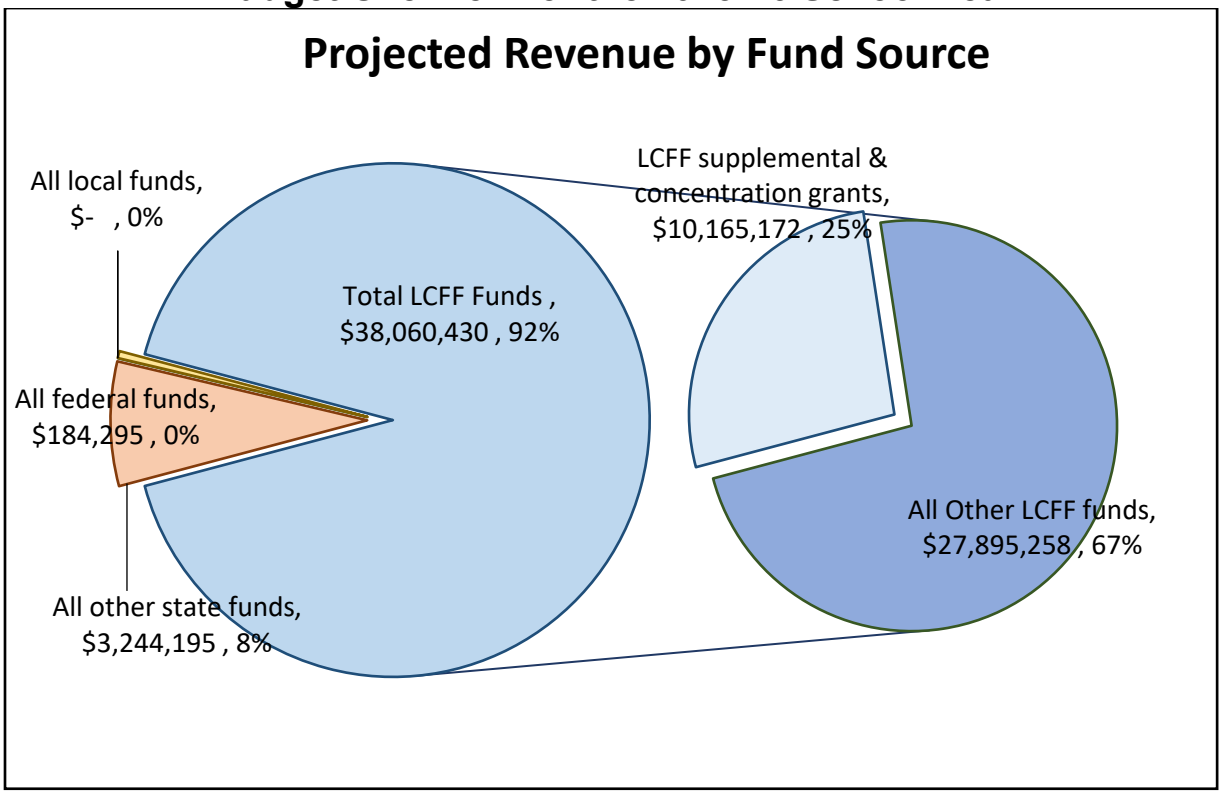
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vista Real Charter High School
CDS Code: 56-10561-0109900
School Year: 2025-26
LEA contact information:
Corrine Manley
Area Superintendent
cmanley@vrchs.org
(805) 486-5449

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

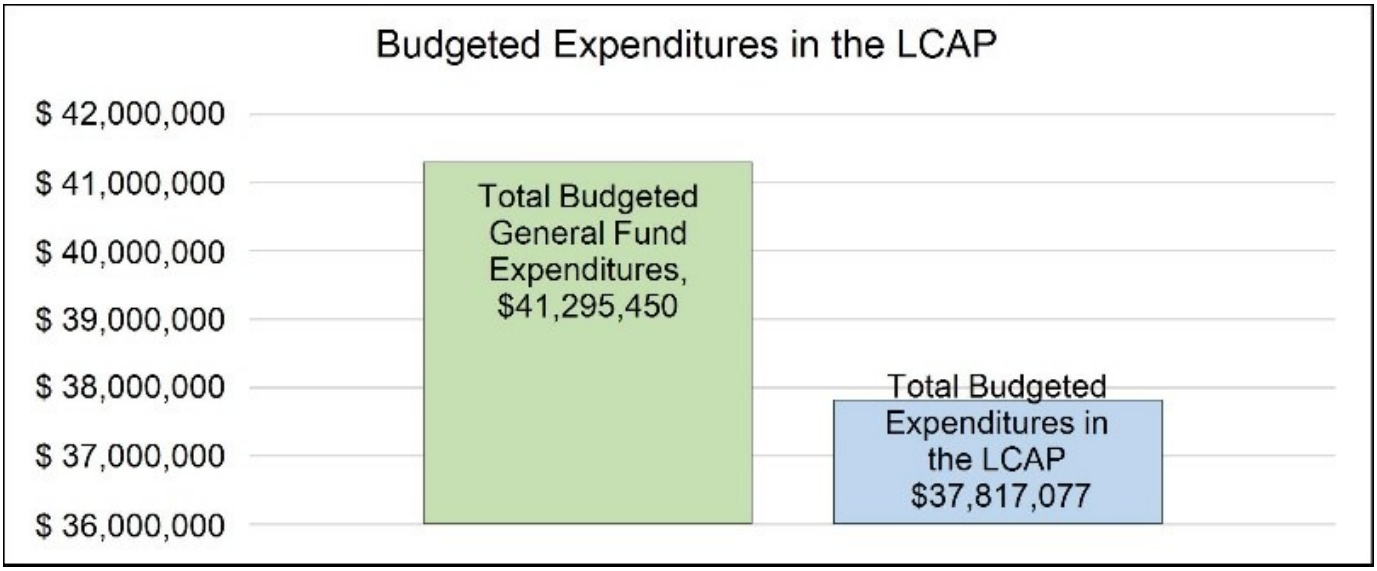


This chart shows the total general purpose revenue Vista Real Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Real Charter High School is $41,488,920, of which $38,060,430 is Local Control Funding Formula (LCFF), $3,244,195 is other state funds, $0 is local funds, and $184,295 is federal funds. Of the $38,060,430 in LCFF Funds, $10,165,172 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 Vista Real Charter High School 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: Vista Real Charter High School plans to spend $41,295,450.00 for the 2025-26 school year. Of that amount, $37,817,077.00 is tied to actions/services in the LCAP and $3,478,373 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
- Educator Effectiveness Grant expenditures
- Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28
- Ethnic Studies Block Grant

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

In 2025-26, Vista Real Charter High School is projecting it will receive $10,165,172 based on the enrollment of foster youth, English learner, and low-income students. Vista Real Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Real Charter High School plans to spend $10,165,172 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

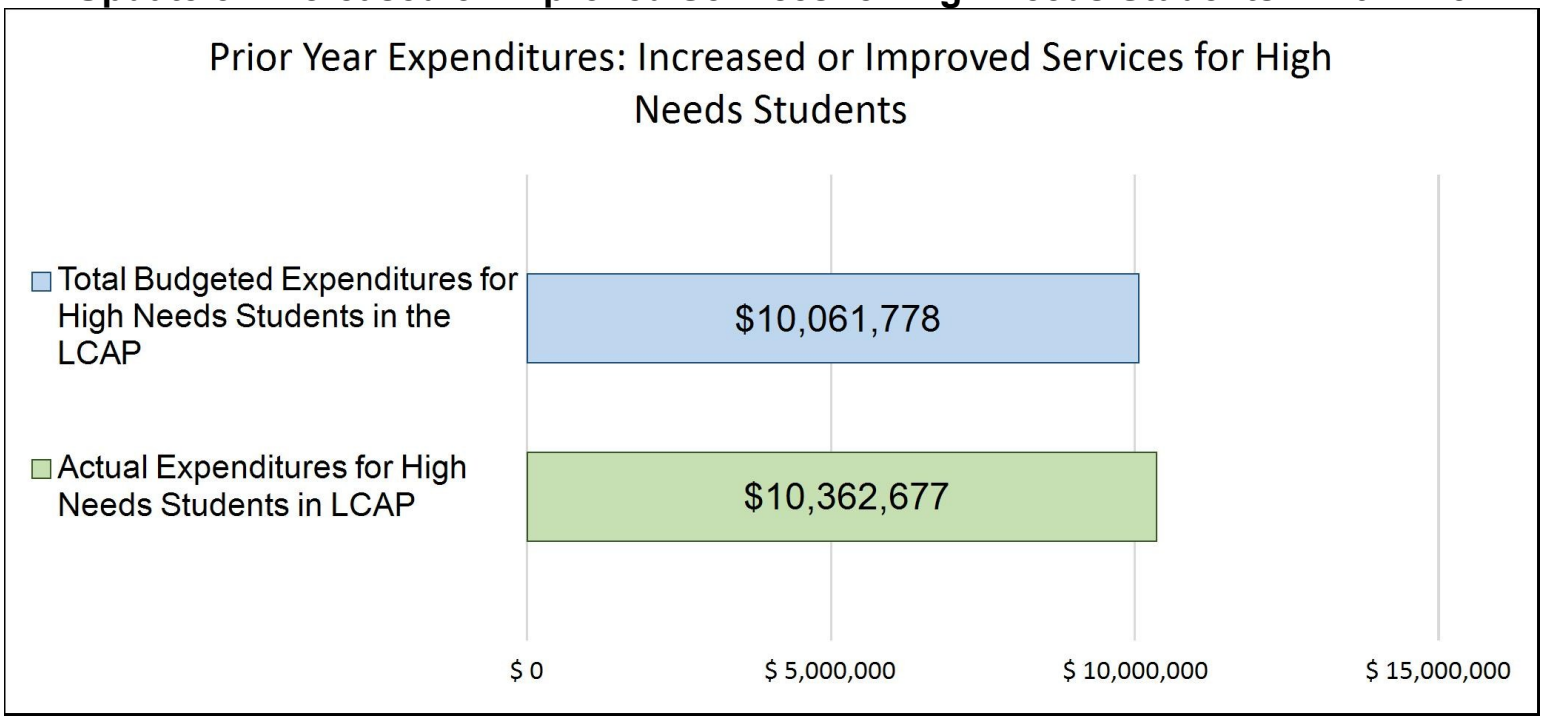
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low-income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, 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 Vista Real Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vista Real Charter High School 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, Vista Real Charter High School's LCAP budgeted $10,061,778 for planned actions to increase or improve services for high needs students. Vista Real Charter High School actually spent $10,362,677 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $300,899 had the following impact on Vista Real Charter High School’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
Vista Real Charter High School	Corrine Manley Area Superintendent	cmanley@vrchs.org (805) 486-5449

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.

Vista Real is a Dashboard Alternative School Status (DASS) program that offers a personalized education for high school students/families who prefer an independent study approach to learning. We have 6 locations throughout Ventura County in order to maximize student access. We are a year-round charter school offering both credit recovery and accelerated learning pathways for our 1,327 students. The current enrollment includes 18% English Learners, 84% Socioeconomically Disadvantaged, 2% Foster Youth, and 22% Students with Disabilities.

We serve a diverse community of students who enroll at Vista Real seeking an alternative to the traditional school systems. The majority of students who enroll in our program are heavily deficient in credits. Because of this, they benefit from a more focused, one-on-one approach to learning, as they may feel disconnected in larger classroom settings. Additionally, many students require a more flexible educational program so that they can better balance their responsibilities outside of school. Some students have to work to help their families make ends meet and some may be parents themselves, needing more time outside of the classroom to focus on their homelife. Regardless of the circumstances, we support students in working towards a high school diploma, as well as in attaining post-secondary goals.

We offer a combination of site-based learning, independent study, and distance learning to allow for flexibility and personalization of each student's educational experience, maximizing their potential to succeed, while also allowing them time to manage other demands in their lives. Through a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards, we provide a challenging, yet highly individualized, educational program for students.

Modern and diverse, student-centered campuses offer an environment in which all students are held to high academic and behavioral standards. We seek to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, we emphasize increased parental involvement, trauma-informed care, attention to different learning styles, student-driven participation in the learning process, technology access, and choices in curriculum pathways. Students collaborate with a comprehensive team of educators, counselors, and support staff to individualize the learning process. This one-on-one, personalized attention allows each student to thrive in their own way and at their own pace.

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 91.4%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate, on average. This is a +15.5 percentage point increase from last year, and it has been increasing over the last three years. 90.6% of our low-income and 94.7% of our homeless graduated in 2024. Our English learners, Hispanic students, and students with disabilities graduated at rates of 88.9%, 88.7%, and 84.6%, respectively, which is below the rate of the All-student group. Additionally, the White student group graduated at 96.3%. Our African American, Asian, 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 orange and shows 44.9% making progress towards English proficiency. Although this is a decline of -4.9% from the previous year, it is still high for a DASS school. Our LTEL group was also orange, showing 47.2% making progress, having declined by -3.3%. Our expected outcome is moderate growth. Our English Learner reclassification rate decreased from a baseline of 12% to 9% this year. This is of concern, but we met our expected outcome of 8.6%. 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.

CAASPP Science
The CAASPP Science scores also showed that 20% of our high school students were meeting or exceeding standards. This was high growth, with a +9 percentage point increase from the previous year. This met our expected outcome of 10%. Scoring just above the All-student group were our low-income and Hispanic students at 21%. African American, Asian, White, English learners, homeless, foster youth, students with disabilities, and all other student groups did not have enough students to warrant a calculation.

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 high as of LP 7 at 100% and is up +5.09 percentage points. It's 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 99.95%, representing a +10.61 percentage point growth compared to last year. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Credit Completion
Our credit completion rate is a very important local metric that helps us monitor progress towards graduation. It has increased over the last three years. With additional supports in place, such as tutoring, our students were able to earn on average, +29% more credits compared to the baseline. Our low-income students increased their credit completion rate by +28%. Students in the low-income and students with disabilities groups earned +.58 and +.53 points higher, respectively, in credit completion compared to last year. The foster youth student group also increased by +.13 points. The English learner group increased +.57 points over baseline and achieved their highest credit completion in the last 3 years. 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.

Suspension and Expulsion Rate
Suspension rate was blue, which is "Very Low" on the CA Dashboard. It was 0.1% for the All-student group. Our Long-Term English Learners (LTELs) student group had a green status. Earning a blue status were our English learners, Hispanic, White, homeless, students with disabilities, foster youth, and socioeconomically disadvantaged while all other groups had 0 suspensions. Expulsions were low at 0.0%.

School Survey Results
Our school survey data shows that 96% of our students felt connected this year. This is similar to last year and 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 97% feel safe and 99% 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 almost double the participation in our PAC and ELAC meetings. On the school survey, 96% of parents said that they feel encouraged to participate this year, which is a +15 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 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 a regional county office of education to determine actions towards improvement. We did a robust needs analysis for student groups in the red on the CA Dashboard. We also used additional state and local data 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 several factors, including credit completion, attendance, student motivation, parent involvement, and tutoring contribute to the graduation rate and must be effectively managed.

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 student group data used in our analysis is from the Dashboard and is also reported in DataQuest. The 5-year graduation rate was 19.6% in 2024 and 18.5% in 2023. This is far below the 68% threshold, but 2024 was an increase of +1.1% compared to the previous year. There were 7 groups in the red. English learners and LTELs were 15.0% and 14.5%. Our Hispanic students were at 17.1%. Students with disabilities were at 11.3% with a decrease of 2.3%. Additionally, the following groups maintained their red status with socioeconomically disadvantaged at 17.4% and homeless at 15.1%. The White student group was at 28.8%, which is above the All-student group. There were not enough students to warrant a performance color for African American, Asian, two or more races, foster youth, 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.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 62.5 points below standard and receiving a red status. This was a -7.4 point decrease from the previous year. The students with disabilities group earned an orange status, as it increased by +4.7 points, as did our White group, who declined by -12.5 points. There were two groups in the red. Our Hispanic students declined by -4.8 points, and the socioeconomically disadvantaged student group maintained with -0.4 points. Our African American, Asian, Filipino, English Learners, LTELs, foster youth, homeless, and all other groups did not have enough students for a status to be calculated.

CAASPP English Language Arts
The CAASPP scores also showed that 30% of our 11th graders were meeting or exceeding standards. This was the same as last year and is below the expected outcome of 50%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. The students with disabilities was below the All group at 13%. Our low-income group was at 28%, and our Hispanic group was at 26%. African American students at 25% and foster youth at 17%. Above the All-student group was the White group at 47%. Our Asian, English learners, and all other 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.

CA Dashboard Mathematics
The Academic Indicator for Mathematics for the All-student group earned a red status by decreasing -10.6 points from the previous year. The All-group was below standard by 168.2 points. There were four groups in the red. The Hispanic student group declined by -15.3 points, and the White group declined by -5.1 points. Maintaining their red status was our students with disabilities and our socioeconomically disadvantaged students. Our African American, Asian, Filipino, English learners, LTEL, homeless, foster youth, and all other student groups did not have enough students to warrant a calculation. There were no other groups who were two or more performance levels below the “all student” group.

CAASPP Mathematics

Our 11th graders scored 3% in meeting standards on the CAASPP for Mathematics. This is a small 1% drop from the previous year. Our Hispanic students and students with disabilities both scored at 1%, which is below the All-student group. Low-income students were at 2%. The homeless student group had 6%, which is high for our program. African Americans were at 13% and Whites at 8%, which is above the All-student group. Asian, English learners, foster youth, 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.

Attendance
Our attendance rate is 82.80% and is -1.20 percentage points from the previous year. It is below our expected outcome of 85%. We believe that additional re-engagement strategies will be needed to help increase the students' 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 kept the non-completer rate at 2.22%, which is below our 10% threshold. This means we improved on keeping students enrolled in school and attending regularly.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White.
English Learner Performance Indicator: none
Academic Indicator -English Language Arts: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
Academic Indicator -Mathematics: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
College and Career Indicator: English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Our collaborative DA Improvement Team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our English learners, Hispanic, homeless, socioeconomically disadvantaged, students with disabilities, and our white students. There was a decline in the API for ELA and Math for these student groups over two years. We have done a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. We decided to build our capacity to better implement SIOP strategies in one-on-one and small group instruction. 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:

Under guidance from Kern County Superintendent of Schools through Differentiated Assistance, our DA Improvement Team meets monthly to analyze and discuss school performance data. We are still building our Plan Do Study Act (PDSA) model for continual improvement. We have been implementing annotations for EL support to increase reading comprehension. Since this student group has among the largest learning gaps in our school, we selected annotations as our evidence-based strategy to target interventions in every core subject matter. This

effort has been included in our LCAP under Goal/Action 1.2. The group has been receiving this support since July of 2024, and preliminary NWEA data suggest that student outcomes are improving. We intend to continue this with the EL group while strategically adding layers of intervention and extending this effort to include more student groups. Our next steps include adding targeted supports to improve student performance, specifically in math.

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.

Vista Real Charter High School 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. This was done by analyzing 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 data in 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.

* Educational partners were engaged in the process though meetings held by leadership where data was shared. Leadership also elicited consultation from the ELAC, the 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 was done through the fishbone protocol with our admin team around credit completion rates and the potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified staff, 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.

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 evidence-based strategies. They then led 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 Loss: 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 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. Second, education research points to intensive tutoring as a viable means to increase math performance, which in turn will increase credit completion. Third, 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 will continue to seek 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 Programs 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, because the following groups had significant gaps between the highest student group's graduation rate and other student group rates. Specifically, every student group was below the White student group in their 4-5 year cohort graduation rate. There was a significant difference of 4.6 percentage points for our English learner students when compared to the All student group. Additionally, our socioeconomically disadvantaged and Hispanic student groups had a gap of about 20 points from the highest student group. This data shows that there are inequities in performance. Our LCAP, with its CSI plan, is designed to address them in a comprehensive manner with research-based strategies such as intensive tutoring.

We are a charter school and a single school LEA. This year, our State and Federal Programs Coordinator provided support by working with school leadership to conduct a resource inequities analysis. The team agreed to increase 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 each student 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 the 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 12%, by 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 rate 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 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	Quarter 1 - 8/21/24: Agenda Topics: Title 1 School-Parent Compact & Parent and Family Engagement Policy, LCAP Updates, CTE • LCAP Goal 1.7: reviewed Title 1 funding amount and uses • LCAP Goal 3.5: discussed how funds will be used to support homeless youth • LCAP Goal 4.4: discussed how funds will support parent engagement • Reviewed BOP: reviewed funding sources and S&C funds for increased and improved services • LCAP Goal 2.1: discussed CTE opportunities and dual enrollment Quarter 2 - 11/20/24: Agenda Topics - Title 1, CSI, Dual Enrollment • LCAP Goal 1.7: reviewed Title 1 Program Evaluation • LCAP Goal 2.1: discussed dual enrollment • LCAP Goal 1.3: discussed CSI and tutoring to increase credit completion Quarter 3 - 2/12/25: Agenda Topics - CA School Dashboard, CTE, Senior Requirements • CA School Dashboard: reviewed new release and made connections to LCAP • LCAP 2.1: discussed new CTE opportunity • LCAP 1.4: reviewed graduation plans and requirements for seniors

Educational Partner(s)	Process for Engagement
	Quarter 4 - Date 4/9/25 Date: Agenda Topics - LCFF, LCAP Goals & Actions, Increased & Improved Services • Description of LCFF including Base, Supplemental, and Concentrations grants and how the school qualifies for and allocates each • Review 4 goals for the new school year and discussed actions within each goal • Discussed Increased and Improved Services for student groups • Highlighted this year's successes and challenged including LTEL progress, grad rate, credit completion • Gathered ed. partner feedback via the LCAP Survey
ELAC/ English Learner Advisory Committee	Quarter 1 - 8/14/24: Agenda Topics - LCAP Updates, Title 1 Updates, Reclassification, Parent Engagement • LCAP Goal 1.1: discussed reclassification for ELs and LTELs • LCAP Goal 1.7: reviewed Title 1 funding amount and uses • LCAP Goal 3.5: discussed how funds will be used to support homeless youth • LCAP Goal 4.4: discussed how funds to support parent engagement • Overview of 4 LCAP goals for new year • LCAP Goal 4.3: discussed parent participation, community partners, and resources at Open House Quarter 2 - 11/13/24: Agenda Topics - CSI, Title 1, reclassification • LCAP Goal 1.7: reviewed Title 1 Program Evaluation- shared Literacy Program data • LCAP Goal 1.3: discussed CSI and tutoring to increase credit completion • LCAP Goal 1.1: discussed reclassification progress Quarter 3 - 2/5/25: Agenda Topics - WASC/LCAP alignment, CA School Dashboard, ELPAC testing, parent engagement, CTE & Dual Enrollment

Educational Partner(s)	Process for Engagement
	• CA School Dashboard: reviewed new release and made connections to LCAP • Discussed that WASC and LCAP have similar goals and actions and how both are continuous improvement • LCAP 1.1: discussed ELPAC testing and its relation to reclassification, particularly for LTELs • LCAP 2.1: discussed dual enrollment and CTE opportunities • LCAP 1.3: discussed tutoring both online and in-person • LCAP 4.3: discussed opportunities for parent participation Quarter 4 - 4/2/25 Agenda Topics - LCFF, LCAP Goals & Actions, Increased & Improved Services • Description of LCFF including Base, Supplemental, and Concentrations grants and how the school qualifies for and allocates each • Review 4 goals for the new school year and discussed actions within each goal • Discussed Increased and Improved Services for student groups • Highlighted this year's successes and challenged including EL & LTEL progress, grad rate, credit completion • Gathered ed. partner feedback via the LCAP Survey
Teachers and Staff	7/1/24 - LCAP Goal 1.4: discussing counseling services and plans for the year 7/8/24 - LCAP Goal 3.1: consulted staff on the Department of Rehabilitation as part of student retention 7/15/24 - LCAP Goal 3.1: consulted staff on partnering with WIOA services to support student retention 8/19/24 - LCAP Goal 3.2: discussed how to better support students socio-emotionally through Unconscious Bias Training as part of DEI efforts

Educational Partner(s)	Process for Engagement
	9/16/24 - LCAP Goal 1.2: consulted staff on credit completion data and how PLTs can improve outcomes 11/4/24 - LCAP Goal 1.3: met with Tutors/Paras to discuss tutoring expectations and outcomes 12/1/24 - 2/28/25: Annual Survey available to staff to provide feedback on programs, professional learning, teacher support, etc. in relation to LCAP goals 1/6/25 - LCAP Goal 3.2: discussed Trauma Resilient Educational Communities in supporting students' social-emotional well-being 3/10/25 - LCAP Goal 2.1 & LCAP Goal 4.3: consulted staff on weaknesses in our CTE/dual enrollment program and also discussed ways to better engage parents at school events 3/19/25 - LCAP Goal 2.4: staff provided feedback on curriculum via reflection form
Administrators	9/27/24 - LCAP Goal 1.2: leadership team reviews academic data including NWEA,CAASPP, ELPAC, credit completion, etc. in relation to Differentiated Assistance 10/28/24 - LCAP Goal 2.2: Curriculum & Instruction Coordinators consults leadership team on PD plans for Spring 9/5/24 - LCAP Goal 4.3: discussed the LCAP infographic to be shared as a parent-friendly resource 11/7/24 - LCAP Goal 4.3: discussed prompting techniques to better engage parents at PAC/ELAC 1/16/25 - LCAP Goal 1.8: discussed CABE attendance and available funds

Educational Partner(s)	Process for Engagement
	1/30/25: discussed mid-year LCAP data 2/27/25 - LCAP Goal 1.5: consulted leadership regarding low expenditure on students activities
Students	9/12/24 - LCAP Goal 2.1: discussed plans for dual enrollment, CTEopportunities, and FAFSA process 10/3/24 - LCAP Goal 3.2: consulted students about wellness activities and resources in the community 10/16/24 - LCAP Goal 1.4: discussed graduation and colleges with seniors 10/25/24 - LCAP Goal 3.1 - consulted students on what motivates them to complete more work 12/1/24 - 2/28/25 - LCAP Annual Student Survey available 2/25/25 - LCAP Goal 4.1, 4.3: VCDefensa, along with other community partners, work with parents and students regarding ICE operations in our county, how to create a family preparedness plan, and access important immigration and health-related resources. 2/28/25 - LCAP Goal 2.1: consulted students on apprenticeships for post-secondary careers
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.

Educational Partner(s)	Process for Engagement
	• The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members. • 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	10/28/24 - LCAP Goal 1.7: shared Title 1 Program Evaluation and discussed student progress 2/19/25: shared Mid-Year LCAP report and progress on metrics including attendance, credit completion, and NWEA 3/3/25: shared CA Dashboard report in alignment with LCAP metrics and data 4/23/25: consulted school board on school year 25/26 LCAP Goals & Metrics and results from the Annual School Survey

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	5-27-25 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	5-28-25 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	5-28-25 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:
Goal 1.2: At an IEP meeting on 11/15/24, a parent of a student with disabilities stated that they were so thankful that we offer a flexible program that has built in academic support for students since her child had challenging medical needs. Based on their feedback, we will continue goal 1.2 for all academic interventions and continue to accommodate as necessary to meet students' learning needs.

Goal 4.1: Feedback from parents at our 11/13/24 ELAC meeting leads us to continue working with community partners to better provide resources to our students. The parent of an EL student suggested working with hospitals, restaurants, banks, preschools, theaters, police & firefighters. We will continue to engage parents and community partners, based on this feedback.

Goal 2.1: A parent at the 11/20/24 PAC meeting said it was great that the school offers dual enrollment and that we cover all the fees. They said that their student would not have had the opportunity to explore that option otherwise. This feedback is highly encouraging and we will continue to offer dual enrollment under LCAP Goal 2.1 in response.

Goal 1.3: During our recent WASC visit, the parent of a student with disabilities raved about how tutoring has supported her student immensely. This feedback encourages us to continue offering tutoring services.

Students:
Goal 3.4: At an 11/20/2024 event at our Ventura site, multiple students said food motivates them. One student said they are often onsite for hours and having the food available to them really helps them stay and do work. This feedback highlights that providing nutrition is a service that students rely on and we will continue to offer LCAP Goal 3.4.

Goal 1.5: At our Quarter 3 PAC meeting on 2/12/25, several students reported that they would like more opportunities to socialize, especially off-campus. Since our program is independent study, it is vital for us to support students' social development by providing opportunities for them to interact. This helps them develop healthy social experiences that create stability and allow them to access their education. We will continue to offer LCAP Goal 1.5 for student activities based on this feedback.

Goal 2.3: During a 10/25/24 Food 4 Thought meeting with our Area Superintendent, one student mentioned that they appreciate having internet available on-site since they have limited access at home. This encourages us to continue providing internet and technology to our students via hotspots under LCAP 2.3 so that they have access to their schoolwork outside of school.

Administration:
Goal 2.2: On 3/17/25 The Principals, Area Superintendent, Project Manager, and SFP Coordinator met to discuss the budget for professional development for the following year. Administrators expressed a need for redistributing budget amounts now that one-time funding sources have been expended. This highlights the need to refocus on LCAP Goal 2.2 as the primary source to fund professional development.

Goal 1.8: Based on feedback from our leadership team at our 1/16/25 meeting, we will continue to offer Professional Developments specifically aimed at our English Language Learners. We expect that participation in conferences such as CABE will increase in the coming years.

Teachers:
Goal 3.1: Feedback from teachers regarding our ability to offer incentives to students supports LCAP Goal 3.1. A teacher stated that having the Viper Store where students can earn small incentives as they complete work has increased their engagement. This positive feedback loop helps increase students' motivation. Therefore, we will continue to offer incentives as part of student retention.

Goal 3.3: Teachers support the transportation goal because they have noted that students have difficulty getting to school. With increased options, they have noted positive trends in attendance. Because of this feedback, we will continue to offer transportation services to students.

School Board Feedback:
Goals 4.1: Board members at our 2/19/25 board meeting provided feedback that they support our partnerships with local businesses in the community and offered contacts to establish more partnerships where students can gain job experience. This input encourages us to continue offering LCAP Goals 4.1 as it is valuable to student engagement.

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 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 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	98%	96% Qualified with Full Credential		100%	-2%

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% 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: 995.27 EL: 798.63 LTEL: 814.51 FY: 862.61 LI: 973.75 SWD: 868.38 296 students grew from fall to spring testing. Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 984.70 EL: 793.10 LTEL: 798.64 FY: 992.29 LI: 970.33 SWD: 840.06 452 (49.6%) students grew from fall to spring testing. Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1056 EL: 847 LTEL: 847 FY: 915 LI: 1033 SWD: 921 2% growth each year. Increase the number of students showing growth from fall to spring. Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: -10.57 EL: -5.53 LTEL: -15.87 FY: 129.68 LI: -3.42 SWD: -28.32
1.4	Mathematics -Quantile Growth - local NWEA	All: 783.83 EL:602.11 LTEL:597.43	All: 758.96 EL: 585.17 LTEL: 586.14		All: 831 EL: 639 LTEL: 639	All: -24.87 EL: -16.94 LTEL: -11.29

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 688.75 LI: 765.17 SWD:630.73 286 students grew from fall to spring testing. Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	FY: 663.06 LI: 747.87 SWD: 597.75 467 (53.4%) students grew from fall to spring testing. Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		FY: 731 LI: 812 SWD: 669 2% growth each year. Increase the number of students showing growth from fall to spring. Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	FY: -25.69 LI: -17.30 SWD: -32.98
1.5	Average Credit Completion – local	All: 2.09 EL: 1.86 FY: 1.74 LI: 2.04 SWD: 2.12 Data Year: 23-24 LPs 1-7	All: 2.69 EL: 2.43 FY: 1.87 LI: 2.62 SWD: 2.65 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 LTEL: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: 0.60 EL: 0.57 FY: 0.13 LI: 0.58 SWD: 0.53
1.6	English Learner Reclassify - Priority 4	12% Data Year: 23-24 LPs 1-7 Data Source: Internal	9% Data Year: 2024-25 Data Source: Internal Calculation		8.6% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CA Average	
1.7	EL Annual Progress on ELPI -Priority #4	49.8% ELPI Green Data Year: 2023 Data Source: CA Dashboard	44.9% ELPI, Orange Status Declined 4.9% LTEL - 47.2% progressing, Orange Status, Declined 3.3% Data Year: 2023-24 Data Source: CA Dashboard 2024		Moderate Growth EL Annual Progress on ELPAC increases each year Data Year: 2026 Data Source: CA Dashboard	ELPI - Declined 4.9% LTEL - Declined 3.3%
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 75.9% EL: 70.6% FY: ** LI: 76.3% SWD: 82.4% Homeless: ** AA: ** AS: ** H/L: 78% WH: 70.7% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 91.4% EL: 88.9% FY: ** LI: 90.6% SWD: 84.6% Homeless: 94.7% AA: ** AS: ** H/L: 88.7% WH: 96.3% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 75% EL: 75% FY: 75% LI: 75% SWD: 75% Homeless: 75% AA: 75% AS: 75% H/L: 75% WH: 75% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +15.5% EL: +18.3% FY: (w/o comparison) LI: +14.3% SWD: +2.2% Homeless: 94.7% (w/o baseline) AA: (w/o comparison) AS: (w/o comparison) H/L: +10.7% WH: +25.6%

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: 4 - Full Implementation
Our Literacy/ELD Teachers and EL Paraprofessionals have worked with English learners and LTELs one-on-one and in small groups to support academic progress. We successfully enrolled and supported students in English Intensive curriculum and measured growth in reading comprehension every 6-8 weeks using the Reading Inventory Assessment. There was no substantive difference in the planned action compared to the actual implementation.

Actions 1.2: All academic interventions and program materials.
Implementation Status: 4 - Full Implementation
We provided academic support and program materials to help students make progress towards graduation. Utilizing programs such as IXL and modifying teaching based on NWEA results, we addressed students' individual areas of need to help bring them to grade level. Additionally, our network improvement team is working through Technical Assistance to target interventions in ELA and math. There was no substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: 5 - Full Implementation and Sustainability
Tutors and paraprofessionals supported student learning on a daily basis. With the implementation of our CSI plan, we've increased average participation in tutoring by over 50%. Tutoring has proven to be an effective strategy for reinforcing core concepts, addressing learning gaps, and building student confidence. All actions were implemented as planned.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 5 - Full Implementation and Sustainability
Our counselors work collaboratively with teachers and staff to provide comprehensive support for our students. They focus on social-emotional well-being and post-secondary planning, including FAFSA assistance and college and career guidance. In addition, social work interns support these efforts by providing targeted assistance to students through an added layer of support. Actions to counsel students toward graduation were implemented as planned.

Action 1.5: Student activities that increase learning efforts.

Implementation Status: 5 - Full Implementation and Sustainability
We firmly believe that student activities promote engagement and learning. Students participated in Pathways trips, Grad Night, a school dance, local field trips, and on-site activities. These events helped promote social engagement and a stronger sense of connectedness to the school community. There was 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: 5 - Full Implementation and Sustainability
We aim to hire fully credentialed teachers for each subject-matter and monitor their assignments to be sure that there are no misassignments each year. There was no substantive difference in the planned action compared to the actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Implementation Status: 5 - Full Implementation and Sustainability
Our Title 1 Schoolwide Program serves students with identified gaps in English language arts. Title 1 staff support learners in Literacy programs by using an English intensive curriculum that focuses on reading, writing, and speaking skills. Actions were implemented as planned.

Action 1.8: Professional development for English learners.
Implementation Status: 4 - Full Implementation
Staff participated in workshops such as the Multilingualism Leadership Seminar and attended CABE in the spring. This has increased their capacity to support English learners by deepening their understanding of culturally responsive practices and reinforcing the importance of inclusive instruction. Actions were implemented as planned.

Overall Successes: Our school was able to provide a rigorous academic program with strong built-in supports for intervention. Education staff received targeted training in Professional Learning Communities and Curriculum Content Forums to ensure programs, practices, and services support success for all students. We leaned on academic interventions and materials such as IXL and SIOP strategies to provide students with various supports to increase academic performance. This resulted in an increase in average credit completion and in our graduation rate, demonstrating that our actions had a positive impact.

Overall Challenges: Despite strong implementation across all actions aimed at increasing academic progress, our school encountered several challenges in ensuring consistent and measurable improvement in student outcomes. While most actions were implemented as planned—with many reaching full implementation and sustainability—certain metrics, such as NWEA scores, highlighted large academic gaps, particularly among our ELs, low-income, and students with disabilities. For example, although academic interventions and program materials were fully implemented, their effectiveness was rated only "Somewhat Effective," revealing a gap between implementation and measurable impact. This indicates a need for further intervention, despite an already strong implementation. These findings suggest that while implementation fidelity is high, continued focus on instructional quality and targeted support is needed to ensure all students experience improved outcomes.

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 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 1.7 for interventions, were also fully expended.

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: Improve student academic achievement.

Action 1.1: English learners support staff, interventions, and materials.
Effectiveness of Action: 3 - Effective
Metrics: English learner Progress Indicator and Reclassification Rate
Analysis Statement: As noted in the metric section above, our ELPI status was orange on the CA School Dashboard. Our EL reclassification rate is 9% and is above our target outcome. With an English language development specialist and a Literacy lead at the head of our department, we were able to better organize teacher support, professional developments, and monitoring of state and internal assessments. Additionally, English learners were our target student group for Differentiated Assistance. These extra layers of support have allowed our English learners and LTELs to make better progress.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: 2 - Somewhat Effective
Metric: NWEA MAP
Analysis Statement: As noted in the metric section above, our NWEA scores highlight the large academic gaps that our students enroll with. Our NWEA scores remained at similar levels to baseline for most student groups, with the exception of foster youth who increased 129.68 points in ELA. Our Differentiated Assistance Improvement Team worked with a county lead to perform a data-driven needs assessment to identify root causes for learning gaps. We are just beginning to build the capacity of teachers to implement evidence-based strategies, such as SIOP, in one-on-one and small group instruction. Our focus will be on reading comprehension and math intervention through SGI. Research suggests the SGI classes have a positive impact on student learning and we expect progress to increase as a result of increasing SGI offerings.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: 3 - Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, our credit completion shows an increase over baseline for every student group. The EL student group increased their credit completion by 30.6% and the low-income student group increased their credit completion by

28.4%. Our CSI Improvement Team met quarterly throughout the school year to discuss progress on our CSI SMART Goal. Our strategy was to direct tutors to circulate the room often and to meet with at least 3 new students each week. We realized a 50% increase in the average percentage of students tutored by LP 7 of this year. This met our goal of increasing by +50%. Our average credit completion for students participating in tutoring was 2.96 and was 0.36 credits higher than those students who didn't receive tutoring. The highest credit completion with tutoring was 3.15 in LP 2. Our next step will be to provide additional tutoring hours in order to increase participation by the end of the year.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: 3 - Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: As noted in the metric section above, our one-year graduation rate shows that students are graduating at high levels. Our DASS Graduation Rate was 91.4%, and we increased by +15.5 percentage points from our baseline. All student groups improved their graduation rate. Most notably, our homeless and White student groups were above the All-student group at 94.7% and 96.3%, respectively. Our EL student group also made significant gains with an 18.3% increase from baseline.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: 3 - Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metrics section above, credit completion has improved across all student groups. Our baseline of 2.09 increased to 2.69—a 28.7% gain. We believe student activities play a significant role in supporting academic growth. These activities help students feel more connected to the school community, which positively influences their well-being, confidence, and motivation to succeed. Since most student activities have minimum academic requirements, they serve as both a goal and a reward, reinforcing students' sense of achievement and encouraging stronger academic performance. Student activities remain a valued part of our school culture, and the positive feedback we receive from students and families encourages us to continue offering this action.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: 3 - Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: As noted in the metrics section, 96% of our teachers are highly qualified and appropriately assigned. While we always aim to hire fully credentialed teachers, we also recognize and celebrate the professional growth of our dedicated support staff. When a team member takes the initiative to pursue a teaching credential, we view this as an investment in both their future and our school community. Occasionally, we hire these individuals during their intern phase. Though this impacts our rate of highly qualified teachers, their familiarity with students' unique learning needs allows them to provide meaningful, well-rounded support from the start.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Effectiveness of Action: 3 - Effective
Metric: NWEA
Analysis Statement: Title I funds have been principally directed towards our Literacy Program. While NWEA Reading scores showed only a very slight decline from baseline across most student groups, our foster youth demonstrated a remarkable 129.68 point increase. This is an encouraging outcome. Additional metrics, such as the English Learner Progress Indicator (ELPI) and the EL Reclassification Rate, offer a

more comprehensive view of our literacy efforts. Our EL Annual Progress is currently orange on the CA School Dashboard, and our Reclassification Rate exceeds the state average. Additionally, our low-income students increased their credit completion rate by 28.4% and graduation rate by 14.3%. These outcomes are particularly promising in the context of our credit recovery model, highlighting the meaningful impact of our targeted literacy interventions.

Action 1.8: Professional development for English learners.
Effectiveness of Action: 3 - Effective
Metric: English learner Progress Indicator
Analysis Statement: As noted in the metric section above, our ELPI is orange on the CA School Dashboard. Additionally, our EL Reclassification Rate is above the state average and EL credit completion and graduation rates have both increased from baseline. With professional developments such as CABE, we have increased the capacity of teachers to support English learners and LTELS.

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 1.2: All academic interventions and program materials. This action did not have the full intended outcome based on the metrics outlined in Prompt 3. In response to feedback from our PAC, ELAC, and student input, we will continue to offer the action with adjustments informed by a collaborative evaluation and professional needs assessment. As part of our continuous improvement efforts, we identified that the limited impact was due in part to a lack of consistent, high-quality classroom support. Through the Differentiated Assistance process, we will build the capacity of teachers to implement evidence-based strategies, such as SIOP, in one-on-one and small group instruction. Our focus will be on reading comprehension and math intervention through SGI. Adjustments to the action will be made to better support English learners, foster youth, and students with disabilities, with the goal of improving academic outcomes for these student groups in the upcoming year.

Action 1.7: Title 1 – Intervention programs and personnel to support students, was removed for 2025-2026, because the school is no longer applying for Title 1 funds.

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,	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. We will do the following:	$1,242,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	interventions, and materials	• Increase opportunities for language acquisition through text-rich cooperative learning and oral communication. • 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. 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 vital part of our school. We aim for every English learner to 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 both academic progress and their capacity to successfully advance in their language acquisition. 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 grow. This action is designed to meet the greatest needs of 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		

Action #	Title	Description	Total Funds	Contributing
		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. This action will address the following reds on the CA Dashboard API: Math: All students, Hispanic, low-income Eligibility for Differentiated Assistance: Hispanic: Math, (Priority 4) LI: Math, (Priority 4) SWD: Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level. Math: LI: 731.73 = 3rd grade level To meet these needs, the LEA will provide the following: • Small Group Instruction. • Ready 180, literacy interventions. • Math 180 and support. • Paraprofessional push-in and targeted tutoring. • Professional Learning Communities around this action to monitor effectiveness. • Access to other effective intervention programs. As demonstrated in the Identified Needs and Metrics section, 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, which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180	$1,335,088.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. We will do the following: • Tutors are available for additional support, both in-person and virtually. • Intensive tutoring for credit completion. • Improve tutor-student relationship to increase participation. • Access to SGI and paraprofessional support. 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 groups' graduation rates and credit completion rates. Some of our lowest credit completion rates and graduation rates are among the unduplicated student groups, as demonstrated in the Identified Needs and Metrics section. 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 tutors 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 showing credit deficiency	$1,444,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Review academic plans for core courses. • Ensure tutoring, academic interventions and progress monitoring are taking place. • 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 and provide support and 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, this 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.	$713,000.00	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 do the following: • Improve the coordination of integrated services and targeted academic interventions such as tutoring and literacy interventions. • Improve social connection and community building. • The school will acknowledge student achievement and celebrate student successes to gain 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. The English learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0. 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 celebrations, field trips and enrichment 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 an increase up to 4 credits per learning period.	$80,000.00	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.	$12,546,204.00	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: • ELD Specialist and Lead Literacy Teacher will provide coaching directed at increasing student language acquisition. • Professional Learning Communities, workshops and conferences for staff. • 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), as necessary. Our English language learners' reclassification rate is above the state average. To continue this, 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, students will be served by trained EL Paraprofessionals or other trained bilingual support personnel. Supports include, but are 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.	$1,200.00	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 coursework and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the A-G requirements. Year over 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 Dashboar	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	4.18 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.13 out of 5.0 Data Year: 2024 Data Source: Dashboard Fall 2024		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	-0.05
2.3	Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts All: 30% EL: 0% FY: ** LI: 27% SWD: 14% Homeless: 25% AA: ** AS: 67% H/L: 27% WH: 45% Mathematics All: 4% EL: 0% FY: ** LI: 3% SWD: 2% Homeless: 13% AA: ** AS: ** H/L: 3% WH: 8% Science All: 11%	Statewide Assessments: English Language Arts All: 30% EI: ** FY: 17% LI: 28% SWD: 13% Homeless: 31% AA: 25% AS: ** H/L: 26% WH: 47% Mathematics All: 3% EI: ** FY: ** LI: 2% SWD: 1% Homeless: 6% AA: 13% AS: ** H/L: 1% WH: 8% Science		Statewide Assessments: English Language Arts All: 50% EL: 50% FY: 50% LI: 50% SWD: 50% Homeless: 50% AA: 50% AS: 50% H/L: 50% WH: 50% Mathematics All: 10% EL: 10% FY: 10% LI: 10% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 10% WH: 10% Science	Statewide Assessments: English Language Arts All: No Difference EI: (w/o comparison) FY: 17% (w/o comparison) LI: +1.0% SWD: -1.0% Homeless: +6.0% AA: 25% (w/o comparison) AS: 67%(w/o comparison) H/L: -1.0% WH: +2.0% Mathematics All: -1.0% EI: (w/o comparison) FY: (w/o comparison) LI: -1.0% SWD: -1.0% Homeless: -7.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: ** FY: ** LI: ** SWD: ** Homeless: ** AA: ** AS: ** H/L: 7% WH: 23% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	All: 20% EI: ** FY: ** LI: 21% SWD: ** Homeless: ** AA: ** AS: ** H/L: 21% WH: ** Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results		All: 10% EL: 10% FY: 10% LI: 10% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 10% WH: 10% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	AA: 13% (w/o baseline) AS: (w/o comparison) H/L: -2.0% WH: No Difference Science All: +9.0% EI: (w/o comparison) FY: (w/o comparison) LI: 21% (w/o baseline) SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +14.0% WH: +23%
2.4	Participants in career-ready courses – Priority 8 local metric	CTE – 134 Pro Skills – 246 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 202 Pro Skills – 319 Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI		CTE: 200 Pro Skills: 300 Increase students in career-ready courses each year Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	CTE:+68 Pro Skills: +73

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of CTE course and pathway completers – Priority 4	35% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 2.5% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	33.96% CTE course completion rate Data Year: 2024-25 Data Source: Internal PowerBI 1.8% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		65% CTE Course Completion rate Data Year: 2026-27 Data Source: Internal PowerBI 5% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	-1.04% CTE course completion rate -0.7% 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	0.4% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	0.0% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest		2% A-G course completion rate 1% A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	-0.4% Seniors completing A-G courses No Difference - Seniors completing CTE and A-G

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	CA Dashboard English Language Arts and Mathematics Status	ELA - Declined 11.5 Pts. Red Math - Declined 13.4 Pts. Red Data Year: 2023 Data Source: CA Dashboard	ELA - Red Status, Declined 7.4 Pts, Math - Red Status, Declined 10.6 Pts, Data Year: 2023-24 Data Source: Dashboard Fall 2024		Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA - Declined 7.4 Pts Math - Declined 10.6 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: 4 - Full Implementation
Through dual enrollment with community colleges and CTE programs with Ventura County's Career Education Center, we have provided students with a broad range of college and career options. With access to courses such as welding, culinary arts, auto mechanics, etc. and programs such as the EMS Corps partnerships, students can gain exposure to many post-secondary pathways. There was no substantive difference in the planned action compared to the actual implementation.

Action 2.2: Professional development addressing English learners, low-income, and foster youth students.
Implementation Status: 5 - Full Implementation and Sustainability

Trainings, conferences, workshops, and the collaborative efforts within our Professional Learning Communities (PLCs) have played a critical role in building the capacity of teachers and staff to better support our students. Through ongoing professional development, we have specifically focused on the unique learning needs of our English learners, low-income, and foster youth student groups. The continuous learning and collaboration through PLCs allows our educators to share best practices, engage in reflective dialogue, and adapt instructional strategies to ensure that all students receive the targeted support they need. There was no substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology access and support.
Implementation Status: 5- Full Implementation and Sustainability
Students have a 1:1 ratio of technology and use a variety of computerized resources to supplement their learning, including Chromebooks, hotspots, and styluses to enhance their digital engagement. These tools provide students with the flexibility to access learning materials both in and outside of the classroom, ensuring they remain connected to their education. There was no substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for standards-based curriculum and instruction
Implementation Status: 5- Full Implementation and Sustainability
Standards-aligned curricula are continually updated and improved, with coaching to support implementation available in all subject areas. This ensures that teachers are equipped with the most current resources and strategies to effectively meet the diverse learning needs of our students. All actions were implemented as planned with no substantive differences.

Action 2.5: Educational materials for an effective program.
Implementation Status: 5- Full Implementation and Sustainability
All students have access to textbooks and curriculum both at home and at the school sites. Additionally, supplemental learning materials are replenished and updated regularly to meet students' needs. There was no substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and secure facilities
Implementation Status: 5- Full Implementation and Sustainability
Our facilities are safe, clean, and modern learning environments that welcome all students, families, and community partners. Sites are annually monitored using the Facility Inspection Tool to maintain operating standards. There was no substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school was able to successfully implement our college and career readiness actions. We are committed to providing students with increased opportunities to integrate core academic knowledge with technical skills in order for them to be successful post-graduation. Our continued efforts to expand and strengthen relationships with local businesses, trade schools, and community colleges is evident in our partnership with Ventura County Office of Education's Career Education Center and our partnerships with the EMS Corps and Goodwill Industries for students to take part in their apprenticeship programs. We also have established agreements with the Ventura County Community College District, West Hills Community College, and Chaffey College so that students have access to a broad range of college level courses and experiences.

Overall Challenges: Due to employee turnover in college and career-specific roles, our Dual Enrollment and CTE programs were impacted. Despite this, our existing counseling staff and teachers stepped in to continue supporting students with college and career-related experiences, ensuring that students still had access to a robust program. Our team worked collaboratively to provide alternative pathways and resources, maintaining a high level of support for students' academic and career aspirations. Moving forward, we are committed to strengthening these programs to ensure consistent access and growth opportunities for all 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 2024-2025 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: 3 - Effective
Metrics: Work Readiness and CTE courses, CTE and A-G
Analysis Statement: As noted in the metric section above, our data show that we increased participation in career-ready courses by 68 students. Completion of the Professional Skills course also increased to 319 from 246. Our CTE Pathway completer rate remains similar to baseline. Given that the majority of our population is focused on credit recovery, it is encouraging to see that many students are also earning CTE credits, going beyond the minimum requirements.

Action 2.2: Professional development addressing English learners, low-income and foster youth students.
Effectiveness of Action: 2 - Somewhat
Metrics: CAASPP for English language Arts and Math
Analysis Statement: As noted in the metric section above, our CAASPP scores highlight the significant learning gaps our students have. Many students at Vista Real enroll with substantial credit deficiencies, which contribute to these academic gaps. Despite this, CAASPP data shows that the homeless student group increased their performance in ELA by 6% and the White student group by 2%. The professional development opportunities we engage in help us identify and address these gaps, allowing us to more effectively engage students in their learning and support their academic growth.

Action 2.3: Technology access and support.
Effectiveness of Action: 3- Effective
Metric: 100% of students offered Chromebook and hotspot upon enrollment.
Analysis Statement: As noted in the metric section above, all of our students receive Chromebooks, hotspots, styluses, etc. so that they can complete coursework. Additionally, we have a wide variety of software and resources including Kami, IXL, and Illuminate so that students have the most up to date technology and are learning on modern platforms.

Action 2.4: Support for standards-based curriculum and instruction.
Effectiveness of Action: 3- Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: As noted in the metric section above, our high-quality, standards-aligned curriculum continues to be effective with an implementation score of 4.13 on the CDE Standards Implementation Rubric. Our curriculum and PLC teams regularly review and update educational materials. They collaborate to make sure examples are relevant and the language is accessible to students. Coaching for all subjects is available through our Regional Instructional Specialists with guidance from our Curriculum and Instruction Coordinator.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: 3- Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: As noted in the metric section above, all of our sites have adequate materials that are regularly monitored by Regional Instructional Specialists. We continue to use state adopted textbooks, we have curriculum teams to monitor and update learning materials, and we supplement students' needs with classroom supplies, manipulatives, lab materials, and additional learning resources.

Action 2.6: Safe and secure facilities.
Effectiveness of Action: 3- Effective
Metric: Facilities Inspection Tool (FIT)
Analysis Statement: As noted in the metric section above, our Facility Inspection Tool showed that all of the areas earned an exemplary rating. Our learning centers are clean, safe, and modern. Design, layout, and furniture are conducive to learning and all sites are in easy to access locations.

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 action did not have the full intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, we identified that the reason for the ineffectiveness of this action was due to a lack of knowledge about how to incorporate professional learning into everyday practice. With support from Regional Instructional Specialists and Curriculum Coordinators, we will provide coaching and monitoring of the implementation of evidence-based teaching strategies. We will adjust the design of the action to ensure that English learners, foster youth, and students with disabilities experience increased 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
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: • Ensure comprehensive review of course placement. • Counselors support career and college-ready efforts. • CTE programs and pathways encouraged. • 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 16.3% for graduates completing a CTE pathway. They were also below the state average of 43.8% completing A-G courses. Our English learners, low-income and foster youth students, need to be prepared to pursue a career or attend college. To address this need, our students engage in career exploration and Professional Skills, and have the opportunity to take college dual enrollment courses and career education courses at the county Career Education Center. 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 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 A-G and CTE each year.	$659,348.00	Yes
2.2	Professional development addressing English	Staff participate in professional learning throughout the year that targets our unduplicated student groups. We will do the following:	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	learners, low-income, and foster youth students	• Increase professional learning opportunities and collaboration. • Regional trainings, workshops/seminars. • Report on training outcomes. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. As demonstrated in the Identified Needs and Metrics sections, CAASPP results in the ELA, math and science assessments, and CA Dashboard results 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 in progressing our English learners, low-income and foster youth students. Trainings, conferences, workshops, and Professional Learning Communities provide information 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 and the CA Dashboard status improving by 1 level.		
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 is an ongoing effort to help them access 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	$213,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 4.13, 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 positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.	$3,022,752.00	Yes
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	$11,998,960.00	No

Action #	Title	Description	Total Funds	Contributing
		supplemental materials regularly, so that they meet our students' academic needs.		
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).	$3,106,741.00	No

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 students who rematriculate back to their school of residence. Our mission is to successfully help students make the turn away from dropping out of school. We have teachers and staff who are specially trained 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 metric (graduation, retention, rematriculate)	94.91% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		Success Rate – maintain 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+5.09%

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	89.34% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.95% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		Retention Rate – 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+10.61%
3.4	Attendance rate – Priority 5	84% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 82.80% Data Year: 2024-25 LPs1-7 Data Source: Internal SIS		Attendance Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	-1.2%
3.5	Non-completer rate(dropout) – local metric	5.97% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 2.22% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-3.75%
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 LPs1-7 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 LPs1-7 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: 5- Full Implementation and Sustainability
We maintain a high success rate as well as a high retention rate. Our Student Retention Specialists continue their outreach through home-visits, intervention meetings, and progress checks to keep students engaged in school. They monitor academic progress, offering personalized support and encouragement to ensure students remain active participants in their education. There was no substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and emotional supports
Implementation Status: 5- Full Implementation and Sustainability

Many of our students carry heavy social-emotional trauma. This is most true with our English learners, foster youth, and low-income students. We continue to support their learning with counseling and community resources, social workers, and trauma-informed practices. We have established “Wellness Spaces” at each site and offer regular student wellness activities such as “sound baths” and “brain breaks”. We are committed to cultivating a safe and nurturing environment where students feel seen, heard, and supported in their emotional well-being. There were no substantive differences in the planned action compared to the actual implementation.

Action 3.3: Access to transportation
Implementation Status: 5- Full Implementation and Sustainability
We continue to support our students by providing transportation so that students can regularly attend school and school related events. Public transportation for students is free in our county, but some students, primarily foster youth, require additional means of transportation. In these cases, HopSkipDrive is used so that they can attend school. There was no substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to nutrition
Implementation Status: 5- Full Implementation and Sustainability
We provide students with snacks and fresh food, daily. We offer items such as fruit and vegetable pouches, granola bars, fruit and trail mix. Fresh items include hamburgers, quesadillas, sandwiches and wraps. We have partnered with a local vendor who is also a Vista Real alumnus, and are proud to be able to provide nutrition for students while also strengthening connections within our community. There was no substantive difference in the planned action compared to the actual implementation.

Action 3.5: Title 1 – Helping homeless
Implementation Status: 5- Full Implementation and Sustainability
Using Title 1 reservations for direct and indirect services for homeless youth, we provided students with hygiene items, warm clothing for winter, and supplies for school. The action was implemented as planned with no substantive differences.

Overall Successes: Our school was able to successfully reduce our non-completer rate from a baseline of 5.97% to 2.22% and increase our success rate to 100%. This progress is largely due to the dedicated efforts of our student retention and counseling staff, who continuously work to identify and address barriers to learning. Over the past several years, we have seen a growing need for social-emotional support and in response, we expanded services and built our capacity to address student needs through TREC training and trauma-informed practices. We remain committed to student engagement by recognizing and addressing their needs, both in the classroom and beyond.

Overall Challenges: Declining student enrollment has become an ongoing challenge, impacting student retention efforts. As families increasingly move out of the community due to rising living costs, housing instability, or employment opportunities elsewhere, we’ve noticed a decrease in student populations. This decline disrupts the continuity of support services provided by our student retention staff. Retaining students becomes more difficult when external factors like relocation interfere with their ability to remain enrolled and engaged. Our school continues to adapt by expanding outreach, providing flexible learning options, and maintaining strong relationships with students and families, even during times of transition.

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 2024-2025 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: Increase Student Retention.

Action 3.1: Student retention
Effectiveness of Action: 3- Effective
Metric: Retention Rate
Analysis Statement: As noted in the metric section above, our retention rate data show an increase of +10.61% over last year, almost 20% above our desired outcome. School retention staff work closely with teachers and counselors to keep students engaged in their education.

Action 3.2: Social and emotional supports
Effectiveness of Action: 3- Effective
Metric: Success Rate
Analysis Statement: As noted in the metric section above, our success rate shows that our efforts to support students' social-emotional well-being have been effective. Our success rate has remained well above our expected outcome, with year 1 results reaching 100%. Addressing social-emotional needs and integrating this into the learning process supports students' overall growth and allows them to be engaged academically.

Action 3.3: Access to transportation
Effectiveness of Action: 3 - Effective
Metric: Attendance Rate
Analysis Statement: As noted in the metric section above, our attendance rate is consistently over 80%. Though just slightly below our expected outcomes, we remain committed to supporting students' transportation needs to help them remain engaged in school. We provide buses to and from school events and field trips, we utilize local transportation options such as city bus lines, and we support foster and homeless youth with transportation to and from school through HopSkipDrive.

Action 3.4: Access to nutrition
Effectiveness of Action: 3 - Effective
Metric: Non-completer Rate

Analysis Statement: As noted in the metric section above, we've successfully maintained a non-completer rate well below our desired outcome and have reduced it by more than 50% over baseline in year 1. This data, along with a strong attendance rate and success rate, shows us that students are remaining engaged in their education. Providing nutrition to students is key in maintaining this engagement. Many students in our community have food insecurity and seek resources from the school. We support students' well-being by offering healthy food and snacks to students, daily.

Action 3.5: Title 1 – Helping homeless
Effectiveness of Action: 3 - Effective
Metric: Percentage of Homeless Served
Analysis Statement: As noted in the metric section above, all of our homeless students were provided services this year. Using our Title 1 reservations, we provided homeless students with hygiene items, warm clothing for winter, and supplies for school. Students also benefited from the services provided by our comprehensive counseling and social work team.

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 3.5: Title 1 – Helping the homeless was removed for 2025-2026, because the school is no longer applying for Title 1 funds.

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. • Student retention support personnel 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 a semester or more. We have seen success in the Retention Rate. 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	$363,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 by learning loss. 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. Trauma-informed practices have helped address many of the social-emotional needs of our English learners, low-income and foster youth students. We provide students with social-emotional programming as well as open access to counselors and social workers. 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.	$688,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 such as bus passes, vans, and Hop Skip Drive. 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.	$18,000.00	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. • 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 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 school. 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	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 the power of parent/guardian participation in impacting their student's academic progress. We believe parents/guardians can be invited and 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/guardians in their student's orientation, awards ceremonies, school activities, surveys and parent advisory meetings, 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.

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 = 2099 Enrollment Count = 1327 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 2151 Enrollment Count = 1271 (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	+52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Advisory/ ELAC – participation all year - local metric	291 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	466 participants to date Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		150+ Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+175
4.3	Parents Feel Encouraged to Participate – Priority 3	81% 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 – 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+15%
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 Surve		Students Feel Safe- 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-1%
4.5	Students Feel Connected – Priority 6	97% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	96% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students Feel Connected - 90% 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	99% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers Feel Safe- over 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-2%
4.7	Teachers Feel Connected– Priority 6	99% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	99% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers Feel Connected - over 90% 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: 5 - Full Implementation and Sustainability
Our Community Liaison successfully engaged with the surrounding community and brought local partners into our school to provide valuable resources to our students/families. We held open houses at each of our sites, where community partners shared information and resources directly with educational partners. Our involvement in local community events such as street fairs, festivals, and business alliances allowed us to spread awareness about our program and the wrap-around services we offer. In response to a growing need in our community, we also

organized workshops on topics such as immigration services to better support our families. Overall, there is no substantive difference between our planned actions and their successful implementation.

Action 4.2: Translation and outreach services
Implementation Status: 4 - Full Implementation
All documents that are sent home are translated into the student's primary language in order to make school information accessible to families. This increases the sense of connectedness to the school. The Community Liaison and other school staff utilize translation and outreach services to increase communication with our English learners, foster youth, and low-income families. There is no substantive difference in the planned action compared to the actual implementation.

Action 4.3: Educational partner engagement
Implementation Status: 4 - Full Implementation
We engaged educational partners through quarterly PAC/ELAC meetings, parent workshops, open houses, and other meaningful activities. We maintained avenues for regular, two-way communication and encouraged participation and feedback on school programs through the Annual Survey, LCAP Survey, exit tickets at meetings, etc. There was no substantive difference in the planned action compared to the actual implementation.

Action 4.4: Title 1 – Parent engagement
Implementation Status: 4 - Full Implementation
Parents and families engaged with school staff at the Title 1 Annual Meeting. This event was held in-person, on-site for participants to learn more about Title 1 funding and how it is used to support our literacy program. Parents and families were able to ask questions and provide feedback on ways to improve our program. There was no substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully engaged educational partners and gathered stronger feedback for our LCAP, CSI plan, and Title 1 program. We received informative and actionable feedback through surveys, parent/teacher conferences, and various school events, including PAC/ELAC, which provided valuable insights into our programs. Participation in the annual survey reached its highest level this year, reflecting increased educational partner engagement. This collaboration has allowed us to better align our goals and actions with the needs of our school community, ensuring improved student outcomes.

Overall Challenges: While attendance at PAC/ELAC and other school events has grown, we have faced difficulty in retaining committed educational partners for our PAC and ELAC. These meetings are where we gather the most authentic and meaningful feedback, but due to inconsistent attendance, parents often hesitate to actively participate or share input unless directly prompted. To address this, we are committed to building the capacity of our parents, empowering them to take a more active role as school partners and ensuring that their voices are consistently heard and valued in school-wide decision making.

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 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 4 for Parent Engagement, were also fully expended.

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: Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and meaningful school activities
Effectiveness of Action: 3 - Effective
Metric: Participation Counts
Analysis Statement: As noted in the metric section above, our participation count data show that we are engaging educational partners well beyond our desired outcomes. This school year we've had 2,151 participants at school events. Attendance at our PAC and ELAC also exceeded our baseline and desired outcomes. We increased attendance by 175 participants over baseline. This is a result of our strong outreach efforts.

Action 4.2: Translation and outreach services
Effectiveness of Action: 3 - Effective
Metric: PAC/ELAC Participation
Analysis Statement: As noted in the metric section above, our PAC/ELAC participation has increased by more than 60% compared to the baseline. Educational partners are actively attending and contributing to discussions on programmatic issues. Key information shared at PAC and ELAC events is translated live for all participants, and documents sent home are also provided in the student's home language. This approach has led to greater engagement from parents.

Action 4.3: Educational partner engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: As noted in the metric section above, our school survey data show that 96% of parents feel encouraged to participate. This is a growth of 15% over baseline. Of the students surveyed, 99% report feeling safe at school and 96% report feeling connected. Staff also report feeling safe and connected at school with responses in both of these areas well over 95%. This tells us that we have a strong school culture. Survey participation and event participation was high and coupled with the positive results from the school survey, we can conclude that educational partner engagement is strong.

Action 4.4: Title 1 – Parent engagement
Effectiveness of Action: 3 - Effective
Metric: Title 1 Meeting Participation
Analysis Statement: As noted in the metric section above, our Title 1 Meeting participation shows that our efforts to engage parents have been effective. Parents attended the Title 1 Annual Meeting and learned more about how we are using the funds to support our literacy program. The Title 1 reservation for Parent Engagement was used for meeting materials and because of these efforts, attendance at the Title 1 meeting was high.

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 4.4: Title 1 – Parent Engagement, was removed for 2025-2026 because the school is no longer applying for Title 1 funds.

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: • Staff a 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 our most underrepresented 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 parents, guardians, and their families sometimes have a difficult time engaging in 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	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 parents/guardians 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. Effective communication improves a sense of connection. Translating communication into the students' and parents' primary language is critical for two-way communication efforts. We will continue to support this access to school programming and events through translating services. We expect that these actions will sustain the 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.	$10,000.00	Yes
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.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our English learners, low-income and foster youth students and their families are sometimes underrepresented at 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 90% feel encouraged to participate each year, based on the school survey.		

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
$10,165,172.00	$1,252,358.00

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
36.441%	0.000%	$0.00	36.441%

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 3-5 grade levels or more behind in their academics. Based on their NWEA scores, we provide a personalized learning environment and targeted interventions to meet their academic gaps. As shown in the metrics	Through a series of coaching events with Kern County Superintendent of Schools, we will modify this action by building the capacity of our teachers to implement SIOP strategies to improve students' reading comprehension. The implementation will be supported by Regional Instructional Specialists, the Curriculum Coordinator, and the ELD specialists. Also, with an additional layer of support through General Education teachers partnering with Literacy teachers and Ed. Specialists, we will ensure that the implementation	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: NWEA Math: All students, low-income, Hispanic, students with disabilities

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
	section above, our socioeconomically disadvantaged students are far below grade level. Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups in the red on the 2023 CA Dashboard, which were our All-student group, Hispanic, students with disabilities, and socioeconomically disadvantaged students in ELA. Our Hispanic, socioeconomically disadvantaged students, and students with disabilities were red in mathematics. We found that our student groups who were in the red for ELA and Math, were also in the low-income student group. (Metrics are reported in Goal #2). The 2024 CA Dashboard had these student groups in the red for ELA: Hispanic, socioeconomically disadvantaged students. Hispanic, socioeconomically disadvantaged students, students with disabilities and White were red in mathematics. Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:** Schoolwide	reaches our highest needs student groups. Student interventions include Math 180, Read 180, Literacy and other coursework help to improve ELA and math skills. Upon enrollment, students take NWEA MAP to assess their learning gaps and are placed according to their needs. This action is ongoing throughout the school year. 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.	NWEA ELA: All students, low-income, Hispanic, students with disabilities CA Dashboard Academic Indicator results for 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	As a priority aligned to our Comprehensive Support and Improvement goal, we will focus on	We will closely monitor progress on our credit

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: 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 Graduation Rate. These were our All-student group, English learners, homeless, students with disabilities, White, and Hispanic students. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard had these student groups in the red: English learner, Hispanic, homeless, socioeconomically disadvantaged, students with disabilities, and White. 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	increasing access to tutoring aimed at supporting our English learners, low-income, and foster youth students in addition to our identified subgroups on the CA Dashboard indicators. Additionally, continued professional development for tutors and paraprofessionals, and tutor and paraprofessional push-in support in SGI classes will ensure students have quality instructional support in their program. We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and student relationship will help increase participation. Tutoring on an ongoing basis 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 Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen to be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. This action is ongoing 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.	completion rates for all of our student groups, especially for the following student groups in the red: All-student group, English learners, homeless, students with disabilities, White, Hispanic students, and socioeconomically disadvantaged student groups. 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.
1.4	**Action:**	To address obstacles to graduation, we will provide additional training and support to identify	We will closely monitor progress on our DASS

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
	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 91.4% for the 2024 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. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Scope:** Schoolwide	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 promote a positive working relationship and will connect frequently with high-needs students, to help meet social-emotional needs. They will use programs like the Science of Hope, which promotes intrinsic motivation and guides 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. 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 also English learners, low-income, and/or foster youth students have; however, because we expect that all students could benefit, this action is provided on an LEA-wide basis.	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
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 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	To address this need, we will improve the coordination of integrated services, targeted academic interventions like tutoring and literacy intervention, and increase opportunities for social connection and community building. Additionally, the school will acknowledge student achievement and celebrate student successes to gain buy-in. The school will also boost student morale by increasing student-led events and activities, creating a positive learning environment. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes, but is not limited to, celebrations, field trips and enrichment experiences. Throughout the school year and on an ongoing basis, our students participate in a comprehensive incentive and recognition system, that helps support their scholastic efforts. 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 credit completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	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.
2.1	**Action:** Career and college-readiness for English learners, low-income, and foster youth students	To address this need, we will adjust the design of the action to ensure a comprehensive review of course placement, promotion, and support of A-G completion. We will also ensure that course articulation for a full CTE pathway is implemented,	We will closely monitor progress on our CTE completion rates and our A-G completion rates for all of our student groups,

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: 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 2023 state average of 18.7% for graduates completing a CTE pathway. In 2023, 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. In 2024, completing A-G was 0% and CTE was 1.8%. Students, teachers, and parents provided feedback indicating that they support efforts to increase college and career-readiness. **Scope:** Schoolwide	and we will expand workforce readiness and dual enrollment offerings. Additionally, our counselors will work closely with teachers to ensure all students complete college and/or career coursework. 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 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.	especially English learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.
2.2	**Action:** Professional development addressing English learners, low-income, and foster youth students	To address this need, we will adjust the design of the action to ensure that there are dedicated professional learning opportunities and collaboration specifically towards Mathematics and support for English learners. A deliberate	We will closely monitor progress on CAASPP results, especially for English learners, LTEL, low-

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: As demonstrated in the Identified Needs and Metrics sections, CAASPP results on 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. **Scope:** Schoolwide	approach using the PLC model and data-driven decision-making to incorporate research-based instructional strategies for scaffolding learning and assignment of interventions will promote academic progress. Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to support capacity building in addressing our students' academic and social-emotional needs. We will train on our EL Tool Kit which includes effect strategies such as SDAIE. With additional staff training, such as trauma-informed practices, we have seen a positive impact on our At-Promise students. We anticipate that the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on students' CAASPP scores. We will also consider input from the parents, students, and teachers.
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.	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. Computers and hot spots are provided for every incoming student. This action starts at student orientation and is ongoing throughout the school year. We expect	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.

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 technology access. **Scope:** Schoolwide	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.	
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 curriculum is 4.13, based on the CDE Standards Implementation Rubric. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	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 in analyzing data results and improving the process to monitor the effectiveness of our curriculum and instructional practices. Teams will adopt an online learning platform to personalize student learning in Mathematics & ELA. Throughout the school year, staff 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	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. 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
		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 a semester or more. We have seen success in the Retention Rate for our student population, which is currently at 99.95%. Teachers and parents provided feedback indicating that they support the value of 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. 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 **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,	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed 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 SEL, counseling, support personnel, social workers, professional development, and special programs such as yoga, have a positive impact on our students.	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 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
	retention and rematriculation. The Success Rate is currently 100%. Teachers and parents provided feedback indicating that they support the value of social and emotional supports. **Scope:** Schoolwide	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.	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 who 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 82.80%. Teachers and parents provided feedback indicating that they support the value of having reliable transportation. **Scope:** Schoolwide	To address this issue, we provide a variety of transportation options from metro passes, bus services, and ride-shares. 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 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 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. 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
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 intend to provide nutrition for all students. 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 2.22%. Teachers and parents provided feedback indicating that they support the value having access **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:** Community/Parent Liaison and meaningful school activities **Need:** Feedback from teachers, SRS, administrators, and counselors, state 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	To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a Community Liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI students 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.	We will closely monitor progress on our parent participation count so that they are above the enrollment amount. 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
	the overall academic success of these students. As shown in the metrics section above, 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	The support of the Community Liaison is designed to meet the needs associated with increasing parent involvement 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.	
4.2	**Action:** Translation and outreach services **Need:** According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 466 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of outreach services. **Scope:** Schoolwide	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, in coordination with our staff, will utilize these services to increase communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is provided throughout the school year 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 of increased communication and parent involvement 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 expect that these actions will have a positive impact on participation in ELAC and PAC meetings. This is good for all of our English learners, LTELs, low-income and foster youth. 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
4.3	**Action:** Educational partner engagement **Need:** Feedback from teachers, administrators, and counselors, state 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 partner engagement. **Scope:** Schoolwide	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of our 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 90% 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 in the green on the English learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. Our ELPI status was orange on the 2024 CA School Dashboard. Teacher and parent feedback indicated that they support the importance of the EL program and support increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	To address this, we will improve our support for our EL and LTEL students by embedding opportunities for structured oral language development, such as public speaking or presentations, providing opportunities for cooperative learning through SGI, and we will provide text-rich environments where students can make language connections between English and their native tongue. We will increase and target tutoring, and additional EL paraprofessional support in SGI classes to ensure that English learners have quality instructional support in their program. Additionally, with System 44, we will address the identified needs of our EL students and target their learning gaps. 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. English language development (ELD) is an integral part of our comprehensive program. We aim for every English learner to meet the linguistic and academic goals identified by their proficiency level. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on both academic progress and their capacity to successfully advance their language	We will closely monitor progress on this action which is designed to meet the greatest needs of English learners. By using integrated and designated unit tests aligned with appropriate ELD and ELA standards, along with real-time tracking, we will monitor students' language proficiency and academic progress. As a result, we expect improvements in their ELPI scores and an increase in the reclassification rate. 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. 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 2023 CA Dashboard, our English learner student group was in the green on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. Our ELPI status was orange on the 2024 CA School Dashboard. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	To address the need to further support our LTELs, our ELD Specialist along with our Lead Literacy Teacher will build the capacity of teachers through monthly coaching. The coaching will focus on assessing existing language skills, improving academic literacy across all subject areas, and providing challenging lessons that utilize evidence-based learning strategies such as annotations, mentor/model texts, and shared reading. Our ELD Specialist will monitor the progress of our LTELs in their coursework as well as their performance on the annual ELPAC. Paraprofessionals will work with faculty to plan academic intervention concentrated on effective and equitable instructional strategies for EL and LTEL students, including providing one-on-one and push-in support during SGI classes. Additionally, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or	We will monitor progress on this action as it's designed to meet the greatest needs of English learners. 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, to 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
		collaborative learning communities focused on 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, and contextualization. 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 on various topics. There is follow-up with staff who are trained using the PLC model. There are opportunities for staff to collaborate 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	$27,895,258.00	10,165,172.00	36.441%	0.000%	36.441%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,817,077.00	$0.00	$0.00	$0.00	$37,817,077.00	$21,922,676.00	$15,894,401.00

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	$1,236,000.00	$6,500.00	$1,242,500.00				$1,242,500.00	0.00%
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	$1,255,088.00	$80,000.00	$1,335,088.00				$1,335,088.00	0.00%
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	$1,444,284.00	$0.00	$1,444,284.00				$1,444,284.00	0.00%
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	$703,000.00	$10,000.00	$713,000.00				$713,000.00	0.00%
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	$80,000.00	$80,000.00				$80,000.00	0.00%
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2025 - June 30, 2026	$12,546,204.00	$0.00	$12,546,204.00				$12,546,204.00	0.00%
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	$1,200.00	$1,200.00				$1,200.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	$651,348.00	$8,000.00	$659,348.00				$659,348.00	0.00%
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	$75,000.00	$75,000.00				$75,000.00	0.00%
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	$63,000.00	$150,000.00	$213,000.00				$213,000.00	0.00%
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	$2,897,752.00	$125,000.00	$3,022,752.00				$3,022,752.00	0.00%
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$11,998,960.00	$11,998,960.00				$11,998,960.00	0.00%
2	2.6	Safe and secure facilities	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$3,106,741.00	$3,106,741.00				$3,106,741.00	0.00%
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	$358,000.00	$5,000.00	$363,000.00				$363,000.00	0.00%
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	$678,000.00	$10,000.00	$688,000.00				$688,000.00	0.00%
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	$18,000.00	$18,000.00				$18,000.00	0.00%
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	$100,000.00	$100,000.00				$100,000.00	0.00%
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	$90,000.00	$100,000.00	$190,000.00				$190,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	$10,000.00	$10,000.00				$10,000.00	0.00%
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	$10,000.00	$10,000.00				$10,000.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$27,895,258.00	10,165,172.00	36.441%	0.000%	36.441%	$10,165,172.00	0.000%	36.441 %	**Total:**	$10,165,172.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,243,700.00
								Schoolwide Total:	$8,921,472.00

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	$1,242,500.00	0.00%
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,335,088.00	0.00%
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,444,284.00	0.00%
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$713,000.00	0.00%
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,000.00	0.00%
1	1.7	Professional development to support English learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,200.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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	$659,348.00	0.00%
2	2.2	Professional development addressing English learners, low-income, and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0.00%
2	2.3	Technology access & support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$213,000.00	0.00%
2	2.4	Support for standards-based curriculum and instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,022,752.00	0.00%
3	3.1	Student retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$363,000.00	0.00%
3	3.2	Social and emotional supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$688,000.00	0.00%
3	3.3	Access to transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,000.00	0.00%
3	3.4	Access to nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0.00%
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$190,000.00	0.00%
4	4.2	Translation and outreach services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%
4	4.3	Educational partner engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,362,221.00	$37,234,349.00

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	$1,072,132.00	$1,104,488.00
1	**1.2**	All academic interventions and program materials	Yes	$1,095,388.00	$1,128,366.00
1	**1.3**	Tutoring and supports for students	Yes	$1,614,614.00	$1,663,682.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$711,345.00	$733,179.00
1	**1.5**	Student activities that increase learning efforts	Yes	$175,000.00	$180,462.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$12,836,979.00	$12,086,764.00
1	**1.7**	Title 1 - Intervention programs and personnel to support students	No	$282,843.00	$429,148.00
1	**1.8**	Professional development to support English learners and LTELs	Yes	$2,000.00	$1,553.00
2	**2.1**	Career and college-readiness for English learners, low-income, and foster youth students	Yes	$501,076.00	$516,449.00
2	**2.2**	Professional development addressing English learners, low-income, and foster youth students	Yes	$60,000.00	$60,007.00
2	**2.3**	Technology access & support	Yes	$231,341.00	$238,557.00

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	2.4	Support for standards-based curriculum and instruction	Yes	$3,014,848.00	$3,105,584.00
2	2.5	Educational materials for an effective program	No	$12,201,692.00	$11,350,031.00
2	2.6	Safe and secure facilities	No	$2,977,929.00	$3,004,524.00
3	3.1	Student retention	Yes	$313,246.00	$323,591.00
3	3.2	Social and emotional supports	Yes	$919,911.00	$948,161.00
3	3.3	Access to transportation	Yes	$18,000.00	$18,570.00
3	3.4	Access to nutrition	Yes	$120,000.00	$120,173.00
3	3.5	Title 1 – Helping homeless	No	$500.00	$703.00
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	$192,877.00	$199,397.00
4	4.2	Translation and outreach services	Yes	$10,000.00	$10,027.00
4	4.3	Educational partner engagement	Yes	$10,000.00	$10,431.00
4	4.4	Title 1 – Parent engagement	No	$500.00	$502.00

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)
$9,677,478.00	$10,061,778.00	$10,362,677.00	($300,899.00)	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	$1,072,132.00	$1,104,488.00	0.000%	
1	1.2	All academic interventions and program materials	Yes	$1,095,388.00	$1,128,366.00	0.000%	
1	1.3	Tutoring and supports for students	Yes	$1,614,614.00	$1,663,682.00	0.000%	
1	1.4	Counseling students towards graduation and materials	Yes	$711,345.00	$733,179.00	0.000%	
1	1.5	Student activities that increase learning efforts	Yes	$175,000.00	$180,462.00	0.000%	
1	1.8	Professional development to support English learners and LTELs	Yes	$2,000.00	$1,553.00	0.000%	
2	2.1	Career and college-readiness for English learners, low-income, and foster youth students	Yes	$501,076.00	$516,449.00	0.000%	
2	2.2	Professional development addressing English learners, low-income, and foster youth students	Yes	$60,000.00	$60,007.00	0.000%	
2	2.3	Technology access & support	Yes	$231,341.00	$238,557.00	0.000%	
2	2.4	Support for standards-based curriculum and instruction	Yes	$3,014,848.00	$3,105,584.00	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)
3	3.1	Student retention	Yes	$313,246.00	$323,591.00	0.000%	
3	3.2	Social and emotional supports	Yes	$919,911.00	$948,161.00	0.000%	
3	3.3	Access to transportation	Yes	$18,000.00	$18,570.00	0.000%	
3	3.4	Access to nutrition	Yes	$120,000.00	$120,173.00	0.000%	
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	$192,877.00	$199,397.00	0.000%	
4	4.2	Translation and outreach services	Yes	$10,000.00	$10,027.00	0.000%	
4	4.3	Educational partner engagement	Yes	$10,000.00	$10,431.00	0.000%	

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)
$27,269,333.00	$9,677,478.00	0.000%	35.489%	$10,362,677.00	0.000%	38.001%	$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).

California Department of Education
November 2024