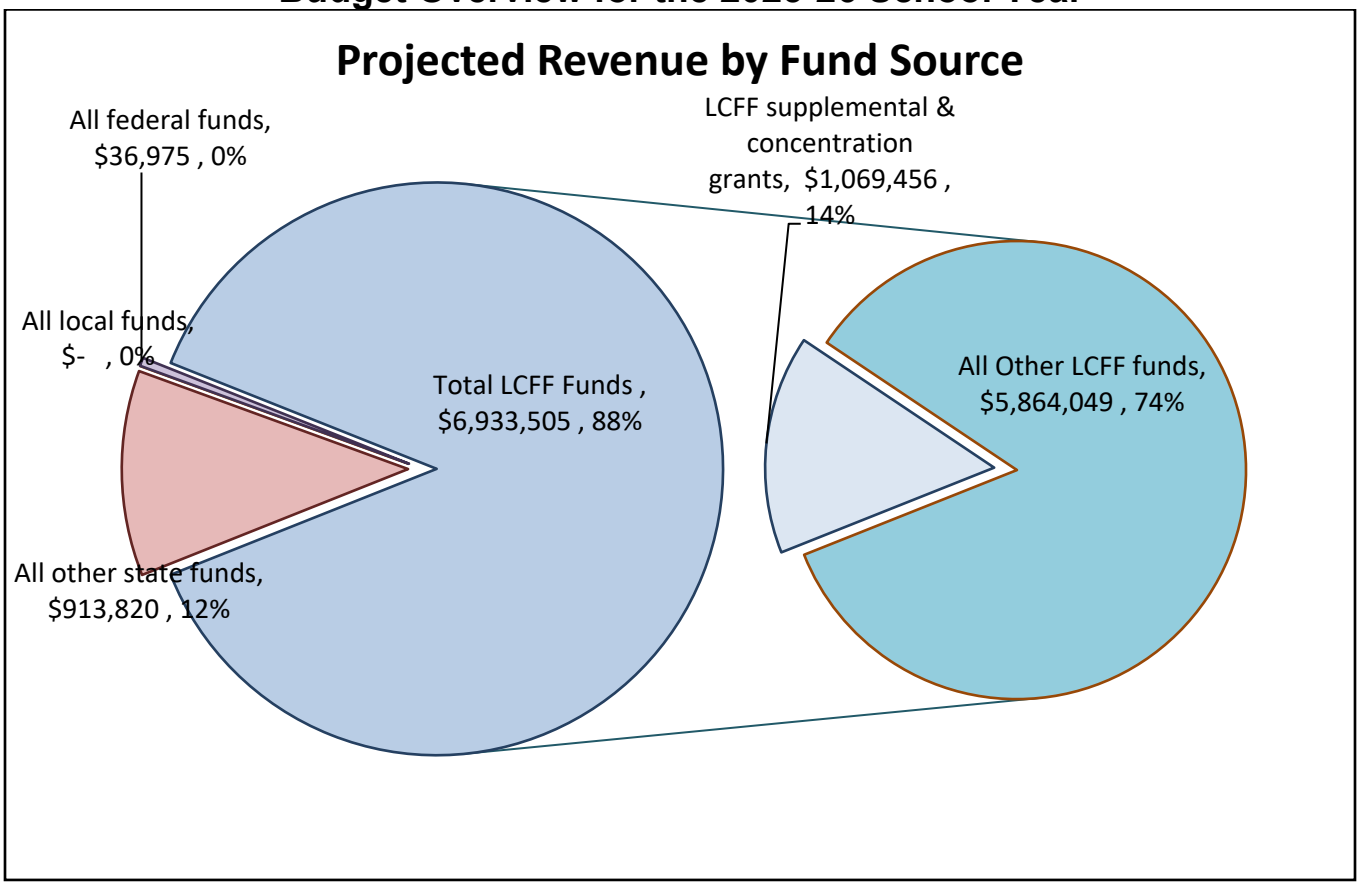
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mission View Public Charter
CDS Code: 19-65136-0114439
School Year: 2025-26
LEA contact information:
Corrine Manley
Area Superintendent
principal@missionview.org
661-874-1341

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

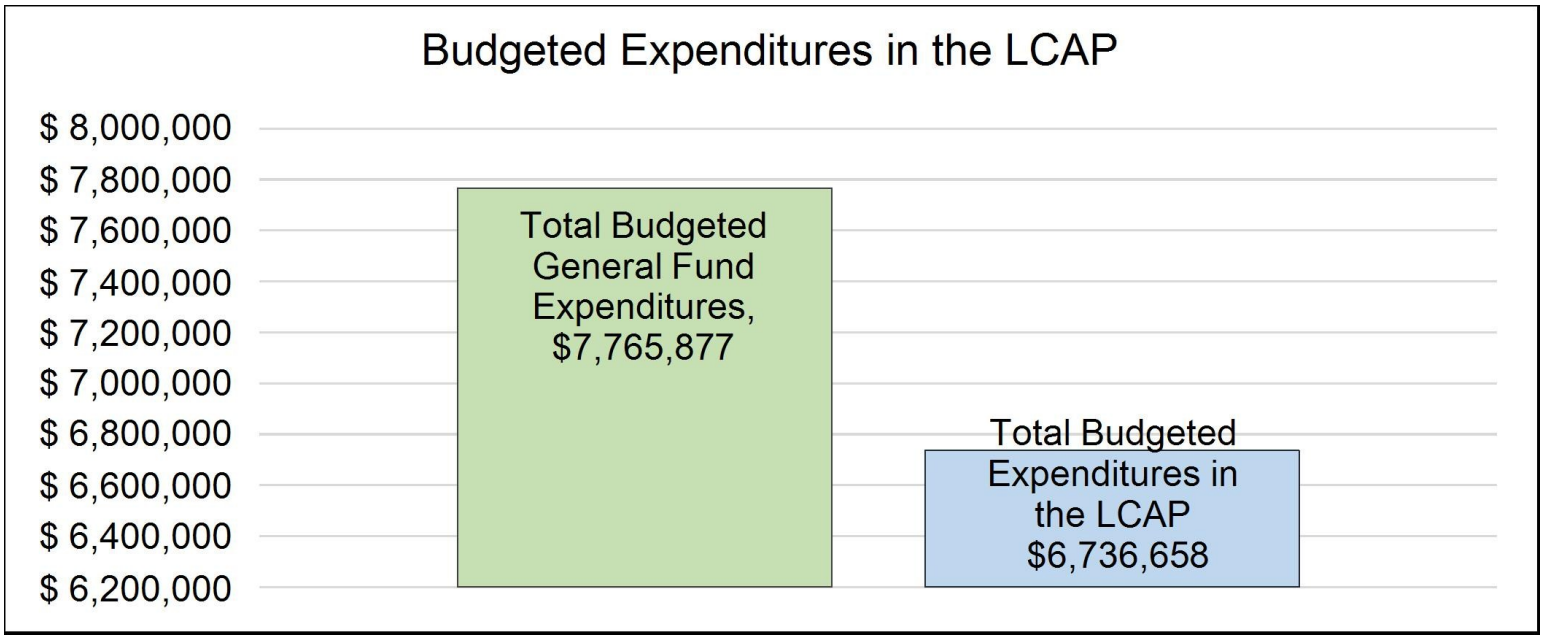


This chart shows the total general purpose revenue Mission View Public Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mission View Public Charter is $7,884,300, of which $6,933,505.00 is Local Control Funding Formula (LCFF), $913,820.00 is other state funds, $0.00 is local funds, and $36,975.00 is federal funds. Of the $6,933,505.00 in LCFF Funds, $1,069,456.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mission View Public Charter 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: Mission View Public Charter plans to spend $7,765,877.00 for the 2025-26 school year. Of that amount, $6,736,658.00 is tied to actions/services in the LCAP and $1,029,219 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our independent study program implements a personalized learning experience for all students, including English learners, LTELs, low-income, foster youth, and special education students that is carefully designed to address their unique academic and social-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware, and software. Not included in the LCAP are the following:

Audit fees
Legal expenses
Association fees
Special Education expenditures
Mandated Block expenditures
Ancillary Grants
AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28
California Community Schools Partnership Program
Ethnic Studies Block Grant

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

In 2025-26, Mission View Public Charter is projecting it will receive $1,069,456.00 based on the enrollment of foster youth, English learner, and low-income students. Mission View Public Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Mission View Public Charter plans to spend $1,069,456.00 towards meeting this requirement, as described in the LCAP.

The Local Control Accountability Plan (LCAP) directs the Supplemental and Concentration funding into goals and actions designed to help high-needs students with social-emotional support, academic interventions, counseling, and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps, ensuring that students become competent graduates. A brief description of the LCAP is that our first goal is a focus goal, and the first action is directed at helping our English learners and LTELs. Our second goal is a broad goal supporting student interest in a career or higher education. The third goal is a maintenance of progress goal that meets the mission of our school program, which is to retain students and help them graduate. The last LCAP goal is aimed at improving our educational partner engagement, especially for our English learners, low-income, and foster youth:

Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials
- Action 5: Student activities that increase learning efforts.
- Action 7: Professional Development for English learners.

Goal #2: Students Will Gain Skills for College and Career Readiness

- Action 1: Career and college-readiness for English learners, LTELs, low-income, and foster youth students.
- Action 2: Professional development addressing English learners, LTELs, low-income, and foster youth students.
- Action 3: Technology for upgrading student programs.
- Action 4: Support for Standards-based Curriculum and Instruction

Goal #3: Increase Student Retention

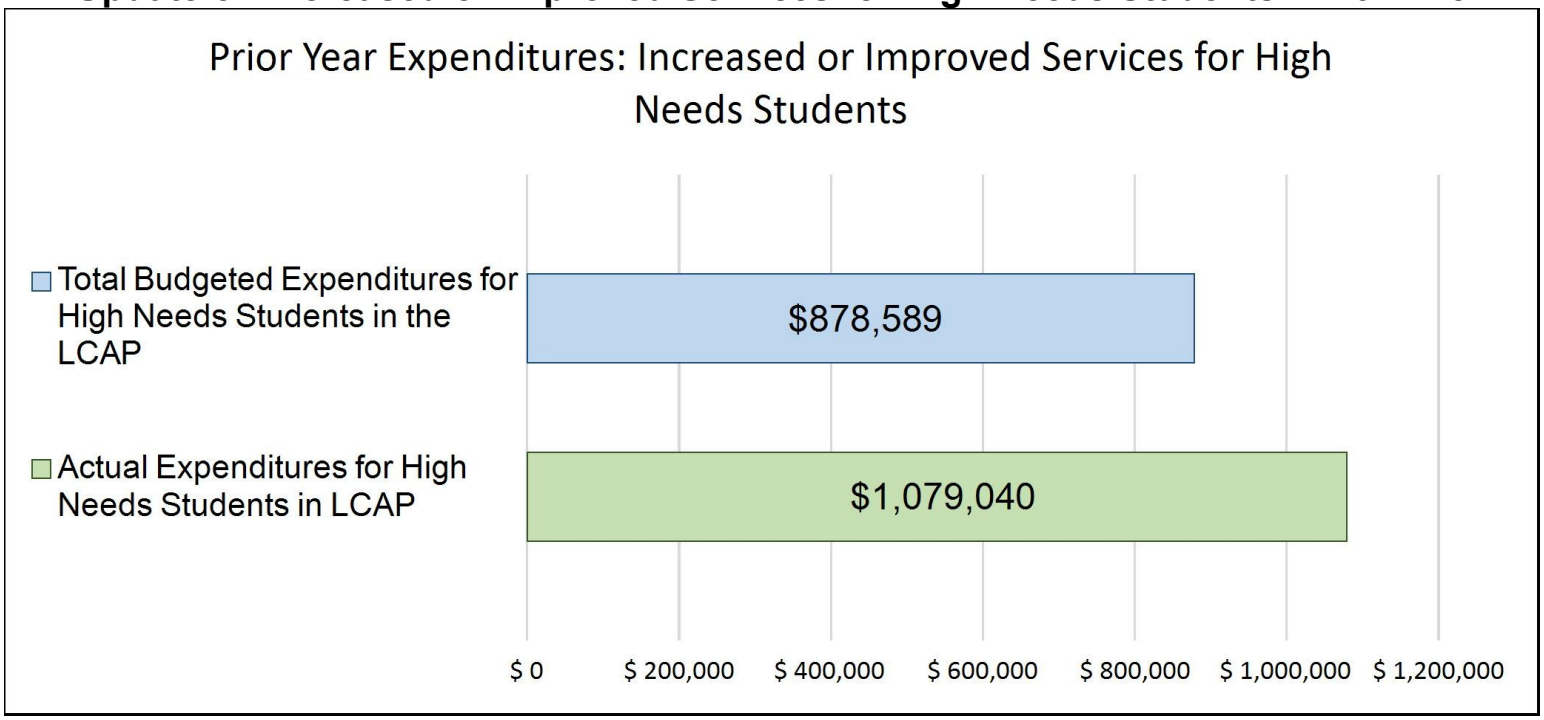
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, and foster youth students.

Goal #4: Increase Educational Partner Engagement

- Action 1: Community/Parent Liaison and meaningful school activities.
- Action 2: Translation services and contracted services for outreach.
- Action 3: Educational partner events, personnel, and materials for engagement.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Mission View Public Charter's LCAP budgeted $878,589.00 for planned actions to increase or improve services for high needs students. Mission View Public Charter actually spent $1,079,040.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $200,451 had the following impact on Mission View Public Charter’s ability to increase or improve services for high needs students:

Students received support in critical areas of socioemotional and academic needs through student-centered interventions such as counseling and tutoring.

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
Mission View Public Charter	Corrine Manley Area Superintendent	principal@missionview.org 661-874-1341

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.

Mission View Public Charter has Dashboard Alternative School Status (DASS) as an individualized study program. We are a charter school that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for post-secondary pathways through our integrated and personalized program of job-readiness coursework and standards-based curriculum. Some students need the flexibility of an independent study model to meet family obligations, such as work or childcare needs. Many of our students face barriers to academic success such as low socioeconomic status and English as a second language. Some students may have been unsuccessful in the traditional school setting and simply seek an alternative choice in curriculum programs. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

We are a year-round charter school offering both credit recovery and accelerated learning pathways for our 261 students. The current enrollment includes 11% English learners, 77% socioeconomically disadvantaged, 2% foster youth, and 30% students with disabilities.

We provide a diverse, student-centered learning environment in which all students are held to high academic and behavioral standards. We emphasize increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, building student resilience, social-emotional learning, and choices in curriculum programs. Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of homeschooling and resource center-based classes. Our 33 staff members are dedicated to developing personalized learning programs for

each student. Our intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. Our program model allows us to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, resilient, competent, and lifelong learners.

Reflections: Annual Performance

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

Reflections: Successes
We analyzed our school data using the CA Dashboard, DataQuest, our SARC, and our LCAP Annual Data Report, which aligns with the 8 state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, and for Differentiated Assistance for student groups in the red, there were significant successes, as shared in the key metrics below.

Graduation Rate
Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 91.1%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is a +1.5 point increase from last year, and it has been increasing over the last two years. 92.9% of our Hispanic students graduated in 2024. Our students with disabilities graduated at 88.9%, and our low-income student group was at 88.4%, which is just below the All-student group. Our African American, Asian, White, English learners, homeless, foster youth, and all other student groups did not have enough in the population to warrant a calculation. This shows that our mission of meeting students' academic and social-emotional needs was effective. We plan to increase our success with our students by increasing such supports as tutoring for all seniors.

English Learner Progress
The CA Dashboard ELPI is did not have a color this year but shows 38.5% making progress towards English proficiency. This is an increase of +2.1 points from the previous year. Our LTEL group also showed an increase with 3.6% growth and 4.17% making progress. Our expected outcome is moderate growth. Our English learner reclassification rate was 17% which is very high and the same as the previous year. The state average was 45.7% for the English Learner Progress Indicator for all EL students who made progress last year. We hope to meet that soon.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 37.8 points below receiving an orange status. Although this was a -25 point decrease from the previous year, we are meeting our expected outcome of orange. There were no student groups in the red. Our African American, American Indian, Asian, Hispanic, White, socioeconomically disadvantaged, foster youth, students with disabilities, homeless and all other groups did not have enough students for a status to be calculated.

CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All-student group earned an orange status with an increase of 16 points from the previous year. The All-group was below standard by 141.3 points. No student groups were in the red. The following groups did not have enough students for a status to be calculated for our African American, American Indian, Asian, Hispanic, White, socioeconomically disadvantaged, foster youth, students with disabilities, homeless, and all other groups. There were no other groups who were two or more performance levels below the “all student” group.

Attendance
Our attendance rate is high at 92.16%. Although this is a -4.55 point decrease, it is way above our expected outcome of 80%. We believe that the re-engagement strategies that we implemented to help students and families during the crisis also contributed to increasing the students’ average attendance rate. Our teachers and retention support staff worked to address the serious concerns we had for students dropping out. Building relationships and staying connected to students has made the non-completer rate 11.49%, which is just above our 10% threshold. This means we improved on keeping students enrolled in school and attending regularly.

Success Rate
Another important measure for us is our success rate, which is the percentage of students who graduate, along with the percentage that are retained or returned to their local school district. Our success rate was running high as of LP 7 at 100% and is up +4.76 percentage points. It has been high over the last three years and shows that our mission of meeting students’ academic and social-emotional needs continues to be effective.

Retention Rate
One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify early on which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. As of LP 7, our retention rate was 100%, which is an +11.43 percentage point growth compared to last year. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Suspension and Expulsion Rate
Suspension rate was blue, which is “Very Low” on the CA Dashboard. It was 0.0% for the All-student group. All of our student groups earned a blue status, including our English learners, LTELs, African American, Hispanic, White, homeless, students with disabilities, foster youth, and socioeconomically disadvantaged and all other groups had 0 suspensions. Expulsions were low at 0.0%.

School Survey Results
Our school survey data shows that 97% of our students felt connected this year. This is over our expected outcome. This is an important metric for us, and we expect it to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 99% of the students surveyed said that they feel safe at school. It is very important to us to ensure that we are doing everything possible to provide students with the time and attention to support them during their time with us. Teachers also reported that 100% feel safe, and 100% feel connected to the school. We have high expectations for school safety and connection, and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their students' education as well as in school activities, events, and celebrations. This year we had 2345 parents participate in our PAC and ELAC meetings. On the school survey, 96% said that they feel encouraged to participate this year, which is a +8 percentage point increase from the previous year.

Standards were met for the following state indicators:
* Parent Engagement,
* Local Climate Survey,
* Access to a Broad Course of Study,
* Basic Teacher and Instructional Materials, and
* Implementation of Academic Standards.

How will we maintain our success?

We plan to maintain and build on our success by implementing our LCAP actions to fidelity, carefully monitoring our progress, and by discussing our results within our professional learning community. We will continue to grow in our capacity as we engage in a process of continual improvement based on the Plan-Do-Study-Act model. Data discussions with teachers and administration will be grounded in learning community protocols aimed at improving performance on student outcomes.

The goals and actions articulated in our LCAP support our personalized learning model and adequate funding is provided to ensure that effective strategic supports such as tutors, student retention services, and trauma-informed trained teachers continue. We monitor the progress of our students through multiple measures around engagement and academic performance. LCAP data and other local data are discussed quarterly and shared with our educational partners, including the school board.

Due to the nature of our credit recovery, independent study, and Dashboard Alternative School Status (DASS) program, certain data points are not included in the LCAP. Students do not take Advanced Placement, or pass EAP in any amount greater than 11, and the CDE prohibits any potentially identifying student data. The federal calculation for the 4–5-year cohort graduation rate and the chronic absenteeism rate metrics are also not a match for our program because the calculations are for seat-based programs and not short-term independent study programs that have students with high mobility. We utilize alternative metrics such as the one-year DASS graduation rate and local attendance rates to monitor and report our students' progress towards graduation. Furthermore, our dropout rate is calculated as our non-completer rate, which tracks any student who does not report to us that they have continued with another program to complete their education.

Reflections: Identified Need
Our school is participating in Differentiated Assistance and we are working with county experts. We did a robust needs analysis for student groups in the red on the CA Dashboard. We also used additional state data and local metrics to identify student groups' performance gaps and resource inequities. We used student outcomes data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking. The data shows that multiple areas must be addressed as goals and actions in the LCAP. Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. As a professional network, we used a fishbone

protocol for our needs assessment around our low graduation results. This revealed that multiple causes play into the graduation rate that needs to be managed, such as credit completion, attendance, student motivation, parent engagement, and tutoring.

Our school was identified for Comprehensive Support and Improvement (CSI), as the result of a low federal 4–5-year cohort graduation rate. Each year we engage in a cycle of improvement and examine the school data to determine if we will need to take action in the areas of graduation, credit completion, EL reclassification, and academic indicators by increasing tutoring support for students who are in line to graduate. This section describes our needs assessment, to meet the federal requirement for CSI.

State performance indicators from the California School Dashboard show the following indicators were very low:

5-Year Cohort Graduation Rate

The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 29.5% in 2024 and 34.5% in 2023. This is far below the 68% threshold. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. There was a decrease of -5% compared to last year. Two student groups in the red were Hispanic at 31% and socioeconomically disadvantaged at 28.4%. There were not enough students in the following groups to warrant a performance color: African American, American Indian, Asian, English learners, LTELs, two or more races, homeless, foster youth, students with disabilities, and all other student groups. We recognize the inequities between the highest student group and the other student groups, and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

College and Career Indicator
The College and Career Indicator shows very low with a red status and maintained at 1.4% for an overall 6.8% of students showing prepared. Two student groups in the orange were Hispanic and socioeconomically disadvantaged. There were not enough students in the following groups to warrant a performance color: African American, American Indian, Asian, English learners, LTELs, two or more races, homeless, foster youth, students with disabilities, and all other student groups. We plan to address this need in College and Career readiness through our LCAP Goal 2 actions and Differentiated Assistance process.

Credit Completion
Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. It has decreased over the last two years. But with additional supports in place, such as tutoring, we will be able to help students earn more credits. As of LP 7, they earned, on average, 8% fewer credits compared to the baseline. Our low-income students earned -7%. Students in the low-income and special education groups earned -0.03 and -0.61 points fewer, respectively, in credit completion compared to last year. The foster youth student group increased slightly by +.73. The English learner group was -1.31 points and was below the All-student group. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

CAASPP English Language Arts
The CAASPP scores also showed that 30% of our 11th graders were meeting or exceeding standards. This was a small drop from 32% last year and is below the expected outcome of 46%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. The student groups who were below the All-group were our low-income at 28%, Hispanic at 26%, and students with disabilities at 9%. Above the All-student group were African American students at 33%, Asian at 100%, and White at 33%. English learners

and foster youth student groups did not have enough students for a calculation. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CAASPP Mathematics
Our 11th graders scored 4% in meeting standards on the CAASPP for Mathematics. This is a +2% point increase from the previous year. Hispanic students scored at 4%, and low-income at 1%. The White student group had 8%. Our English learners, students with disabilities, foster youth, homeless, African American, Asian, and all other student groups, did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CAASPP Science
The CAASPP Science scores also showed that 8% of our high school students were meeting or exceeding standards. This was a -16 point decrease from the previous year. Our expected outcome is 26%. Hispanic students were at 11% and were above the All-student group. These student groups did not have enough students to warrant a calculation: African American, Asian, White, English learners, foster youth, homeless, students with disabilities, and all other student groups. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: Hispanic and socioeconomically disadvantaged.
English Learner Performance Indicator: none
Academic Indicator -English Language Arts: no color
Academic Indicator -Mathematics: no color
College and Career Indicator: Hispanic and socioeconomically disadvantaged.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Our collaborative DA team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the Very Low (Red) status, Hispanic (HI) and Socio-Economically Disadvantaged (SED). As part of receiving technical assistance, our school participated in the Los Angeles County Office of Education workshops. We did a needs assessment to identify root causes and to determine possible actions that could improve our student outcomes. Our action plan aims to address low self-accountability, trauma, and academic disengagement among special population students by establishing comprehensive support systems, prioritizing student engagement, increasing awareness of college and career opportunities, providing specialized support, and implementing continuous monitoring and evaluation mechanisms. We expect this adjustment to have a positive impact on our student groups' performance on the Dashboard.

Summary of the work underway as part of receiving technical assistance:

We continue to participate in county-level technical assistance provided by Los Angeles County Office of Education (LACOE) as part of our Differentiated Assistance status. Our team attended multiple trainings in the Plan Study Do Act Improvement Science series, and also attended a three-day Differentiated Assistance Convening. During these meetings with LACOE, MV's CSI/DA team participated in the Plan Study Do Act cycle by reviewing the CA Dashboard results and performing a Needs and Assets Assessment to determine root causes for our underperforming student groups in the Very Low (Red) status, Hispanic (HI) and Socio-Economically Disadvantaged (SED). Through this root cause analysis, we began to implement structural changes to our program in order to improve student learning outcomes. First, MV developed a comprehensive professional development scope and sequence, carving out fundamental training to reinforce instructional efficacy, including training on NWEA assessments, EL Reclassification, and Professional Learning Communities. We also hired a College and Career Paraprofessional to directly support students in meeting CCI criteria, such as completing A-G coursework, Advanced Placement exams, Career Technical Education pathways, or dual enrollment courses. We determined our area of focus to be captured in the following Aim Statement: by strengthening evidence-based interventions such as one-on-one tutoring and small group instruction that focus on essential math and literacy skills, academic outcomes like graduation rate and college and career readiness will improve. We expect that these structured evidence-based interventions will increase the number of socioeconomically disadvantaged and Hispanic students meeting "Prepared" levels on the College and Career Indicator and improve our Graduation Rate by 5%.

Action 1.2 in the 2024-25 LCAP was updated with these interventions in order to address this required action and meet our students' need for additional support. This year, results from this intervention are just starting to show positive gains with a Reading Lexile Growth of +63.64 points and the Mathematics Indicator on 2024 CA Dashboard results increasing by 16 points. However, both our Graduation Rate and College and Career Indicator remained in the Very Low (Red) status, with Graduation Rate declining by 5% and CCI maintaining at 6.8%. We intend to continue strengthening our MTSS Framework through a continued focus on targeted one-on-one tutoring, small group instruction, NWEA assessments for continuous improvement and improved student outcomes.

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.

Mission View Public Charter is a single-school Local Education Agency.

Support for Identified Schools

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

We are a single-school LEA with Dashboard Alternative School Status. This is a summary of how we supported ourselves in the development of the Comprehensive Support and Improvement plan. With guidance and training from the CDE, the county, and our local professional network, we did the following:

• We assigned our State and Federal Programs coordinator to provide leadership for the school in conducting a needs assessment. We

analyzed the 5-year cohort graduation data to identity gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. Our framework was Carnegie's Improvement Science and our model is the Plan-Do-Study-Act process for continual improvement.

• The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.

• The data informed the CSI plan by guiding the root cause analysis towards intensive tutoring as a viable research-based strategy that would increase student math skills, credit completion and therefore, graduation rates. The data revealed that students who participated in tutoring had 50% more credits completed than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for intensive tutoring. We have also found a need for including early tiered reengagement for students, increasing parent education/participation for their student's success, staff education and PD, and student support team protocols in addition to the academic support.

• The educational partners were engaged in the process through meetings held by leadership who shared the data and elicited consultation from ELAC, PAC, staff, and student groups. Our discussions centered on equity for all students with regards to learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support such as tutoring. Additionally, as a professional network of DASS independent study schools, we reviewed graduation data using the fishbone protocol. This helped to reveal root causes. A deeper dive around credit completion rates was done using a fishbone protocol with our admin team. The potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified and administration, in the analysis of the data. This led to their support for Goal 1 Action 3, which is assigning intensive tutoring for students as the means to improve the graduation rate. In addition, we will focus on early tired reengagement for students, increase in parent education/participation for their student's success, staff education and PD, and student support team protocols in addition to the academic support.

Evidence-Based Intervention – Intensive Tutoring

The State and Federal Programs coordinator supported the school by leading the principal's team through the needs assessment, identifying the evidence-based strategies, and leading the staff through the selection of evidence-based strategies at their staff meeting.

The process for matching the selected intervention with the identified need was a collaborative endeavor through our professional network. We met regularly to study the data. From our needs assessment, we saw that those who attended tutoring earned 50% more credits, and we came to believe that tutoring could potentially close credit completion gaps. We then investigated other best practices for improving graduation.

With guidance from CDE and county offices, we searched out solutions to improving our graduation rate and we were guided to the following evidence-based research. In determining the selection of strategies to improve graduation, we considered and identified the following evidence-based research interventions from these sources:

• Evidence Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource).

• Department of Education: Using Evidence to Strengthen Education Investments (2016).
• What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator's Practice Guide, (2017): https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf
• Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute 2021. Found at https://fordhaminstitute.org/national/commentary/addressing-unfinished- learning-targeted-help-and-high-dosage-tutoring.
• High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Los: Pamela Fong, REL West 2021. Found at https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34.
• The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
• Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan Mayer, Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdfin.

This research on math tutoring used a randomized controlled trial, with 2,718 males in the ninth and tenth grades, from the south and west sides of Chicago. They were 90% on free and reduced lunch programs and 95% were either African American or Hispanic. They demonstrated an increase in math scores by 0.19 to 0.31 standard deviations, as well as increases in math grades by 0.50 standard deviations. The positive impact of tutoring is also supported from the meta-analysis of the studies listed above, with one study in particular stating that there was an effect size for this practice above a 0.33 standard deviation (Nickow, Oreopoulos, Quan, 2020).

The rationale for selecting the intervention is based on three main components. First of all, our students are very low in math skills, which inhibits their capacity to earn credits towards graduation. Secondly, education research points to intensive tutoring as a viable means to increase math performance, which in turn will increase credit completion. Thirdly, increasing students' capacity to earn credits through intensive tutoring will yield higher graduation rates.

Therefore, our professional network team and our educational partners selected the following research-based strategies to implement:
* We will provide one-on-one intensive tutoring.
* We will provide positive social incentives for good attendance.
* We will track specific data for our seniors through site teams of teachers, counselors, and student retention support staff.
* We are going to continue seeking educational partner involvement and input.

We will address the low performance in the areas of graduation, ELA and mathematics, by assigning intensive tutoring to students who demonstrate low scores as determined by their NWEA diagnostic results. These low scores reveal that there are inequities that must be resolved through the implementation of our plan.

Resource Inequities Analysis

The State and Federal Program coordinator provided guidance to the school through a resource inequities analysis. This showed that more funds should by added to LCAP Goal 1 Action 3.

Our LCAP with its CSI plan is designed to address the performance gaps in a comprehensive manner with research-based strategies such as intensive tutoring.

We are a charter school, and a single school LEA. Our State and Federal Program coordinator supported school leadership in performing a resource inequities and analysis. The team agreed to increasing the funding for LCAP Goal 1 Action 3. The guiding framework was from The Alliance for Resources Equity at www.educationresourceequity.org. We also used the Dimensions of Resource Equity – School-level Diagnostic Questions, to determine key resource levers than create equitable learning experiences for all students. Additionally, the inequities rubric, provided by the Los Angeles County Office of Education, was used to help identify if there were any barriers to the following:

- Access to Highly Qualified Teachers
- Access to Counselors
- Access to Student Retention Services
- Access to Tutors
- Access to interventions both social-emotional and academic
- Access to incentives for attendance, graduation, and retention
- Access to support for high needs English learners, foster youth, special education, homeless
- Access to technology and instructional materials

The resource inequities are being addressed by increasing the funding in LCAP Goal 1 Action 3 for intensive tutoring. This goal provides funding for the tutoring support that will be provided to students as the action is implemented at the school site. Students are identified for tutoring based on NWEA diagnostic results, teacher referral and self-referral. Tutors connect with students daily and provide academic support in math and other subjects to help students learn and earn credits towards graduation.

All students receive a personalized learning program that is unique to them and is specifically designed to create an optimal path toward graduation. The independent study model assigns a supervising teacher to each student, who develops a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.

Furthermore, the framework for guiding our process was based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network will help our school improve its outcomes on multiple metrics. Through our professional network, we used a Fishbone protocol to determine root causes behind the conditions and drivers that lead to the outcome of a graduation metric. This helped us to define the problem we would like to address. Our discussion focused on what changes we wanted to introduce and why. We plan to collect and share data regularly around credit completion, attendance, and senior graduation progress to help answer the question: “How will we know which change is an actual improvement?”

The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:

1) Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
2) Variation in performance is the core problem to address: What works, for whom and under what set of conditions?
3) See the system that produces the current outcomes: What are the drivers that yield change?
4) We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
5) Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? “How will we know which change is an actual improvement?”
6) Accelerate improvements through networked communities: How can we accomplish more together?

These guiding principles will be utilized in our professional network throughout the year as we meet to discuss progress and next steps.

Monitoring and Evaluating Effectiveness

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

The State and Federal Programs coordinator will support the school team and work with them in monitoring and evaluating the effectiveness of their improvement plan throughout the school year.

The process, including metrics, used for monitoring the implementation of the CSI plan is that the State and Federal Programs coordinator will collaborate with the school team to collect tutoring participation and share with teachers and school leadership.

The process, including metrics, used for evaluating the implementation of the CSI plan is to pull tutoring participation counts every learning period and determine if there is an increase in those who have received tutoring. The target is to increase tutoring participation by 50% at the end of the 7th learning period.

The process, including metrics, used for monitoring the effectiveness of the interventions to improve student outcomes is to pull and analyze credit completion for all students who participated in tutoring. This will be done every learning period.

The process, including metrics, used for evaluating the effectiveness of the interventions to improve student outcomes is to analyze the credit completion data to determine if it’s increased. The target for the credit completion rate is 4.0. Additionally, we expect that the graduation rates will increase by at least 1% each year.

Additionally, we will collaborate with our professional learning community network and implement the Plan, Do, Study, Act (PDSA) model as our process for continuous improvement. Through a collaborative team of school educators, we will use school data, such as tutoring participation, credit completion rates, attendance, and graduation rates to inform our inquiry and help focus on results. By monitoring our evidence-based interventions, we can see how seniors and others are utilizing the one-on-one tutoring and social incentives for good attendance. We will also continue to monitor our key metrics, such as credit completion rates and NWEA results, to identify the needs of struggling students who could benefit from additional one-on-one tutoring.

Again, the measure of success for the plan will be based on key indicators such as credit completion, attendance, tutoring contacts, the DASS one-year graduation rate and the federal 4-5 year graduation rate. Since each student is assigned one-on-one time with an individual

teacher all students who are identified in the system as 12th graders are monitored closely by their teacher for progress towards graduation. In addition, counselors monitor all seniors for credits earned. We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We can build the capacity of our teachers and tutors so that they are able to do this. We also plan to do the following: provide support staff to work with students falling behind on a regular basis to address their specific needs; ensure that students in need participate in tutoring with a tutor they can connect to regularly; and promote participation in small group instruction when possible.

To help ensure that we have the whole school community mobilized to support our Comprehensive Support and Improvement plan, we will report results back to teachers, students, parents, and the school board. We will share our progress on our CSI plan at least twice a year. We can build the capacity of our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), by sharing the school data progress with them at their meetings and eliciting their feedback as part of our PDSA model. Our school board learns about student progress towards graduation on a regular basis, but with the CSI plan in place, we will ask for their feedback and input as part of our process. We have regular data reports that we can share out with student and parent groups throughout the year, and we will continue to collaborate and celebrate as students make progress towards graduation.

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
PAC/Parent Advisory Committee	Throughout this process, communication, transparency, and flexibility built strong partnerships between the school and educational partners as items were reviewed and feedback was given. Our meetings were held on: Q1 Meeting - 8/28/24: Shared purpose of Parent Advisory Committee and call for members; provided overview of Parent Compact; provided overview of WASC Accreditation process and upcoming Mid-Cycle Visit; provided overview of Community Schools Partnership Program; provided introduction to CA Dashboard and reviewed 2023 results and data; provided overview of LCAP Goals: • Goal 1: Increase Academic Progress • Goal 2: Build College and Career Skills • Goal 3: Student Retention • Goal 4: Educational Partner Engagement Q2 Meeting - 10/30/24: Request for PAC members; provided overview of LCAP Infographic and Budget Overview and shared Local Control Funding Formula, Federal, and Grant funding; Reviewed LCAP Goals and services to improve outcomes for English learners, low-income, and foster youth students. Shared WASC Mid-Cycle Report draft for educational partner review and provided highlights of actions and improvement; provided overview of Community Schools framework and implementation model, and introduced Parent

Educational Partner(s)	Process for Engagement
	Engagement Liaison; held breakout discussion groups with families to obtain feedback on LCAP Goals and Actions. Q3 Meeting - 2/6/25: Request for PAC members; provided review of LCAP Goals; provided overview of CA Dashboard and shared 2024 Dashboard Results with areas of improvement and areas of decline; shared Graduation Rate comparison between CA Dashboard and DASS Grad Rate; Shared Annual Survey; shared Financial Aid information with breakdown of Loans, Grants, and Scholarships; Student Awards presented; held breakout discussion groups with families to obtain feedback on 2024 CA Dashboard Results. Q4 Meeting - 4/10/25: Request for PAC members; shared School Accountability Report Card (SARC); reviewed LCAP Goals and shared metrics update with successes and areas of growth; shared Annual Surveys results; provided Community Schools Implementation Plan update; provided presentation on Social Emotional Learning growth strategies; held breakout discussion groups with families to obtain feedback on LCAP areas of strength and need.
ELAC/ English Learner Advisory Committee	Effective communication, collaboration, and flexibility were key to building strong and sustainable partnerships that benefit the educational experience of students and contribute to the broader goals of the school community. Our meetings were held on: Q1 Meeting - 8/28/24: Shared purpose of English Learner Advisory Committee and call for members; provided overview of Parent Compact; provided overview of WASC Accreditation process and upcoming Mid-Cycle Visit; provided introduction to CA Dashboard and reviewed 2023 results and data; provided overview of EL Program supports; provided overview of LCAP Goals: • Goal 1: Increase Academic Progress • Goal 2: Build College and Career Skills • Goal 3: Student Retention • Goal 4: Educational Partner Engagement

Educational Partner(s)	Process for Engagement
	Q2 Meeting - 10/30/24: Request for ELAC members; provided overview of LCAP Infographic and Budget Overview and shared Local Control Funding Formula, Federal, and Grant funding; Reviewed LCAP Goals and services to improve outcomes for English learners, low-income, and foster youth students. Shared WASC Mid-Cycle Report draft for educational partner review and provided highlights of actions and improvement; provided overview ELPAC testing and targeted interventions for English learners; held breakout discussion groups with families to obtain feedback on LCAP Goals and Actions. Q3 Meeting - 2/6/25: Request for ELAC members; provided review of LCAP Goals; provided overview of CA Dashboard and shared 2024 Dashboard Results with areas of improvement and areas of decline; shared Graduation Rate comparison between CA Dashboard and DASS Grad Rate; Shared Annual Survey; provided update on Long-Term English Learner subgroup progress monitoring and targeted academic supports; held breakout discussion groups with families to obtain feedback on 2024 CA Dashboard Results. Q4 Meeting - 4/10/25: Request for ELAC members; shared School Accountability Report Card (SARC); reviewed LCAP Goals and shared metrics update with successes and areas of growth; shared Annual Surveys results; provided Community Schools Implementation Plan update; provided overview of English Learner Reclassification purpose and criteria; held breakout discussion groups with families to obtain feedback on LCAP areas of strength and need.
Teachers and Staff	Teachers and staff played a vital role as educational partners in the consultation, development, and reflection processes of the Local Control and Accountability Plan (LCAP). Through regular meetings, professional development and technical assistance, surveys, and collaborative discussions, teachers provided valuable insights into instructional priorities, student needs, and effective strategies for achieving the school goals. Their feedback directly influenced the development of goals, actions, and metrics within the LCAP to ensure a responsive plan oriented towards student success.

Educational Partner(s)	Process for Engagement
	PAC/ELAC meetings: 8/28/24 10/30/24 2/6/25 4/10/25 Greater LA R-TAC Community Schools meetings 8/9/24 10/10/24 11/14/24 12/5/24 2/13/25 3/6/25 3/13/25 4/10/25 5/8/25 LACOE PDSA Foundations of Improvement Science meetings 8/29/24 10/30/24 11/21/24 LACOE Differentiated Assistance Convening 2/5/25 2/6/25 2/7/25 Annual Professional Development Scope and Sequence 1/6/25 1/7/25 1/13/25 2/3/25 3/3/25 3/31/25 6/23/25 6/24/25 6/25/25

Educational Partner(s)	Process for Engagement
Administrators / Principals	Principals gather regularly to review LCAP data and student performance, creating a culture of data-driven decision-making and continuous improvement. Administrators regularly review LCAP data and student performance to make informed decisions, track progress towards goals, and drive improvements in student outcomes. 7/2/24 - Community Schools Implementation Grant; Ethnic Studies Block Grant; Prop 28 Arts and Music in Schools; Differentiated Assistance; Microix; Staffing & Personnel; PAC/ELAC 7/30/24 - Tutoring; Student Council; CTE; Community Schools technical assistance and staffing 8/16/24 - LCAP Budget; Q1 PAC/ELAC; Student Council; Tutoring; Community Schools technical assistance 8/27/24 - Q1 PAC/ELAC; LCAP Infographic; Parent Engagement; Homeless Education Training; Board Meeting; Community Schools technical assistance 9/13/24 - Prop 28 Arts and Music in Schools; Professional Learning Communities; Parent Engagement Liaison; Standardized Procedures; Ethnic Studies Block Grant; Community Schools Implementation Plan 9/30/24 - LCAP Budget; Parent Engagement; Board Meeting; Q2 PAC/ELAC; Field Trips; Prop 28 Arts and Music in Schools 10/7/24 - Q2 PAC/ELAC; Parent Engagement; Annual Surveys; SARC Report; Student Activities; Tutoring; Community Schools 10/22/24 - Q2 PAC/ELAC; SARC Report; Staffing; LCAP; Comprehensive Support and Improvement; Tutoring; Parent Engagement

Educational Partner(s)	Process for Engagement
	11/5/24 - Field trips; Microix; PAC/ELAC; Prop 28 Arts and Music in Schools; Professional development and training; Community Schools budget review 11/19/24 - Professional Learning Communities and professional development; Differentiated Assistance; CA Dashboard; CAASPP data 12/3/24 - School Budget overview; Community Schools technical assistance and professional development; Community Schools budget review 12/17/24 - Mid-Year LCAP Update; Community Schools technical assistance; Community Schools budget review 1/14/25 - Differentiated Assistance technical assistance; ELPAC; Ethnic Studies Block Grant; Annual Surveys; SPED professional development; Community Schools budget review 1/23/25 - Q3 PAC/ELAC; Student Council; Annual Surveys; Community Schools budget review 2/4/25 - Q3 PAC/ELAC; Student Council; Social Worker workshops; Athletic Program; Professional Development and Conferences; Community Schools budget review 2/25/25 - 2024 CA Dashboard results; Enrollment; Annual Surveys; Board Meeting; CSI Goal. Community Schools budget review 3/11/25 - 2024 CA Dashboard results; Ethnic Studies Block Grant; LCAP year-end reporting; Community Schools budget review; Graduation event 3/25/25 - LCAP budget review; WASC Mid-Cycle Visit preparation; Community Schools Annual Progress Report and Annual Expenditure Report preparation

Educational Partner(s)	Process for Engagement
Students	Students were actively involved in consultation and shared decision-making through their participation in quarterly Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, as well as through their roles in Student Council. By engaging in PAC/ELAC meetings, students contributed valuable insights on programs and services related to LCAP and Community Schools, fostering a collaborative approach to school planning. Additionally, their involvement in the Student Council provided a platform to represent their peers, voice concerns, and influence decisions affecting the school community, while also developing leadership, communication, and problem-solving skills. This dual participation ensured that students played a meaningful role in shaping their educational experience. PAC/ELAC meetings: 8/28/24 10/30/24 2/6/25 4/10/25 Student Council meetings: 8/28/2024 9/11/2024 10/02/24 10/16/24 11/13/2024 1/15/2025
SELPA/Special Education Local Plan Area	Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members.

Educational Partner(s)	Process for Engagement
	Dropout (and Graduation), Post-secondary outcomes data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA. Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA. Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. The El Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC). The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.
School Board	9/4/24 - Finance Update and Financial Reporting for the 2024-2025 School Year; Technology Information Update 2/26/25 - Mid-Year Local Control Accountability Plan (LCAP) Report on Goals, Actions, Metrics, and Student Outcomes; CA School Dashboard Report on English Language Arts, Mathematics, English Learner Progress, College and Career, Graduation Rate, Chronic Absenteeism, and Suspension Rate 4/30/25 - Local Control Accountability Plan (LCAP) Data Report on Goals, Actions, Metrics, and Student Outcomes; Annual Surveys Results Report on educational partner engagement, satisfaction, and school climate; California Community Schools Partnership Program (CCSPP) Implementation Grant update

Educational Partner(s)	Process for Engagement
Public Comment	5-12-25 through 5-23-25, the public comment period provided parents and members of the public a draft of the 2025-2026 LCAP, and they had the opportunity to submit comments regarding specific actions and expenditures proposed in the 2025-2026 LCAP.
Public Hearing	6-4-25 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	6-4-25 The governing board adopted the 2025-2026 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.
Budget Adoption and Local Indicator Report	6-4-25 The governing board adopted the 2025-2026 Budget, and they were presented with the Local Indicators Report.

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

The 2025-2026 LCAP was developed through an interactive educational partner process. The goals, actions, and focus of the LCFF funds were developed through a process that included community and educational partner consultation to best meet the needs of our students as identified through the required metrics, local indicators, and educational partner feedback. Updates and additions to the 2025-2026 LCAP have been influenced by the process described above. The following is educational partner feedback that influenced the development of the LCAP.

Parents Feedback:

Parents were able to provide feedback through multiple channels such as regular educational partner meetings like PAC/ELAC and Parent-Teacher Conferences, administration of the Annual Surveys, and through a newly created direct point of contact in the Parent Engagement Liaison. Through a combination of these regular feedback channels and creation of new avenues for authentic dialogue, MV seeks to build an ongoing Comprehensive Needs and Assets Assessment process to gather input regularly and attend to emergent needs. The following are samples of direct parent feedback that informed the development and school decision-making:

- A parent stated “Increase support on campus. More tutors/paras. More options for Grad incentives.” (LCAP 1.3, 1.4)
- A parent stated “Maybe see what medical field course they could take, I hear there are other schools that have CNA and EMT course.” (LCAP 2.1)
- A parent stated “Try to encourage more parent/guardian/family engagement. Offer assistance to low-income families who are unaware of assistance programs/funding.” (LCAP 4.1, 4.3)

Student Feedback:

Expanding student voice and participation in school decision-making is a priority for MV. In addition to participation in regular educational partner meetings like PAC/ELAC and Back to School Night, as well as record participation in Annual Surveys this year, the student body amplified school involvement through Student Council. Student Council met regularly this year to build student voice and leadership, developing and leading several school-wide events like the Memory Box Event and Spirit Week. A new high record of 244 students completed the Annual Survey this year for a 94% participation rate, which is an increase from 228 students last year. 98% of students reported feeling safe, 100% of students reported feeling the environment is positive and inclusive, and 96% of students reported feeling connected. The following are samples of direct student feedback that informed the development and school decision-making:

- A student expressed “Field trips to colleges and more field trips.” (LCAP 1.5, 2.1)
- A student expressed, “I think offering classes that help show how you are supposed to apply for jobs and what you should and shouldn’t do would help.” (LCAP 2.1)

Administration Feedback:

Administrators and school leadership regularly reviewed data to progress monitor and assess the effectiveness of LCAP Goals and Actions, budget and grants management, and programmatic implementation. Administrators expressed a need for collective capacity and shared commitment towards continuous improvement, with a focus on expanding college and career readiness (LCAP Goal 2) and improving graduation rates (LCAP Goal 1) in accordance with our CA Dashboard results and priorities. The need for increased tutoring support aligned to our Comprehensive Support and Improvement eligibility and LCAP Goal 1.3 remained a central focus of data-driven planning. School leaders grew collective capacity through expanding participation in county-level technical assistance training and communities of practice, ensuring that the Differentiated Assistance framework is a shared responsibility and integrated across school plans.

Teachers Feedback:

Teachers and staff involvement in the development of the Local Control and Accountability Plan (LCAP) and continuous improvement continues to expand and deepen. Their active engagement has been instrumental in shaping the plan through their participation in collaborative discussions, Professional Learning Communities (PLCs), and county-level technical assistance aimed at fostering continuous improvement. Teachers and staff are particularly enthusiastic about the implementation of the Community Schools model, which aligns with broader school wide initiatives and supports their professional growth. Many have taken advantage of professional development opportunities (LCAP 2.2) and attended conferences tailored to their specific job domains, further enhancing their capacity to contribute to both classroom success and systemic improvements. Specific professional development opportunities aligned directly to LCAP goals such as CMC Mathematics Conference (LCAP 1.2), California Association of Bilingual Education (CABE) Conference (LCAP 1.8), and California Association School Social Workers (CASSW) Conference (LCAP 3.1) were offered to grow collective capacity and support professional orientation towards improving student outcomes. This ongoing involvement reflects a strong commitment from teachers to ensure that the LCAP remains responsive to the evolving needs of students and the school community.

Public Feedback:

During board meetings time is set aside for public feedback. To date there has been no public feedback submitted.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Progress: This is a focus goal for increasing academic progress for all students, especially our English Language learners, low-income, and foster youth, who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, credit completion and graduation rates.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

As a result of our CSI status and our analysis on key state and local data, we determined the need for a focus goal on academic performance for all our English language learners, low-income, and foster youth students. This new goal specifically addresses low key metrics such as the English learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the "All" Student Group, and the English language learners, low-income, and foster youth students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions and tutoring.

We sought the consultation of our educational partners, and involved them in the LCAP process, which we believe promotes positive engagement, buy-in, and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are highly qualified– Priority 1	100%	100% Qualified with Full Credential		100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	Data Year: 2024-25 Data Source: Internal HR Tracking		Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	
1.2	Teachers are appropriately assigned – Priority 1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Appropriately assigned Data Year: 2024-25 Data Source: Internal HR Tracking		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference
1.3	Reading – Lexile Growth – local	All: 1016.91 EL: 853.17 LTEL: 824.5 FY: 982.27 LI: 998.69 SWD: 877.03 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1074.22 EL: 870.67 LTEL: 917.86 FY: 898.00 LI: 1034.03 SWD: 962.57 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1095 EL: 1080 FY: 1080 LI: 1080 SWD: 1080 LTEL: 1080 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +57.31 EL: +17.50 LTEL: +93.36 FY: -84.27 LI: +35.34 SWD: +85.54
1.4	Mathematics - Quantile Growth – local	All: 886.38 EL: 758.54 LTEL:729.71 FY: 832.27 LI: 886.78 SWD: 741.56	All: 833.90 EL: 772.68 LTEL: 848.89 FY: 958.57 LI: 858.54 SWD: 718.02		All: 876 EL: 876 FY: 876 LI: 876 SWD: 876 LTEL: 876	All: -52.48 EL: +14.14 LTEL: +119.18 FY: +126.30 LI: -28.24 SWD: -23.54

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	
1.5	Average Credit Completion – local metric	All: 3.96 EL: 4.03 FY: 2.10 LI: 3.80 SWD: 4.06 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.64 EL: 2.72 FY: 2.83 LI: 3.50 SWD: 3.45 Data Year: 2024-25 LPs 1-7 Data Source: Internal Data+Design		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: -0.32 EL: -1.31 FY: 0.73 LI: -0.30 SWD: -0.61
1.6	English Learner Reclassify - Priority 4	17% Data Year: 23-24 LPs 1-7 Data Source: Internal	17% Data Year: 2024-25 Data Source: Internal Calculation		21% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	No Difference
1.7	EL Annual Progress on ELPI -Priority 4	36.4% Data Year: 2023 Data Source: CA Dashboard	38.5% ELPI, No Performance Color Increased 2.1% LTEL - 41.7%, No Performance Color, Increased 3.6%		Moderate Growth on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Increased 2.1% LTEL - Increased 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: CA Dashboard 2024			
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 89.6% EL: ** FY: ** LI: 88.5% SWD: 84.6% Homeless: ** AA: ** AS: ** H/L: 84.4% WH: ** Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 91.1% EL: ** FY: ** LI: 88.4% SWD: 88.9% Homeless: ** AA: ** AS: ** H/L: 92.9% WH: ** Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 78% EL: 78% FY: 78% LI: 78% SWD: 78% Homeless: 78% AA: 78% AS: 78% H/L: 78% WH: 78% LTEL:78% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +1.5% EL: w/o comparison) FY: w/o comparison) LI: -0.10% SWD: +4.3% Homeless: w/o comparison) AA: w/o comparison) AS: (w/o comparison) H/L: +8.5% WH: w/o comparison)
1.9	Course Completion rate ELA, Math, ELD	Math 35.47% ELA / ELD 52.69% Data Year: 2023-24 LP 1-7 Data Source: Internal Tracking	Math 44.00% ELA / ELD 47.71% Data Year: 2024-25 LPs 1-7 Data Source: Internal Tracking		Course Completion rate increases Data Year: 26-27 LPs 1-7 Data Source: Internal Tracking	Math +8.53% ELA / ELD -4.98%

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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress in meeting the following goal: Increase academic progress.

Action 1.1: English learners support staff, interventions, and materials.
Implementation Status: Full Implementation
Through the systematic integration of targeted language acquisition strategies and tailored instructional materials, our implementation approach aimed to bolster the linguistic proficiency of English Learner (EL) students. Challenges of diverse learning needs were met with innovative solutions, including personalized tutoring sessions and culturally relevant content. EL student Lexile scores increased 17.5 points from 853.17 to 870.64, showing continued growth year over year. Similarly, Reclassification rates remained at 17%, demonstrating effectiveness of our efforts in fostering meaningful academic growth among EL students. No substantive difference in the planned action compared to the actual implementation.

Actions 1.2: All academic interventions and program materials.
Implementation Status: Full Implementation
Through a multifaceted approach targeting instructional support and individualized student assessments, our intervention program is aimed at providing effective evidence-based academic support through one-on-one tutoring, Small Group Instruction classes, and differentiation. The challenge of varying proficiency levels as students enter our program are addressed through collaborative efforts among educators and the utilization of data-driven interventions. The reclassification rate of 17%, almost double the state average, underscores the success of our initiatives in advancing the academic journey of EL students towards English proficiency and academic achievement. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: Full Implementation
Through strategic planning and collaboration we achieved our goal of elevating overall credit completion, which involved implementing increased tutoring sessions and proactive student support initiatives. Our overall credit completion slightly decreased but remained high at 3.64 for the 24/25 school year. Throughout the year, our tutoring engagement of unique students saw remarkable growth with the average for LPs 1-6 at 46 and then LP 7-10 increasing to 72. This helped us surpass our Comprehensive Support and Improvement Plan target goal of 54 by making our yearly average 59 unique students receiving tutoring per LP. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: Full Implementation
Through collaborative efforts between school counselors and educators, our implementation strategy was aimed at enhancing the 1-year DASS cohort graduation rate. Challenges of student retention were addressed through personalized interventions and targeted resources. As a result, our 1-year DASS graduation rate continued to improve by 1.5% in the 24/25 school year to be at 91.1%, underscoring the effectiveness of our approach and the commitment of our team towards student success. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: Full Implementation
Our implementation strategy focused on integrating a variety of student activities, including enrichment field trips, experiential learning, athletics, and celebrations, to bolster academic progress. Careful planning and collaboration, and feedback from educational partners contributed to increased participation by students. Our Math course completion rate rose another 8.53% to 44% completion, while our ELA/ELD completion rate decreased 4.98% to 47.71% completion. No substantive difference in the planned action compared to the actual implementation

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Implementation Status: Full Implementation and Sustainability
Rigorous qualification assessments and strategic staff assignment procedures are in place to ensure 100% compliance with teacher and staff qualifications. While there continues to be a state-wide teacher shortage, we have continued to experience success evidenced by achieving the goal of 100% qualified and appropriately assigned teachers and staff, ensuring a high standard of instructional efficacy and educational quality. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Professional Development for English Learners.
Implementation Status: Full Implementation
This action centered on providing targeted professional development to support educators in effectively meeting the needs of our EL students. Professional learning opportunities like the California Association for Bilingual Education (CABE) conference and Solution Tree PLCs at Work Institute provided staff with professional learning opportunities to enhance instructional effectiveness. The success of our approach is evident in the significant growth observed in our EL students' Lexile scores by 17.5 points and their Quantile scores by 19.14 points. Growth in our LTEL students was even more significant, with LTEL Lexile scores increasing by 93.36 points and Quantile scores increasing by 119.86 points. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: The implementation of English Learners Support (LCAP 1.1 & 1.2) initiatives, marked by the integration of tailored language acquisition strategies and instructional materials, yielded notable successes evidenced by a significant rise in EL student Lexile scores and a reclassification rate nearly double the state average, underscoring the efficacy of efforts in nurturing academic progress among EL students. Similarly, Tutoring and Student Support (LCAP 1.3) initiatives, characterized by increased tutoring sessions and proactive student support measures, resulted in a remarkable surge in overall credit completion, indicating the effectiveness of endeavors in enhancing academic achievement. Moreover, collaborative endeavors in Counseling towards Graduation (LCAP 1.4) between school counselors and educators, illustrates the effectiveness of personalized interventions in bolstering student success. Rigorous qualification assessments and strategic staff assignment procedures under Qualified Staff (LCAP 1.6) ensured 100% compliance with teacher and staff qualifications,

reflecting the efficacy of meticulous implementation processes in upholding educational standards. Targeted Professional Development for English Learners (LCAP 1.7) enhanced instructional efficacy and led to significant growth in EL and LTEL students' Lexile and Quantile scores, highlighting the positive impact of focused professional development on student outcomes.

Overall Challenges: While there are strong academic indicators present, our ELA indicator on the CA Dashboard declined by 25.9 points and dropped in status from Yellow to Orange. Our 4-5 year cohort graduation rate on the CA Dashboard also decreased by 5% to 29.5% graduated. We remained focused on implementing effective strategies and practices to improve student outcomes in ELA, Mathematics, English Learner Progress, College and Career Readiness, and our 4-5 year cohort Graduation Rate. Through the lens of continuous improvement with our Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) processes, we will apply evidence-based interventions such as high-dose, one-on-one tutoring and Small Group Instruction to improve student outcomes. We will also continue to prioritize building connection and belonging for students through enrichment activities that support their overall school experience.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA’s goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1: English Learners support staff, interventions, and materials.
Effectiveness of Action: Somewhat Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement: As noted in the metric section above, our ELPI status showed an increase of 2.1% and our reclassification rate remained at 17%. In our collaborative needs assessment, we determined that the EDGE curriculum was being implemented, but it is still relatively new. We believe that additional professional development would help with implementation and increase scores. Additionally, we believe that there is a correlation between quality professionals interacting with students and their success. We believe that continuing to encourage our students to take opportunities for tutoring services will improve the English Learner’s progress.

Action 1.2: All academic interventions and program materials.

Effectiveness of Action: Somewhat Effective
Metric: NWEA MAP
Analysis Statement: As noted in the metric section above, our Lexile scores went up +57.31 points, with our EL, LTEL, LI, and SWD subgroups making significant progress. While our Quantile scores decreased 52.48 points overall, our EL, LTEL, and FY subgroups made significant progress. We continue to participate in county-level technical assistance provided by Los Angeles County Office of Education (LACOE) as part of our Differentiated Assistance status. Our team attended multiple trainings in the Plan Study Do Act Improvement Science series, and also attended a three-day Differentiated Assistance Convening. During these meetings with LACOE, MV's CSI/DA team participated in the Plan Study Do Act cycle by reviewing the CA Dashboard results and performing a Needs and Assets Assessment to determine root causes for our underperforming student groups in the Very Low (Red) status, Hispanic (HI) and Socio-Economically Disadvantaged (SED). Through this root cause analysis, we began to implement structural changes to our program in order to improve student learning outcomes. First, MV developed a comprehensive professional development scope and sequence, carving out fundamental training to reinforce instructional efficacy, including training on NWEA assessments, EL Reclassification, and Professional Learning Communities. We also hired a College and Career Paraprofessional to directly support students in meeting CCI criteria, such as completing A-G coursework, Advanced Placement exams, Career Technical Education pathways, or dual enrollment courses. We determined our area of focus to be captured in the following Aim Statement: by strengthening evidence-based interventions such as one-on-one tutoring and small group instruction that focus on essential math and literacy skills, academic outcomes like graduation rate and college and career readiness will improve. We expect that these structured evidence-based interventions will increase the number of Socio-Economically Disadvantaged and Hispanic students meeting "Prepared" levels on the College and Career Indicator and improve our Graduation Rate by 5%. Action 1.2 in the 2024-25 LCAP was updated with these interventions in order to address this required action and meet our students' need for additional support. This year, results from this intervention are just starting to show positive gains with a Reading Lexile Growth of +63.64 points and Mathematics indicator on 2024 CA Dashboard results increasing by 16 points. However, both our Graduation Rate and College and Career Indicator remained in the Very Low (Red) status, with Graduation Rate declining by 5% and CCI maintaining at 6.8%. We intend to continue strengthening our MTSS Framework through a continued focus on targeted one-on-one tutoring, small group instruction, NWEA assessments for continuous improvement and improved student outcomes.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, our credit completion rate was 3.64, coming close to our target goal of 4.0 credits. Our collaborative CSI/DA Team continues to support and implement our SMART Goal to increase credit completion through intensive tutoring. We believe that by working as a Professional Learning Community and increasing our whole-school approach, more gains will be made in the future. We know that students who receive tutoring earn about 1-3 points more per Learning Period than those who don't receive tutoring.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: As highlighted in the metrics provided, our current one-year DASS graduation rate increased to 91.1%, marking a positive increase of +1.5% from last year and surpassing our targeted goal by 13 percentage points. Our administrative team is confident in the effectiveness of the strategies employed within this action, and we are committed to maintaining their implementation with diligence.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: As highlighted in the metrics section, our overall credit completion decreased by 0.32 points, falling short of our target of 4.0 credits. Through our CSI/DA processes, we are actively analyzing data to determine root causes for learning gaps and identify effective interventions for enhancing student achievement. We've collected feedback from educational partners to build intentional shared decision-making to inform our actions and strategies.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: As indicated in the metrics provided, our teachers remain 100% fully qualified with credentials. We prioritize the assignment of staff who possess the necessary qualifications for their positions. Our administrative team is confident in the effectiveness of the strategies implemented within this action, and we are committed to maintaining their fidelity.

Action 1.7: Professional development for English learners.
Effectiveness of Action: Somewhat Effective
Metric: English Learner Progress Indicator
Analysis Statement: As observed in the metrics outlined above, our NWEA Lexile and Quantile scores for both our EL and LTEL students experienced significant growth, highlighting the positive impact of focused professional development on student outcomes. Although we have yet to reach our desired outcome, professional development in serving the needs of English learners is ongoing and remains a priority. As part of our Professional Learning Communities framework, staff are engaged in an ongoing cycle of improvement through a refinement of instructional practices, data-driven decision-making discussions, and intentional professional development. Each year, our EL Lead and other staff members also attend workshops at the annual CABE conference. While our administrative team acknowledges that the strategies employed within this action have yielded some effectiveness, we are committed to further refinement and faithful implementation.

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

Action 1.1: English Learners support staff, interventions, and materials.
While we made progress with strong indicators for this action with an increase in our ELPI on the CA Dashboard and maintaining a 17% Reclassification rate, it has not yet yielded the intended outcome as per the metrics outlined in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be insufficient targeted intervention. This adjustment involves the potential addition of an EL paraprofessional to the SGI class, ensuring that English learners receive quality-trained support within their program.

Action 1.2: All academic interventions and program materials.

While we made progress with strong indicators, including Lexile increase for our All, EL, LTEl, LI, and SWD student subgroups and Quantile increase for our EL, LTEL, and FY student subgroups, this action has not met the intended outcome. Lexile scores for our FY declined, and Quantile scores for our All, LI, and SWD declined. Consistent implementation and monitoring of evidence-based academic interventions like one-on-one tutoring, differentiation, and Small Group Instruction remain the core of our academic program. Through a collaborative needs assessment in accordance with our Comprehensive Support and Improvement and Differentiated Assistance processes, we identified contributing factors to the limited effectiveness of this action to be a lack of targeted intervention strategies.

Action 1.3: Tutoring and supports for students.
Though we've made progress, this action did not achieve the intended outcome as outlined in prompt 3. Our EL students had the most significant decrease in credit completion, with our All, LI, and SWD groups also decreasing. However, guided by feedback from both our PAC/ELAC and students, we remain committed to its continuation. Through a collaborative evaluation and needs assessment, we have identified a critical factor contributing to its limited effectiveness: insufficient student participation in tutoring, hindering the average credit completion of the entire student group. Recognizing the substantial impact of tutoring on credit attainment—where participants typically earn 1-3 more credits compared to non-participants within a learning period—we are revising the action's design. This adjustment may involve the recruitment of additional tutors if deemed necessary.

Action 1.5: Student activities that increase learning efforts.
Despite our best efforts, this action did not yield the intended outcome as per the metrics outlined in prompt 3. However, driven by feedback from our PAC/ELAC and students, we are committed to maintaining this action. Through a collaborative evaluation and needs assessment, we pinpointed a crucial factor contributing to its limited effectiveness: a weak connection between enrichment activities and increased credit completion. Recognizing the importance of understanding what motivates students to earn four credits each learning period, we are revising the action's design. This change includes coordination of integrated services, targeted academic interventions like tutoring and Literacy intervention, and increased opportunities for social connection and community building.

Action 1.7: Professional Development for English Learners.
Despite our efforts, this action did not achieve the intended outcome as outlined in prompt 3. However, guided by feedback from both our ELAC and teachers, we remain committed to its continuation. Through a collaborative evaluation and professional needs assessment, we have identified a critical factor contributing to its limited effectiveness: a lack of options for focused and specialized training based on our unique context of learning environment. Recognizing the significance of quality instruction for English learners, we are revising the action's design. Our Literacy Teacher, SGI Teacher, and EL Specialist are researching learning opportunities to further enhance our programs to support our students. We've expanded training and integration of the Professional Learning Communities (PLC) model in order to increase individual and collective capacity and emphasize a focus on learning, a culture of collaboration, and results orientation.

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	Long-term English learners (LTEL) and English learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. • Provide training for the EL curriculum. • Allocate time for EL staff to look at data and collaborate around the effectiveness of instruction. • EL Small Group Instruction (SGI). • Paraprofessionals in ELD SGI classes. • English learner tutors. • Individualized English Language Development Plan (IELDP). • Access to other effective intervention programs such as System 44, Rosetta Stone, English Intensive, and Leamos. Upon reviewing our local and state assessment data broken down by subgroup data, we have identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment we have found that our English learner students need additional support and scaffolds to be successful. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing our designated and integrated English Language Development (ELD) program is a school priority. It is crucial that every English learner meet the linguistic and academic goals as identified by their level of proficiency. EL's participate in Newcomer programs, Structured English Immersion or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored, and we expect that their ELPAC scores, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.		
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. Eligibility for Differentiated Assistance: Hispanic: ELA, Math, (Priority 4) LI: ELA, Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level: Reading: LI: 998.69 = 7th grade level Math: LI: 886.78 = 7th grade level To meet these needs, the LEA will provide the following: • refine the process for prioritizing courses for our students. • MV DA Taskforce study implementation and progress. • Professional development for targeted instruction in small group settings. • Improved data tracking for students' progress. • Access to other effective intervention programs such as SGI classes and tutoring support. As demonstrated in the Identified Needs and Metrics sections, state and local assessments in ELA and Math indicate that some of our lowest performing students are the English Learners, low income and foster youth student groups when compared to the All student group. To address this gap, academic interventions will be provided for our English learners, low-income and foster youth students struggling with academic proficiency	$221,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180 will accelerate their academic abilities. Students who participate in academic interventions will improve their learning gaps, as shown in their NWEA scores. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect our NWEA scores to increase each year.		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan. • PLCs engage in implementing effective tutoring. • Tutors are available for additional support. • Intensive tutoring for credit completion. • Improve tutor-student relationship to increase participation. • Access to tutors is both virtual and in-person. To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are "lowest" among the LI, FY & EL student groups. To address the achievement gaps, tutors will provide support for our English learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English learners, low-income, and foster youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English learners, low-income and foster youth student groups. However, because we expect that all students	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase each year.		
1.4	Counseling students towards graduation and materials	Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment. • Provide additional training on the Multi-Tiered, Multi-Domain Systems of Support (MTMDSS). MTMDSS provides tiered levels of school counseling instruction and data-driven intervention services that help address the needs of students in the areas of academic, college/career, and social/emotional development. • Counselors help address obstacles to graduation. • Additional counselors reduce the counselor-to-student ratio and allow for equity and improved access to resources. Some of our lowest graduation rates are among the English learners, low-income and foster youth student groups when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. To address these gaps, counselors will provide additional support to English learners, low-income and foster youth students. They will promote high expectations provide guidance towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups each year.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Student activities that increase learning efforts	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the following: • Improve the relationships between staff and students to increase school participation and engagement. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress • Enrichment experiences and field trips. As demonstrated in the Identified Needs and Metrics sections, the English learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4. 0. They often exhibit low motivation to complete their assignments. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes, but is not limited to, experiences. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis. We anticipate and increase up to 4 credits per learning period.	$15,000.00	Yes
1.6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements.	$3,318,663.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Professional Development to Support English learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Professional development for implementing the EL Tool Kit. • Professional development for effective EL strategies, such as SIOP. • Paraprofessionals in ELD SGI classes trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional Learning Communities, workshops and conferences for staff. In order to stay above the state average for our English language learners' reclassification rate, we will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. To address this need, they will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and Professional Learning Communities provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English learners' ELPAC scores, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel.	$500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students.	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.

This goal was developed with the special needs and interests of our unique student population. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the A-G requirements. Year after year, we expect these metrics to show improvement for all of our student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Standards–aligned materials – Priority 1	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implement state academic standards and EL access – Priority 2	4.46 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.46 out of 5.0 Data Year: 2024-25 Data Source: Dashboard Fall 2024		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	No Difference
2.3	Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts All: 32% EL: 14% FY: 0% LI: 26% SWD: 20% Homeless:100% AA: 50% AS: 0% H/L: 28% WH: 22% Mathematics All: 2% EL: 0% FY: 0% LI: 0% SWD: 0% Homeless: 0% AA: 0% AS: 0% H/L: 0% WH: 0% Science All: 24%	Statewide Assessments: English Language Arts All: 30% EI: ** FY: ** LI: 28% SWD: 9% Homeless: ** AA: 33% AS: 100% H/L: 26% WH: 33% Mathematics All: 4% EI: ** FY: ** LI: 1% SWD: ** Homeless: ** AA: ** AS: ** H/L: 4% WH: 8% Science		Statewide Assessments: English Language Arts All: 46% EL: 46% FY: 46% LI: 46% SWD: 46% Homeless: 46% AA: 46% AS: 46% H/L: 46% WH: 46% Mathematics All: 7% EL: 7% FY: 7% LI: 7% SWD: 7% Homeless: 7% AA: 7% AS: 7% H/L: 7% WH: 7% Science	Statewide Assessments: English Language Arts All: -2.0% EL: 14% (w/o comparison) FY: (w/o comparison) LI: +2.0% SWD: -11.0% Homeless: (w/o comparison) AA: -17.00 AS: 100%(w/o comparison) H/L: -2.0% WH: +11.0% Mathematics All: 2.0% EI: (w/o comparison) FY: (w/o comparison) LI: 1.0% SWD: (w/o comparison)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% FY: 0% LI: 25% SWD: 0% Homeless: 0% AA: 0% AS: 0% H/L: 17% WH: 25% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	All: 8% EI: ** FY: ** LI: ** SWD: ** Homeless: ** AA: ** AS: ** H/L: 11% WH: ** Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to low student count		All: 26% EL: 26% FY: 26% LI: 26% SWD: 26% Homeless: 26% AA: 26% AS: 26% H/L: 26% WH:26% Data Year: 2026 Data Source: SARC and PowerBI CAASPP	Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L:4% (w/o comparison) WH:8%(w/o comparison) Science All: -16.0% EI: (w/o comparison) FY: (w/o comparison) LI: 25% (w/o comparison) SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: -6.0% WH: 25% (w/o comparison)
2.4	Number of students in career-ready courses - local	CTE - 64 Pro Skills - 95 Data Year: 2023-24 LPs1-7	CTE – 63 Pro Skills – 102 Data Year: 2024-25 LP 1-7		+5% Increase students in career-ready courses each year	CTE -1 Pro Skills +7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: Internal PowerBI		Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	
2.5	Percentage of CTE course and pathway completers – Priority 4	52.63% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 0% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	54.17% CTE course completion rate Data Year: 2024-25 Data Source: Internal PowerBI 5.4% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		50% CTE Course Completion rate Data Year: 2026-27 Data Source: Internal PowerBI 1.5% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	+1.54% CTE course completion rate +5.4% CTE pathway completer rate
2.6	Access to broad range of courses – Priority 7	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.7	Seniors complete A-G courses– and CTE pathway completers with A-G – Priority 4	2.3% Seniors completing A-G courses 0% Seniors completing CTE and A-G Data Year: 2022-2023	3.9% Seniors completing A-G courses 1.6% Seniors completing CTE and A-G		4% A-G course completion rate 1.5% A-G + CTE Completion	+1.6% Seniors completing A-G course

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CDE DataQuest	Data Year: 2023-24 Data Source: CDE DataQuest		Data Year: 2026-27 Data Source: CDE DataQuest	+1.6% Seniors completing CTE and A-G
2.8	Dual Enrollment - local	8 Data Year: 2022-23 Data Source: Internal PowerBI	10 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerBI		Dual Enrollment +5% increases each year Data Year: 2026-27 Data Source: Internal PowerBI	+2
2.9	CA Dashboard English Language Arts and Mathematics Status	ELA - ELA - Increased 70.3 Pts, Yellow Math - Math - Increased 25.8 Pts, Orange Data Year: 2023 Data Source: CA Dashboard	ELA - Declined 25.9 Pts, Orange Math - Increased 16 Pts, Orange Data Year: 2023-24 Data Source: Dashboard Fall 2024		Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA - Declined 25.9 Pts Math - Increased 16 Pts

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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English learners, low-income, and foster youth students.
Implementation Status: Full Implementation
Enrollment in our Professional Skills courses remains consistently high with 102 students enrolled. Within our Career Technical Education (CTE) program, 63 students are enrolled in pathways such as Patient Care, Culinary, and Web Design. Through partnership with SchoolsFirst Federal Credit Union, we host an annual Bite of Reality event, an interactive financial education simulation where students are able to navigate occupation, salary, and financial responsibilities while making real-world budgeting decisions such as rent, buying a home, transportation, and child-care. There were no significant deviations between the planned action and its actual implementation.

Action 2.2: Professional development addressing English learners, low-income, and foster youth students.
Implementation Status: Full Implementation
All staff are provided diverse professional learning opportunities to foster continuous growth and instructional efficacy. These opportunities encompass a wide spectrum of subject-matter domains and topics to suit the diverse needs of students and staff, including workshops, webinars, conferences, credentialing, and professional learning communities. We are also engaged in count-level technical assistance through LACOE as part of our Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) processes, as well as our Community Schools model. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: Full Implementation
Upon enrollment, every student is provided with a Chromebook and hotspot to ensure access to necessary resources. We ensure that every student requiring these tools to complete their coursework receives them. Through continuous orders for Chromebooks and hotspots, we maintain a 100% provision rate for all our students, accommodating site needs, including device expansion and replacement. There were no significant deviations between the planned action and its actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: Full Implementation
Through the use of Instructional Coaches, we have engaged in one-on-one and cohort coaching for our Math, ELA, and ELD teachers, as well as department focus training. Faculty and staff have benefited from participating in diverse professional learning intended to support standard-based curriculum and instruction, such as the Solution Tree PLCs at Work Institute and California Association for Bilingual Education (CABE) annual conference. Additionally, as part of our CSI/DA processes, we've been engaged in regular county-level technical assistance focused on root cause analysis to develop SMART goals for continuous improvement. There were no significant deviations between the planned action and its actual implementation.

Action 2.5: Educational materials for an effective program.
Implementation Status: Full Implementation

We maintain vigilant oversight of our instructional materials with the assistance of our Regional Instructional Specialists. These specialists visit each center, conduct thorough inventories, and engage in discussions with teachers and administration to address their needs in this domain. Our curriculum undergoes regular updates and is readily accessible to all staff for use with students. Additionally, accompanying texts and supplemental materials are conveniently available online for student use. Teachers also ensure a diverse array of educational materials and manipulatives are on hand to support reading and writing programs. We can confidently affirm that no students are lacking materials. There were no significant deviations between the planned action and its actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: Full Implementation
Our facilities department conducts inspections at each site using the Facility Inspection Tool (FIT) and subsequently report their findings. Our site receives annual training from our Director of Safety and Security to ensure compliance with safety protocols. Moreover, we have a dedicated safety coordinator who conducts monthly safety checks to uphold site security standards. Additionally, all staff members undergo annual safety and security training modules to reinforce best practices. There were no significant deviations between the planned action and its actual implementation.

Overall Successes: Our enrollment in both CTE and Professional Skills courses remain high at 63 and 105, respectively. Our CTE course completion also increased to 54.17%, surpassing our target goal, and our CTE pathway completer rate is at 5.4%, which more than tripling our target goal of 1.5%. Our technology access and support (Action 2.3), support for standards-based curriculum and instruction (Action 2.4), provision of educational materials (Action 2.5), and ensuring safe and secure facilities (Action 2.6) all are fully implemented. Additionally, we have a strong team of caring educators who all work in unison to meet the needs of our students and families. These positions include a School Counselor, School Social Worker, and School Psychologists and also a new Parent Engagement Liaison and College and Career Paraprofessional.

Overall Challenges: Although there have been notable achievements in enrollment and participation in career and college-readiness programs (Action 2.1), our Statewide assessments in ELA, Math, and Science are still short of our goals, indicating that the continuous engagement and success of English learners, low-income, and foster youth students is still not where we need it to be. Our College and Career Indicator on the CA Dashboard is in Red Status and maintained at 2.1% with 6.8% prepared. To address these gaps, we will continue to enhance evidence-based interventions such as one-on-one tutoring and Small Group Instruction. With a dedicated College and Career Paraprofessional, we'll also strengthen CTE, Dual Enrollment, and workforce development offerings and participation.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English language learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English learners, low-income, and foster youth students.
Effectiveness of Action: Effective
Metrics: Work Readiness and CTE courses, CTE and A-G.
Analysis Statement: In the metrics provided, our workforce readiness and Career Technical Education (CTE) initiatives continue to progress. A-G completion among seniors increased +1.6% to 3.9% overall. Dual Enrollment participation increased from 8 students to 10 students. Participation in CTE and Professional Skills courses maintained with 63 and 102 students respectively. CTE course completion improved by +1.54% to 54.17%, and CTE pathway completer rate increased substantially by 5.4%.

Action 2.2: Professional development addressing English learners, low-income and foster youth students.
Effectiveness of Action: Somewhat Effective
Metrics: CAASPP for English Language Arts and Math.
Analysis Statement: As noted in the metric section above, our students performance increased in Mathematics but decreased in English Language Arts. Students in our All group demonstrated a 4% increase on Statewide Assessments and increased 16 points on our CA Dashboard Mathematics Indicator with an Orange status. However, students in our All Group decreased by 2% on Statewide Assessments and saw a decline of 25.9 points on our CA Dashboard ELA Indicator with a Orange status. Recognizing the significance of these results, our CSI/DA team conducted a thorough needs assessment using school data. Moving forward, we are committed to operating as a Professional Learning Community to enhance our monitoring of student preparedness for the CAASPP exams. We understand the challenges posed by this assessment, particularly for students below grade-level, and acknowledge the pivotal role of preparation in their readiness. Central to our strategy is the continued emphasis on professional development for our staff. We firmly believe that highly effective educators are instrumental in improving student performance.

Action 2.3: Technology Access and Support.
Effectiveness of Action: Effective
Metric: 100% of students offered Chromebook and hotspot upon enrollment.
Analysis Statement: As highlighted in the metrics section above, every one of our students receives hotspots and computers to facilitate their coursework completion. Both our administrative team and teachers affirm the effectiveness of the strategies implemented in this action. We remain committed to monitoring and ensuring access to technology for all our students.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: Effective
Metric: CDE Standards Implementation Rubric.

Analysis Statement: As highlighted in the metrics section above, our commitment to delivering a high-quality, standards-based curriculum remains strong. Currently, we stand at 4.46, signifying full implementation of California Standards. However, we recognize that we have not yet attained the desired 5.0 rating for full implementation and sustainability, particularly in our World Languages curriculum. Our teachers and administration collaborate diligently to consistently enhance the quality of our curriculum and its implementation. Although we have seen incremental improvements each year, achieving sustainability across all categories remains a challenge.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: As highlighted in the metric section above, each of our school sites boasts ample materials, diligently overseen by Regional Instructional Specialists. Our annual inventory checks ensure the currency of these resources, with a proactive approach to acquiring state-adopted texts and supplementary materials as needed. Our dedicated teachers are equipped with a diverse array of educational materials and manipulatives to bolster students' skills in reading, writing, and mathematics. Both teachers and administration unanimously recognize the importance of perpetuating the strategies implemented for achieving this goal.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action: Effective
Metric: Facilities Inspection Tool (FIT)
Analysis Statement: As outlined in the metric section above, our Facility Inspection Tool revealed that all areas of our school received an exemplary rating, affirming our commitment to maintaining a safe environment. Furthermore, our Director of Safety and Security diligently ensures adherence to our safety plan, further bolstering our safety protocols. Data from the school survey indicates that nearly all our students and teachers express a sense of safety within our school premises. This collective sentiment underscores the importance of continuing our safety measures. We remain unwavering in our dedication to fostering a secure and conducive learning environment for all members of our school community.

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

Action 2.2: Professional development addressing English learners, low-income and foster youth students.
This year's professional development has been meticulously designed to address critical areas for improving student support and instructional practices. In the 2024-2025, we developed a year-long PD scope and sequence for monthly professional learning. Sessions have provided staff with invaluable opportunities to address the specific needs of diverse student populations, focusing on academic interventions, emotional support, and family engagement. Additionally, a diverse and comprehensive array of outside professional development was provided for faculty and staff in their respective domains, including the CMC South Mathematics conference, California Association of Bilingual Education (CABE) conference, and Differentiated Assistance Convening, to name a few. Moving forward, we aim to clarify reengagement expectations, develop a common language to support students, deepen our understanding of research-based practices tailored to our demographics, and utilize PLC time effectively for resource sharing, curriculum revision, and collaborative intervention development. Through these strategic adaptations, we aspire to cultivate a culture of continuous improvement and student-centered support in our educational community.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Despite our efforts, this action did not achieve the intended outcome as described in prompt 3. However, guided by feedback from both our ELAC and students, we remain committed to offering this action. Through a collaborative evaluation and PLC, we identified key needs to be: shared resources, revise curriculum, and develop interventions to support targeted demographics. This adjustment involves implementing a more robust support system specifically tailored for students taking a world language.

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	Career and college-readiness for English learners, low-income, and foster youth students	To address the need to increase college and career readiness for our unduplicated students. We will do the following: • Counselors support career and college ready efforts. • 11th and 12th graders have access to college courses. • CTE programs and pathways offered. • WIOA job training and placement. • College and Career days as well as field trips. Some of our lowest career and college-readiness rates are among the English learners, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses and below 11.1% in the A-G + CTE pathway completion rate. Our English learners, low-income and foster youth students need to be prepared to pursue a career or attend a college. Our English learners, low-income and foster youth students need to be prepared to pursue a career, or attend a college. To address this need, our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. However, because we expect that all students showing	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our college and career readiness rates for our students and we expect to increase +.5 percentage points each year for A-G and CTE.		
2.2	Professional development addressing English learners, low-income, and foster youth students	Staff participate in professional learning throughout the year that targets our unduplicated student groups. We will do the following: • Professional Learning Communities model will help strengthen monitoring for test readiness. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math and science assessments show that many of our lowest performing students are the English learners, low-income and foster youth student groups when compared to the All student group. To address this issue, professional development for our teachers and staff will be essential to the progress our English learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our English learner students' academic and social-emotional needs. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning, that state assessment results for our English learners, low-income and foster youth will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on students with CAASPP scores.	$3,000.00	Yes
2.3	Technology Access & Support	All English learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This	$22,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		is an ongoing effort to help them to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a computer. • Provide every student with a hotspot. • Provide students and teachers with tech support to ensure access to curriculum and instruction. All English learners, low-income and foster youth students will have 100% access to the curriculum and instructional supports. We know this involves access to effective technology platforms and support programs. This is an ongoing effort in helping them to access their curriculum and instructional supports. We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our students, by sustaining 100% access to their educational program.		
2.4	Support for Standards-based Curriculum and Instruction	All English learners, LTELs, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following: · Participate in local curriculum review. • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. All English learners, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based curriculum is 4.46, based on the CDE Standards Implementation Rubric. To address this, regional and site personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a	$162,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.		
2.5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted texts and update supplemental materials regularly, so that they meet our students' academic needs.	$1,736,553.00	No
2.6	Safe and secure facilities	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$611,986.00	No
2.7	Dual enrollment for students	College going rates among our English learners, low-income and foster youth student groups tend to be low. To address this need, our English learners, low-income and foster youth students need additional staff support to be prepared and supported when taking a college course. We will have internal staff, who monitors alongside our teachers, those who monitors with our teachers, those students who are assigned to dual enrollment courses and need help to support their efforts. Costs for college courses, books, materials, field trips and extra hours for support personnel are just a few of the possible expenditures for this action. This could also include professional development for helping our At-Promise youth be successful in these challenging courses. We have witnessed many of our students be successful when there is tutoring and other support from adults. We know that these actions will have a positive impact on English learners, low-income and foster youth students; however, we will offer support LEA-wide in order to maximize successful dual enrollment for the entire student population.	$100.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Retention: This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Success Rate - local (graduation, retention, and rematriculate)	95.24% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100.00% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Success Rate – maintain 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+4.76

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Facilities rating – Priority 1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2023-24 Data Source: Dashboard Fall 2024		Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.3	Retention rate – local metric	88.57% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100.00% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Retention Rate – 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+11.43%
3.4	Attendance rate – Priority 5	96.71% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 92.16% Data Year: 2024-25 LP1-7 Data Source: Internal SIS		Attendance Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	-4.55%
3.5	Non-completer rate(dropout) – local metric	4.76% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 11.49% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+6.73%
3.6	Suspension rate – Priority 6	0%	All: 0%		0% - low rate	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024		Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	
3.7	Expulsion rate – Priority 6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024		0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference

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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: Increase Student Retention.

Action 3.1: Student Retention
Implementation Status: Full Implementation
Retention serves as a pivotal metric for gauging our school's success, with a dedicated Student Retention Support (SRS) team at the forefront of efforts. Through tiered engagement strategies, including calls, texts, emails, and collaboration with all staff, the SRS team works tirelessly to identify and eliminate barriers hindering student attendance and participation. They actively bridge communication gaps between students/families and teaching staff, often resorting to home visits to foster connections and motivate students to attend synchronous

instruction appointments and complete coursework consistently. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and Emotional Supports
Implementation Status: Full Implementation
Our socioemotional programs significantly contribute to the overall success of our students, offering a diverse array of supports tailored to their needs. This year, our initiatives included empowering Student Council to amplify their involvement in planning and implementing school activities to build belonging and community among our student body, such as Spirit Week and a Memory Box Event. Additionally, our Resiliency Programs, such as HOPE (Helping Our Parenting Students Excel), play a crucial role in supporting our parenting students. Through designated child-friendly areas on campus and strategic partnerships providing essential resources like diapers, formula, and parenting classes, we ensure that our parenting students receive the support they need to thrive academically and personally. Staff also underwent Crisis Prevention and Intervention (CPI) training to build skills to recognize, de-escalate, and safely respond to challenging behaviors, emphasizing a student-centered approach. Importantly, our implementation of these initiatives closely aligns with our planned actions, resulting in no substantive differences between our intended goals and their actual execution.

Action 3.3: Access to Transportation
Implementation Status: Full Implementation
We strongly believe that offering transportation services to students has a significant positive effect on their attendance rates. Bus passes are made available to all students, and students with extenuating circumstances and demonstrating high need are offered personalized transportation through our Hop, Skip, Drive rideshare program. These transportation supports are tailored to the individual needs of students, providing them with either weekly or monthly access to and from school. Importantly, our implementation of this initiative closely aligns with our planned action, resulting in no substantive differences between our intended goals and their actual execution.

Action 3.4: Access to Nutrition
Implementation Status: Full Implementation
At our school sites, students have access to a variety of food options including hot meal options, snacks, and beverages. We strongly believe that offering food supports students' sense of connection with their school community, and dissolves distractions related to hunger. Our hot meals are delivered, ensuring students receive the necessary nutrients to sustain their energy levels and maintain a healthy body. We also have other snacks and quick prepared options on hand at all times to provide variety and ensure balanced nutrition. In implementing this initiative, we have stayed true to our planned action without any substantive deviations in the actual implementation.

Overall Successes: The implementation of our school's student retention strategies (LCAP 3.1) has proven successful based on our Student Success metric under the guidance of our dedicated Student Retention Support (SRS) team. Through proactive engagement methods such as calls, texts, emails, and home visits, barriers to student attendance and participation have been effectively identified and addressed. Additionally, our socioemotional support programs (LCAP 3.2) have played a pivotal role in student success, offering initiatives like Experiential Learning Opportunities and Resiliency Programs that provide vital resources and aid students in overcoming obstacles both academically and personally. Our commitment to providing access to nutritious food options (LCAP 3.4) at school sites has fostered a sense of community among students while mitigating distractions associated with hunger, creating an optimal learning environment.

Overall Challenges: Our school faces significant challenges stemming from the increasingly complex social-emotional needs of our students. While still maintaining high student attendance at 92%, we did experience a decrease this year. Our non-completer rate also increased to 11.47%, which is above our target goal of 10% or lower. However, we remain confident in the effectiveness of our retention and success strategies in supporting our student body. Despite these challenges, we are committed to developing additional strategies to address our non-completion rate and ensure the continued academic and personal growth of our students.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal: To Increase Student Retention.

Action 3.1: Student Retention
Effectiveness of Action: Effective
Metric: Retention Rate
Analysis Statement: As observed in the metric section, our retention rate experienced a significant increase of +11.43% to reach 100%. This surpasses our goal of 80% and demonstrates the effectiveness of our Student Retention Team's efforts at proactive and coordinated re-engagement efforts. Both teachers and administration concur on the significance of persisting with the strategies implemented to achieve this goal.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: Effective
Metric: Success Rate
Analysis Statement: As noted in the metric section above, our success rate experienced a +4.76 increase to reach 100%. This surpasses our goal of 80%, and is largely due to our dynamic team of student services staff which support our personalized learning model. This team includes our School Counselor, School Social Worker, School Psychologist, Student Retention Specialist and our new Parent Engagement Liaison and College and Career Paraprofessional.

Action 3.3: Access to Transportation
Effectiveness of Action: Effective

Metric: Attendance Rate
Analysis Statement: As noted in the metric section above, our attendance rate shows our attendance rate was 92.16%. While this is a decrease of 4.55%, it still exceeded our desired outcome of 85%. Our transportation support provides consistent transportation options to remove barriers for our students to participate fully in our learning program.

Action 3.4: Access to Nutrition
Effectiveness of Action: Somewhat Effective
Metric: Non-completer Rate
Analysis Statement: As noted in the metric section above, our non-completer rate increased to 11.49%, which is above our expected outcome of 10% or lower. While this is a significant increase from our rate of 4.76% last year, we expect that through a deliberate and comprehensive focus on eliminating barriers to our learning program, such as access to nutrition, and wraparound intervention and coordination of services for students in danger of becoming non-completers, we will meet our target outcome. Teachers and administration agree that it is important to continue the strategies for this goal. Because of the feedback from teachers, we will continue this action.

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

Action 3.4: Access to Nutrition
To address our non-completer rate increasing above our target outcome of 10%, we will implement a comprehensive plan focused on early identification and targeted support for at-promise students. This includes establishing early intervention to monitor attendance, academic performance, and behavioral trends, allowing staff to intervene promptly with counseling and personalized academic support with evidence-based interventions like one-on-one tutoring. We'll also continue to foster a positive and inclusive climate through social-emotional learning, and increased family and community engagement, and amplifying student voice and sense of community as additional layers of protection against drop out and other adverse academic outcomes. Ongoing professional development for staff will ensure effective implementation of these strategies, with regular data review to adjust interventions and maximize student success.

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	Student Retention	All English learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following: • Our student retention support personnel will engage in active outreach.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Student retention services will be trained. • Provide additional services that support retention. We serve English learners, low-income and foster youth with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population. Ensuring that our English learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English learners, low-income and foster youth, because our data shows that we have been successful. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the retention rate of our students, and that we will stay above 80% each year.		
3.2	Social and Emotional Supports	All English learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following: • Our SEL programs are offered as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga and SEL courses. Our English learners, low-income and foster youth student population were negatively impacted during the pandemic. Many sustained social and emotional trauma, which impacted our Success Rate, which measures graduation, retention and rematriculation. We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices have helped address many of the social-emotional needs of our English learners, low-income and foster youth students. Programs such as TREC, HOPE, counseling, support personal, social workers, professional development, special program such	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as yoga, have a positive impact on our students. We will continue to provide and improve on these actions and services, because we have witnessed success in our English learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the Success Rate of our program, and that we will stay above 80% each year.		
3.3	Access to Transportation	All English learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following: • Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. Our English learners, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To address this issue, we provide a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.	$1,500.00	Yes
3.4	Access to Nutrition	All English learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following: • Ensure that students have access to food on site.	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide additional services that support nutrition Food scarcity for our highly mobile English learners, low-income and foster youth students is a serious concern. We intend on doing everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions will decrease non-completer rates for our English learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% each year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partner Engagement: This is a maintenance goal for increasing educational partner engagement. We believe in parent participation along with their student's academic progress, and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our educational partners, we made this goal a maintenance of progress goal. There was a down turn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent conferences, events, celebrations – local metric	Participation Count = 375 Enrollment Count = 261 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 448 Enrollment Count = 255 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+73

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Advisory/ ELAC – local metric participation all year	271 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	234 participants to date Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		300 Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	-37
4.3	Parents Feel Encouraged to Participate – Priority 3	88% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	96% Feel Encouraged to Participate Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Parents Feel Encouraged to Participate - 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+8%
4.4	Students Feel Safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	99% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students Feel Safe- 91% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-1%
4.5	Students Feel Connected – Priority 6	98% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students Feel Connected - 88% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Teachers Feel Safe– Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers Feel Safe- over 92% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference
4.7	Teachers Feel Connected– Priority 6	100% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers Feel Connected - over 92% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference

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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress in meeting the following goal: Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Implementation Status: Full Implementation and Sustainability
Throughout this year, our school has hosted a range of activities aimed at fostering strong community engagement and supporting the holistic well-being of our students. These activities included orientation sessions, open houses, and quarterly meetings for Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC). A prioritized focus on deepening authentic educational partner

engagement has resulted in both increased attendance and active participation. The Community Schools model has progressed to the Implementation phase, integrating additional resources and strategies to further enhance community engagement, including a new designated Parent Engagement Liaison position.Our commitment to community involvement was further exemplified by inviting local partners to participate in our school events. In collaboration with various mobile health units, we facilitated access to essential health services such as immunizations, vision appointments, and physicals, ensuring our students' health needs were comprehensively addressed. Importantly, these initiatives were implemented as planned, with no substantive differences observed between our intended actions and their actual execution.

Action 4.2: Translation and Outreach Services
Implementation Status: Full Implementation and Sustainability
Effective communication in parents' primary language is a fundamental service provided during parent meetings, student orientations, and parent-teacher conferences. This year, we enhanced our language support by bringing on professional, in-person interpretation services for our PAC/ELAC meetings. Concise video presentations with translation captions and presentation materials with translations were also provided at each PAC/ELAC meeting. Additionally, bilingual staff members are present and readily available at every meeting or gathering to ensure information is effectively conveyed to all parents. For more intricate and detailed documents, we leverage the services of DTS to assist in translating important materials. Importantly, this approach has been implemented as planned, with no substantive differences observed between our intended actions and their actual execution.

Action 4.3: Educational Partner Engagement
Implementation Status: Full Implementation and Sustainability
Our Community Liaison plays a vital role in enhancing coordination and communication within the school community. Throughout the year, parents and families are encouraged to engage in various activities such as Back to School Night, Parent Conferences, Parent Meetings, and College Night. These events are designed to foster community involvement, and we actively invite local community-based organizations like Center for Healthier Communities to participate. By collaborating with partners such as Goodwill AJCCI, we ensure that students and their families have access to employment opportunities and job training resources. Additionally, through our partnership with the SCV Quality Care, we provide students and their families with access to essential healthcare services. Importantly, these initiatives have been implemented as planned, with no substantive differences observed between our intended actions and their actual execution.

Overall Successes: Successes for Goal 4: Increasing Educational Partner Engagement include increased educational partner engagement and strong satisfaction among our students and families. We’ve made meaningful investments to improve authentic engagement with families that have yielded positive results. More families are participating in educational partner meetings such as PAC/ELAC, and our Community Schools model is taking shape to help broaden services and engagement. Enhancements to our meeting platforms have improved access and involvement, with attendance at meetings not only increasing but building consistency with more families returning for multiple meetings. In LCAP 4.2, professional interpretation services were introduced at our PAC/ELAC meetings. For LCAP 4.3, each meeting prioritizes access and meaningful engagement through streamlined meeting and presentation materials; multiple information delivery methods including videos, handouts, and discussions; in-person professional Spanish translation; and dedicated opportunities for recorded feedback from families. Additionally, new student and family-centered spaces, including a Community Hub are being developed to further support engagement and well-being. We are proud that more students and parents than ever report feeling safe and connected on our Annual Surveys. We are building towards a sustainable Community School model that ensures we remain focused on centering local needs and community-based definitions of success.

Overall Challenges: While we have made meaningful progress in Goal 4 by strengthening educational partner engagement and improved family involvement, there is still room for growth. Our vision is to develop a core group of parents and community members who not only attend meetings regularly but also actively participate in our Parent Committees. Centering family voices in shared decision-making remains a top priority, and we are committed to removing barriers by expanding opportunities for involvement, ensuring all communications are translated, and tailoring meetings to better meet the diverse needs of our families. Through these efforts, we aim to create a more inclusive and collaborative school community where every family feels empowered to contribute to school decisions.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: To support the progress in meeting the goal to Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: Effective
Metric: Participation Counts
Analysis Statement: As indicated in the metric section, our data reveals that 234 parents actively participated in meaningful school activities through LP7. As we have enhanced community events and blended them with our PAC/ELAC meetings, we have seen increased attendance and deepened authentic engagement. With ongoing events such as awards ceremonies and graduation yet to conclude, we anticipate a further increase in participation, surpassing our enrollment figures. This demonstrates a strong level of engagement from our community and parents, enhancing the overall cohesion of the school community. Our administrative team acknowledges the effectiveness of the strategies employed in this action and is committed to their continued implementation with fidelity.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: Effective
Metric: PAC/ELAC Participation
Analysis Statement: As noted in the metric section above, while our PAC/ELAC participation of 234 through LP7 shows a decrease from the same time last year, through our four quarterly meetings we will have over 400 participants. This demonstrates the effectiveness of our

investments in redesigning our educational partner meetings with a Community Dinner format and dedicated time for discussion and feedback. A professional in-person interpretation service was introduced this year that has demonstrated immediate benefits, with parents more engaged and able to provide more substantive feedback. We believe in the necessity of parent voice, so we will continue to utilize this professional interpretation service at all important educational partner meetings. Our admin team believes that the strategies in this action have been effective and we will continue to implement them with fidelity.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: Effective
Metric: School Survey Data
Analysis Statement: As indicated in our survey data analysis, 96% of surveyed parents expressed feeling encouraged to participate in school activities, which is an 8% increase from the previous year and is 11% above our expected outcome of 85%. For our students, 98% of surveyed students reported feeling safe and 100% reported feeling the school environment is positive and inclusive. We remain committed to exploring further avenues to sustain this level of encouragement for parental involvement. Both our Parent Advisory Committee (PAC)/English Learner Advisory Committee (ELAC) and administrative team underscore the importance of this action moving forward.

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

The actions for Goal # 4 did have the intended outcome based on the associated metrics as described in prompt 3.

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	Community/Parent Liaison and Meaningful School Activities	All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following: • Community liaison who does outreach. • Provide meaningful parent activities. • Promote events and activities for parents to participate in at school. The parents of English learners, low-income, and foster youth students are some of the least involved educational partners. Parent and educational partner engagement is an essential component to effective schooling for our English learners, low-income and foster youth students. We know that	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. We expect that these actions will increase involvement of the parents of English learners, low-income and foster youth. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our participation counts to be above school enrollment each year.		
4.2	Translation and Outreach Services	All English learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following: • Our translation services are capable of translating for multiple languages in writing. • Oral translation services are also provided at school events. • Provide additional translation and outreach services as necessary. Many of our English learners and low-income students speak a language other than English. Our English learners, low-income, and foster youth students require effective communication and outreach about the educational programs and opportunities at the site. Good communication improves a sense of connection and is likely to help increase PAC/ELAC participation. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. We expect that these actions will sustain student's sense of connection for our English learners, low-income and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our students to report that over 90% feel connected to school each year.	$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Educational Partner Engagement	Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following: • Provide meaningful educational partner engagement activities. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. Our English learners, low-income, and foster youth students and families often struggle with beings involved in meaningful school activities. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, low-income and foster youth students. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect that our parents will report that over 85% feel encouraged to participate each year, based on the school survey.	$150.00	Yes

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
$1,069,456.00	$43,541.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.238%	0.000%	$0.00	18.238%

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:** All academic interventions and program materials **Need:** Students who come to us are typically about 4-grade levels or more below in their academics. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above,	Due to inadequate progress towards meeting this objective, Mission View was provided with Differentiated Assistance (DA) by the Los Angeles County Office of Education. Subsequently, Mission View undertook a collaborative evaluation and professional needs assessment to tackle the issue of underperformance. After analyzing data from the California School Dashboard and internal sources, Mission View determined that the lack of effectiveness in this action stemmed from a need to further refine the prioritized courses for our	We will closely monitor progress on our Math and Reading intervention programs. The following metrics are applicable: (NWEA ELA all students, low-income) (NWEA ELA all students, low-income)

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
	our socioeconomically disadvantaged are far below grade level. Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups on the CA Dashboard, which were very low in 2023. The Hispanic and socioeconomically disadvantaged student groups were low in ELA and Math. We found that our Hispanic students were also low-income and were in the red. The 2024 Dashboard had no student groups in the red for ELA and mathematics. (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:** Schoolwide	students. In response, working alongside another school's DA Taskforce, we recognize the positive impact of SGI classes on our students due to their constructivist learning approach, as evidenced by the correlation between small group learning and improved academic outcomes. Additionally, we will enhance our focus on refining student expectations, ELPI, and supporting new-to-country students. Furthermore, staff providing support to EL students will receive additional assistance through improved data-tracking and professional development initiatives. Lastly, there will be a concerted effort to expand the provision of tutoring services to more students. This action is ongoing throughout the school year. We offer intervention courses to students following their enrollment and are based on their diagnostic assessment. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	CA Dashboard Academic Performance Indicator results for our Hispanic, and socioeconomically disadvantaged, in ELA and Math We will also consider input from the parents of participating students to enhance the quality of the programs provided.
1.3	**Action:** Tutoring and supports for students **Need:** To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the 2023 CA Dashboard for their 4-year federal Graduation Rate.	Our collaborative CSI/DA Team persists in supporting and executing our SMART Goal aimed at increasing credit completion through intensive tutoring. We are convinced that by operating as a Professional Learning Community and enhancing our school-wide approach, we will witness greater progress in the future. We understand from our data that students who engage in tutoring tend to achieve 1-3 points higher per Learning Period	We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: All-student group, Hispanic, and socioeconomically

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
	These were our All-student group, Hispanic, and socioeconomically disadvantaged. We noticed that our Hispanic students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard had our Hispanic and socioeconomically disadvantaged student groups in the red. Additionally, students who enroll with us are typically about 30 or more credits behind in school. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Scope:** Schoolwide	compared to those who do not. Despite our best efforts, this initiative did not achieve the desired outcome outlined in prompt 3. Nonetheless, guided by feedback from both our ELAC and students, we are committed to its continuation. Through a collaborative evaluation and needs assessment, we have pinpointed a key factor contributing to its limited effectiveness: insufficient student participation in tutoring, which negatively impacts the average credit completion of the student body. Recognizing the significant impact of tutoring on credit attainment—where participants typically earn 1-3 more credits compared to non-participants within a learning period—we are revising the design of this action. Our focus will be on enhancing student engagement in tutoring sessions to bolster credit completion rates in the upcoming three-year cycle. This revision may involve the recruitment of additional tutors if deemed necessary. Taking place on a daily basis throughout the school year, we are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and student relationship with help increase participation. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in-person and are available during school hours and on optional evening school hours. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen	disadvantaged. We expect them to increase each year. Additionally, student groups on the Dashboard 5-year graduation rate will be monitored. We will also consider input from the parents of participating students to enhance the quality of the program 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
		be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. This action is on-going throughout the school year. We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	
1.4	**Action:** Counseling students towards graduation and materials **Need:** Historically, some of our lowest graduation rates are among the English learners, LTEL low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 89.6% for the 2023 DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 91.1%. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students.	To address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being and create a positive learning environment. Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will assist students with post high school plans and transition support. Counselors will promote a positive working relationship and will connect frequently with high-needs students. Using their on-site mental wellness support, school social workers will help meet students' social-emotional needs and promote intrinsic motivation, guiding students to achieve their graduation goals. Counselors are a critical factor in helping students graduate. Counselors will provide additional counseling and social-emotional support for English learners, LTEL, low-income and foster youth students, and students with disabilities.	We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth and students with disabilities. We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program 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
	Scope: Schoolwide	Counseling occurs weekly for our high-needs students. There are also multiple ways for counselors to connect with students such as one-on-one, group meetings, and home visits. Counselors are continually in contact with teachers and parents to help monitor the progress of students. We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis.	
1.5	**Action:** Student activities that increase learning efforts **Need:** As demonstrated in the Identified Needs and Metrics sections, English learners, low-income, and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	Although our efforts in this action fell short of the intended outcome outlined in prompt 3, we are dedicated to its continuation based on input from our ELAC and students. Following a collaborative evaluation and needs assessment, we identified a key factor hindering its effectiveness: a weak correlation between enrichment activities and increased credit completion. Understanding the importance of motivating students to earn four credits per learning period, we are refining the action's design. Our goal is to ensure a measurable increase in credit completion rates over the next three years. This adjustment will involve closer monitoring of strategy effectiveness. We will improve the relationships between staff and students in order to increase school participation and engagement. The school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-	We will closely monitor progress on our credit completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We anticipate from these actions and support services to see an increase up to 4 credits per learning period. We will also consider input from students and parents to enhance the quality of the program 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
		led events and activities creating a positive learning environment. Additionally, group activities that celebrate progress and enrichment experiences and field trips will be offered and their effectiveness determined. Throughout the school year, our students participate in a comprehensive incentive and recognition system, on an ongoing basis, that helps support their scholastic efforts. In a few cases, we have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
2.1	**Action:** Career and college-readiness for English learners, low-income, and foster youth students **Need:** Some of our lowest career and college-readiness rates are among the English learners, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses and below 11.1% in the A-G + CTE pathway completion rate. In 2024, graduates completing A-G was 3.9% and CTE pathway	To address this need, our counselors will work closely with teachers to ensure all students complete a college and/or career coursework. Students have access to career inventories to assist with planning for career and college readiness. Counselors also encourage dual enrollment and CTE course placement for students based on their interest. Counselors connect students with WIOA to receive job training and placement. Additionally, field trips will be planned for career exploration. When our students enroll, they soon start to engage in career inventory, exploration, and professional skills, to align their interests into either CTE or other secondary education. We take	We will closely monitor progress on our CTE completion rates and our A-G completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.

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
	completion was 5.4%. Our English learners, low-income and foster youth students need to be prepared to pursue a career or attend a college. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	into consideration local employment opportunities and student interests to help guide students into valuable coursework. Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
2.2	**Action:** Professional development addressing English learners, low-income, and foster youth students **Need:** As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All student group. Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness.	Recognizing the importance of these findings, our collaborative team of administrators and CSI/DA members conducted a comprehensive needs assessment utilizing school data. Going forward, we are dedicated to functioning as a Professional Learning Community to strengthen our monitoring of student readiness for the CAASPP exams. We acknowledge the difficulties posed by this assessment, particularly for students below grade level, and recognize the crucial role of preparation in their readiness. Key to our approach is a continued emphasis on professional development for our staff. We firmly believe that highly effective educators play a vital role in enhancing student performance. In response to teacher input, we are committed to sustaining this action in the upcoming three-year cycle while making necessary adjustments to improve its effectiveness. Looking ahead,our objectives	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on students with CAASPP scores. We will also consider input from the parents, students and teachers.

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: Schoolwide	include clarifying reengagement expectations, establishing a common language to support students, deepening our understanding of research-based practices tailored to our demographics, and maximizing PLC time for resource sharing, curriculum refinement, and collaborative intervention development. Through these strategic adaptations, our goal is to foster a culture of continuous improvement and student-centered support within our educational community. Additionally, to address this need, our staff will be expected to participate in professional development that supports EL, LTEL, LI, and FY by attending designated local or regional trainings, workshops/seminars. Upon completion of the PD, staff will report training outcomes and plan to implement instructional methodologies learned/gained to increase student achievement and productivity. Best practices will also be shared with colleagues to support a school-wide effort. Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We will train on our EL Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning, state assessment results for our English learners, LTEL, low-income, foster	

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
		youth, and students with disabilities will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	
2.3	**Action:** Technology Access & Support **Need:** All English learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Computer and hot spots are provided for every incoming student. This action starts at student orientation and is ongoing throughout the school year. We expect that these actions will have a positive impact on our students. There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We will monitor and sustain 100% of our students' access to technology for their educational program. We will also consider input from the parents, students and teachers.
2.4	**Action:** Support for Standards-based Curriculum and Instruction **Need:** All English learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based	To address this need, our staff will continue to participate in local curriculum review, engage in dialogue, and provide input on aligning standards to instructional practices. Professional development will guide the implementation of a standards-based curriculum. Support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices. Teams will adopt an	We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement on the implementation score each year.

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
	curriculum is 4.46, based on the CDE Standards Implementation Rubric. Teachers, and parents provided feedback indicating that they support the value of implementing standards-based curriculum. **Scope:** Schoolwide	oonline learning platform to personalize student learning in mathematics & ELA. Throughout the school year, our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will also consider input from the parents, students, and teachers.
2.7	**Action:** Dual enrollment for students **Need:** College attendance rates among our English learners, low-income and foster youth student groups tend to be low. **Scope:** Schoolwide	To address this need, our English learners, low-income and foster youth students need additional guidance to be prepared and supported when taking a college course. We will have an internal staff member, who monitors with our teachers, those students who are assigned to dual enrollment courses and need help to support their efforts. Costs for college courses, books, materials, field trips and extra hours for support personnel are just a few of the possible expenditures for this action. This could also include professional development for helping our At-Promise youth be successful in these challenging courses. These actions are performed daily throughout the year to support students success with dual enrollment.	We expect that these actions will have a positive impact on dual enrollment count for all of our English learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

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
		An improved dual enrollment program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
3.1	**Action:** Student Retention **Need:** We serve English learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 100% Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	Ensuring that our English learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. School Social Workers provide weekly case management support , while school counselors support their unique academic needs. We also have comprehensive incentive programs. We will continue these practices, for our English learners, low-income and foster youth. These actions occur throughout the school year. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.
3.2	**Action:** Social and Emotional Supports	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed	We expect that these actions will have a positive impact on the Success

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: We serve English learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 100%. Teachers and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as our SEL, counseling, support personnel, social workers, professional development, and special programs such as yoga, have a positive impact on our students. Strong and collaborative partnerships with community mental health agencies have been established to provide additional support to students and families in need. This action is provided on an ongoing basis, throughout the school year. Staff and teachers are all diligent in watching for signs of trauma and are quick to provide support. We will continue to provide and improve on these actions and services because we have witnessed success in our English learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	Rate of our program and that we will stay above 80% each year for all of our English learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.
3.3	**Action:** Access to Transportation **Need:** We serve English learners, LTELs, low-income, and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 92.16%.	To address this issue, we provide a variety of transportation options from metro passes, bus, services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions are provided throughout the school year and teachers make sure students have access to transportation. We know that staff and students working together daily will have a positive	We expect that these actions will have a positive impact on the average attendance rate, and we will stay above 85% each year for all of our English learners, LTELs, low-income, and foster youths.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will also consider input from the parents, students, and teachers.
3.4	**Action:** Access to Nutrition **Need:** Food scarcity for our highly mobile English learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 11.49%. Teachers and parents provided feedback indicating that they support the value of supporting student retention **Scope:** Schoolwide	To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. Throughout the school day, teachers and staff are diligent about the nutritional needs of students. They are quick to provide food, daily. Students also ask for food as needed. These actions will decrease non-completer rates for our English learners, LTEL, low-income, and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% for all of our students. We will also consider input from the parents, students, and teachers.
4.1	**Action:**	To ensure our continued success, we hope to see an increase in parent participation. We will	We will closely monitor progress on

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
	Community/Parent Liaison and Meaningful School Activities **Need:** Feedback from teachers, SRS, administrators, and counselors states that the parents of English learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above in the metrics section, we expect the participation counts to be above enrollment. Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities. **Scope:** Schoolwide	continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events. We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing basis, throughout the school year. The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students, and teachers.
4.2	**Action:** Translation and Outreach Services **Need:** According to our educational partners, parent and student connectedness is an essential component of effective schooling and the overall academic success of the identified students. We currently have 234 participants in our PAC/ELAC meetings this year.	Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison, coordination with our staff will utilize these services to increase communication with our EL, FY, and LI parents using written, verbal and virtual communications.	We expect that these actions will have a positive increase on participation in ELAC and PAC meetings. This is good for all of our English learners, LTELs, low-income 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
	Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	This action is provided throughout the school year, as needed, based on identified needs. Translation services are available quickly for written materials and oral services as necessary. This action is designed to meet the needs most associated with increased communication and involvement of the parents of English learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We will also consider input from the parents, students, and teachers.
4.3	**Action:** Educational Partner Engagement **Need:** Feedback from teachers, administrators, and counselors states that the parents of English learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 96% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities, and transportation. We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison, in coordination with our staff, will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is done on an ongoing basis throughout the school year. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey. We will also consider input from the parents, students, and teachers.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Long-term English learners (LTEL) and English learners support staff, interventions, and materials **Need:** According to the 2023 CA Dashboard, our English learner student group was not large enough to warrant a color on the English learners Performance Indicator (ELPI). There were 34.4% making progress last year. We also examined our reclassification rate of 17% and did a needs assessment on our LTELs. The 2024 ELPI was 38.5%. Mission View has determined that the ineffectiveness of this action stemmed from the implementation of a new curriculum. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	Accordingly, adjustments will be made to ensure that English Language learners engage with the curriculum successfully in the upcoming three-year LCAP cycle. These adjustments involve providing additional support to EL staff and allocating more time for data analysis to facilitate more effective interventions. Additionally, there will be a heightened emphasis on providing tutoring services for EL and LTEL students. Additionally, we will implement a high-quality English Language acquisition program and add additional tutoring and paraprofessional staff to support students in their ELD SGI courses to address the identified needs. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. Implementing our Designated and Integrated Language Development (ELD) program is vital in helping every English learner meet the linguistic and academic goals identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language	We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standards, and using real-time tracking, student language proficiency and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. This will be done throughout the school year. We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.	
1.7	**Action:** Professional Development to Support English learners and LTELs **Need:** According to the CA Dashboard, our English learner student group was not large enough to warrant a color on the English learners Performance Indicator (ELPI). There were 34.4% making progress last year. We also examined our reclassification rate of 17% and did a needs assessment on our LTELs. The 2024 ELPI was 38.5%. Teacher and parent feedback indicated that they support the importance of the professional development to support English learners. **Scope:** Limited to Unduplicated Student Group(s)	Following a collaborative evaluation and professional needs assessment, we've pinpointed a crucial factor contributing to limited effectiveness: a lack of options for focused and specialized training tailored to our unique learning environment. Understanding the importance of quality instruction for English llanguage Learners, we're adjusting the action's design. Our Literacy Teacher, SGI Teacher, and EL Specialist are actively researching learning opportunities to bolster our programs and support our students. The focus will be on integrating EL training into their curriculum to provide enhanced support for English learners. This adjustment is geared towards fostering increased success for English language learners in the upcoming three-year LCAP cycle. Additionally, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or collaborative learning communities focused on	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to enhance the quality of the program provided.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences, and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. Professional development happens throughout the year. There is follow-up with staff who are trained using the professional learning community model. There are opportunities for staff to engage in their effectiveness with each other and share best practices. We expect that our English learners, including long-term English learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.	

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.

Not 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.

We are a single school LEA and an independent study DASS charter school, with over 55% unduplicated students. Our students are served by additional personnel specifically trained to address their specific social-emotional and academic needs. The funds were used to increase or retain critical personnel, who are essential to implementing each goal. Listed below are the goals and actions where there are additional personnel who provided direct services to unduplicated students:

Goal 1 Action 2: All academic interventions and program materials – have intervention teachers for math, ELA, and reading.
Goal 1 Action 3: Tutoring and support for students – have many tutors proficient in multiple subject areas.
Goal 3 Action 2: Social-emotional, trauma support services and materials.

We are single school LEA and do not have comparison schools.

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	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

2025-26 Total 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	$5,864,049.00	1,069,456.00	18.238%	0.000%	18.238%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,736,658.00	$0.00	$0.00	$0.00	$6,736,658.00	$4,323,342.00	$2,413,316.00

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	Long-term English learners (LTEL) and English learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$120,000.00	$0.00	$120,000.00				$120,000.00	0
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$220,000.00	$1,300.00	$221,300.00				$221,300.00	0
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$140,000.00	$0.00	$140,000.00				$140,000.00	0
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$200,000.00	$0.00	$200,000.00				$200,000.00	0
1	1.5	Student activities that increase learning efforts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$15,000.00	$15,000.00				$15,000.00	0
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2025 - June 30, 2026	$3,318,663.00	$0.00	$3,318,663.00				$3,318,663.00	
1	1.7	Professional Development to Support English learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$0.00	$500.00	$500.00				$500.00	0

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	Career and college-readiness for English learners, low-income, and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$100,000.00	$0.00	$100,000.00				$100,000.00	0
2	2.2	Professional development addressing English learners, low-income, and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$3,000.00	$3,000.00				$3,000.00	0
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$22,400.00	$22,400.00				$22,400.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$149,679.00	$13,127.00	$162,806.00				$162,806.00	0
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,736,553.00	$1,736,553.00				$1,736,553.00	
2	2.6	Safe and secure facilities	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$611,986.00	$611,986.00				$611,986.00	
2	2.7	Dual enrollment for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$100.00	$100.00				$100.00	0
3	3.1	Student Retention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$75,000.00	$0.00	$75,000.00				$75,000.00	0
3	3.2	Social and Emotional Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,000.00	$1,000.00				$1,000.00	0
3	3.3	Access to Transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,500.00	$1,500.00				$1,500.00	0
3	3.4	Access to Nutrition	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$5,500.00	$5,500.00				$5,500.00	0

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
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,000.00	$1,000.00				$1,000.00	0
4	4.2	Translation and Outreach Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$200.00	$200.00				$200.00	0
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$150.00	$150.00				$150.00	0

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
$5,864,049.00	1,069,456.00	18.238%	0.000%	18.238%	$1,069,456.00	0.000%	18.238 %	**Total:**	$1,069,456.00
								LEA-wide Total:	$0.00
								Limited Total:	$120,500.00
								Schoolwide Total:	$948,956.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Long-term English learners (LTEL) and English learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$120,000.00	0
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$221,300.00	0
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$140,000.00	0
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	0
1	1.7	Professional Development to Support English learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Career and college-readiness for English learners, low-income, and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
2	2.2	Professional development addressing English learners, low-income, and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$22,400.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$162,806.00	0
2	2.7	Dual enrollment for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,500.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$200.00	0
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$150.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,977,618.00	$6,543,734.00

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**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$110,240.00	$135,906.00
1	**1.2**	All academic interventions and program materials	Yes	$202,098.00	$248,513.00
1	**1.3**	Tutoring and supports for students	Yes	$130,683.00	$159,868.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$103,350.00	$126,518.00
1	**1.5**	Student activities that increase learning efforts	Yes	$15,000.00	$18,408.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$2,590,656.00	$3,070,003.00
1	**1.7**	Professional Development to Support English Learners and LTELs	Yes	$500.00	$614.00
2	**2.1**	Career and college-readiness for English Learners, low income, and foster youth students	Yes	$96,439.00	$118,543.00
2	**2.2**	Professional development addressing English Learners, low income, and foster youth students	Yes	$3,000.00	$3,686.00
2	**2.3**	Technology Access & Support	Yes	$22,400.00	$27,493.00
2	**2.4**	Support for Standards-based Curriculum and Instruction	Yes	$13,127.00	$16,164.00

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)
2	2.5	Educational materials for an effective program	No	$1,842,036.00	$1,794,320.00
2	2.6	Safe and secure facilities	No	$666,337.00	$600,371.00
2	2.7	Dual enrollment for students	Yes	$100.00	$120.00
3	3.1	Student Retention	Yes	$68,952.00	$84,208.00
3	3.2	Social and Emotional Supports	Yes	$104,350.00	$128,733.00
3	3.3	Access to Transportation	Yes	$1,500.00	$1,846.00
3	3.4	Access to Nutrition	Yes	$5,500.00	$6,763.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$1,000.00	$1,227.00
4	4.2	Translation and Outreach Services	Yes	$200.00	$246.00
4	4.3	Educational Partner Engagement	Yes	$150.00	$184.00

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)
$1,046,655.00	$878,589.00	$1,079,040.00	($200,451.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$110,240.00	$135,906.00	0	
1	1.2	All academic interventions and program materials	Yes	$202,098.00	$248,513.00	0	
1	1.3	Tutoring and supports for students	Yes	$130,683.00	$159,868.00	0	
1	1.4	Counseling students towards graduation and materials	Yes	$103,350.00	$126,518.00	0	
1	1.5	Student activities that increase learning efforts	Yes	$15,000.00	$18,408.00	0	
1	1.7	Professional Development to Support English Learners and LTELs	Yes	$500.00	$614.00	0	
2	2.1	Career and college-readiness for English Learners, low income, and foster youth students	Yes	$96,439.00	$118,543.00	0	
2	2.2	Professional development addressing English Learners, low income, and foster youth students	Yes	$3,000.00	$3,686.00	0	
2	2.3	Technology Access & Support	Yes	$22,400.00	$27,493.00	0	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$13,127.00	$16,164.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Dual enrollment for students	Yes	$100.00	$120.00	0	
3	3.1	Student Retention	Yes	$68,952.00	$84,208.00	0	
3	3.2	Social and Emotional Supports	Yes	$104,350.00	$128,733.00	0	
3	3.3	Access to Transportation	Yes	$1,500.00	$1,846.00	0	
3	3.4	Access to Nutrition	Yes	$5,500.00	$6,763.00	0	
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$1,000.00	$1,227.00	0	
4	4.2	Translation and Outreach Services	Yes	$200.00	$246.00	0	
4	4.3	Educational Partner Engagement	Yes	$150.00	$184.00	0	

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)
$5,817,494.00	$1,046,655.00	0	17.992%	$1,079,040.00	0.000%	18.548%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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