supports (Transportation, etc.).	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$3,500.00	
3	3.1	CTE Staff support student success in enhanced CTE pathways	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$184,040.00	
3	3.2	CTE Courses/Tools/Supplies/ Materials/Equipment	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$3,000.00	
3	3.3	Travel and activity expenses for CTE/College and Career-Ready activities	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$500.00	
3	3.6	Expand Facilities for increasing pathway opportunities and enrollment	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$20,000.00	
4	4.1	Personalized Plan Navigator position				All Schools		
4	4.2	Support for Arts and Music Programming				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Credit recovery programs and support				All Schools		
4	4.4	Support to expand CTE activities and connect students to jobs of interest				All Schools		
4	4.5	Additional Student Support Assistance				All Schools		
4	4.6	LREBG-Funded Contracted Mental Health Therapist			English Learners Foster Youth Low Income	All Schools		
4	4.7	LREBG-Funded Instructional Support Teacher			English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$780,054.07	$966,423.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increased Assortment of Instructional Supplies and Operational Technology for Personalized Learning	No	$27,500.00	$14,438.00
1	**1.2**	Reduce Student to Staff Ratio with well-qualified staff	Yes	$40,637.00	$50,719.00
1	**1.3**	Support for students with IEPs and special needs.	No	$38,741.94	$38,455.00
1	**1.4**	Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school	Yes	$23,700.00	$11,324.00
1	**1.5**	Referrals to Coordinated Care provided by Community Partners	Yes	$3,000.00	$0.00
1	**1.6**	Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc.	Yes	$39,000.00	$260.00
1	**1.7**	Personalized Learning, Independent Study, Materials and Training	Yes	$4,500.00	$12,000.00
2	**2.1**	Attendance Support: Interventions and Incentives	No	$2,000.00	$3,175.00
2	**2.2**	Building a Positive School Culture, informed by SEL, PBIS Trauma-	No	$13,000.00	$2,801.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Informed Care, and Restorative Practices			
2	**2.3**	Staff Self-Care, Incentives, Training, and Recognition to maximize staff retention and quality	No	$5,500.00	$1,661.00
2	**2.4**	Personalized Work Areas, Smaller Class Size, Independent Study opportunities	No	$10,000.00	$18,432.00
2	**2.5**	Expanding Facilities: Clean, Well-Maintained, Safe, and Functional Facilities	No	$28,815.00	$8,846.00
2	**2.6**	Support staff enhances and improves student attendance, engagement, and well-being	Yes	$95,572.00	$122,698.00
2	**2.7**	Community support services and related incentives for low income, unsheltered & foster youth in collaboration with COST	Yes	$2,000.00	$290.00
2	**2.8**	Systemic MTSS Enhancement: Programs, Materials and Support.	Yes	$19,863.00	$15,060.00
2	**2.9**	At-Risk, Foster Youth & Homeless Supports (Transportation, etc.).	Yes	$1,500.00	$1,411.00
2	**2.10**	Sustain and Improve School- wide Communication & Engagement for Students, Educational Partners, and Staff	No	$2,500.00	$0.00
2	**2.11**	Educational Partner Outreach	No	$1,500.00	$0.00
3	**3.1**	CTE Staff support student success in enhanced CTE pathways	Yes	$184,040.00	$232,125.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	CTE Courses/Tools/Supplies/ Materials/Equipment	Yes	$1,000.00	$62,680.00
3	**3.3**	Travel and activity expenses for CTE/College and Career-Ready activities	Yes	$500.00	$10,404.00
3	**3.4**	Accountant analyst manages grants and evaluates funding necessary for CTE activities	No	$10,000.00	$66,195.00
3	**3.5**	CTE: Work-Based Learning (WBL) and internships, apprenticeships and pre-apprenticeships.	No	$2,000.00	$557.00
3	**3.6**	Expand Facilities for increasing pathway opportunities and enrollment			$18,431.00
4	**4.1**	Personalized Plan Navigator position	No	$60,000.00	$69,431.00
4	**4.2**	Support for Arts and Music Programming	No	$44,668.13	$58,875.00
4	**4.3**	Credit recovery programs and support	No	$14,850.00	$3,387.00
4	**4.4**	Support to expand CTE activities and connect students to jobs of interest	No	$20,111.00	$31,146.00
4	**4.5**	Additional Student Support Assistance	No	$83,556.00	$111,622.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
410356	$415,312.00	$492,387.00	($77,075.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Reduce Student to Staff Ratio with well-qualified staff	Yes	$40,637.00	50719		
1	1.4	Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school	Yes	$23,700.00			
1	1.5	Referrals to Coordinated Care provided by Community Partners	Yes	$3,000.00			
1	1.6	Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc.	Yes	$39,000.00			
1	1.7	Personalized Learning, Independent Study, Materials and Training	Yes	$4,500.00	12,000		
2	2.6	Support staff enhances and improves student attendance, engagement, and well-being	Yes	$95,572.00	122698		
2	2.7	Community support services and related incentives for low income, unsheltered & foster	Yes	$2,000.00	290		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		youth in collaboration with COST					
2	**2.8**	Systemic MTSS Enhancement: Programs, Materials and Support.	Yes	$19,863.00	60		
2	**2.9**	At-Risk, Foster Youth & Homeless Supports (Transportation, etc.).	Yes	$1,500.00	1411		
3	**3.1**	CTE Staff support student success in enhanced CTE pathways	Yes	$184,040.00	232,125		
3	**3.2**	CTE Courses/Tools/Supplies/ Materials/Equipment	Yes	$1,000.00	62,680		
3	**3.3**	Travel and activity expenses for CTE/College and Career-Ready activities	Yes	$500.00	10,404		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,100,000	410356	11.444	48.749%	$492,387.00	0.000%	44.762%	$43,853.00	3.987%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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