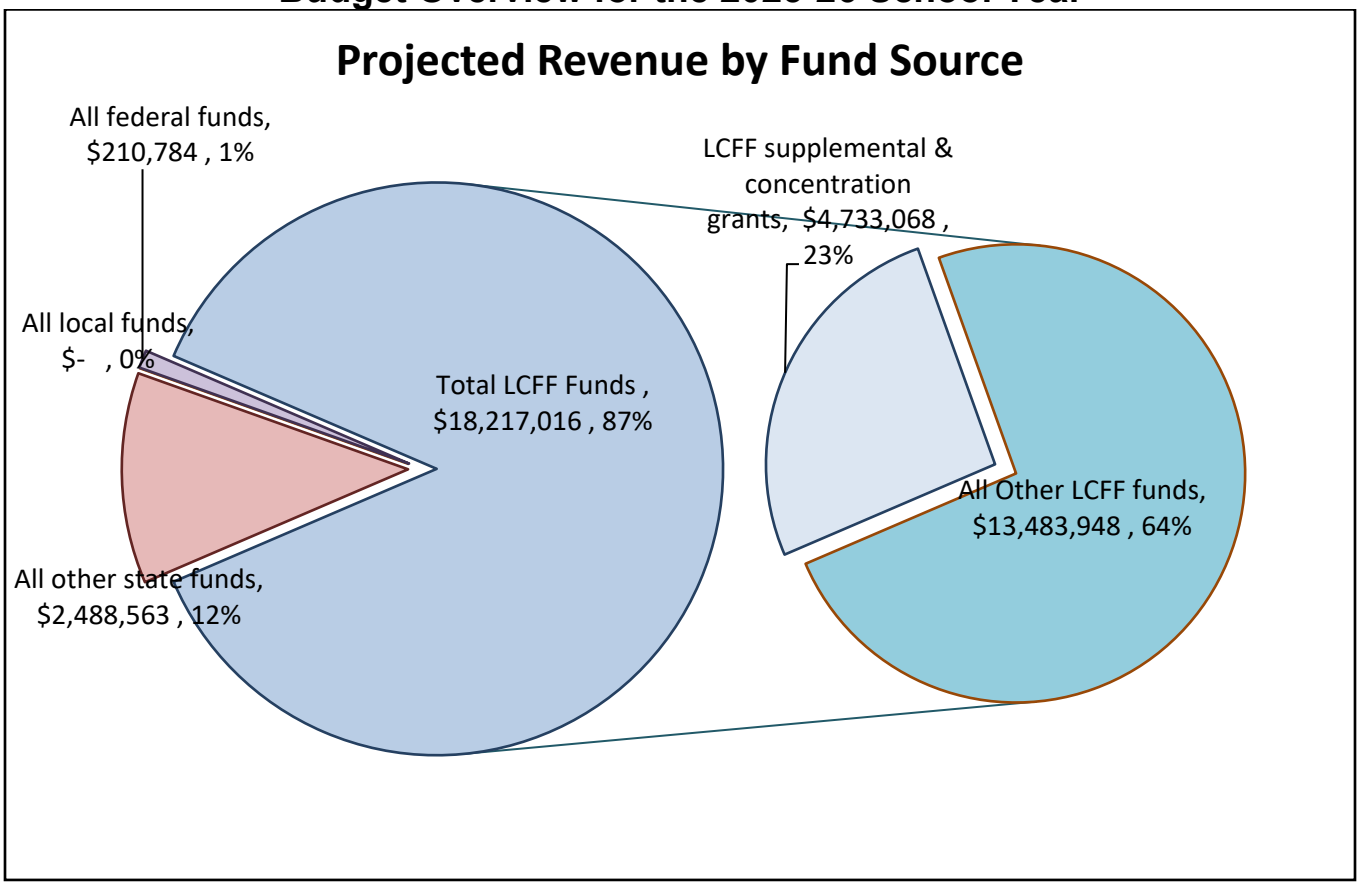
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Crescent View South II
CDS Code: 10-62547-0136523
School Year: 2025-26
LEA contact information:
Shacola Green
Principal
principal@cvsouth2.org
(559) 389-7270

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

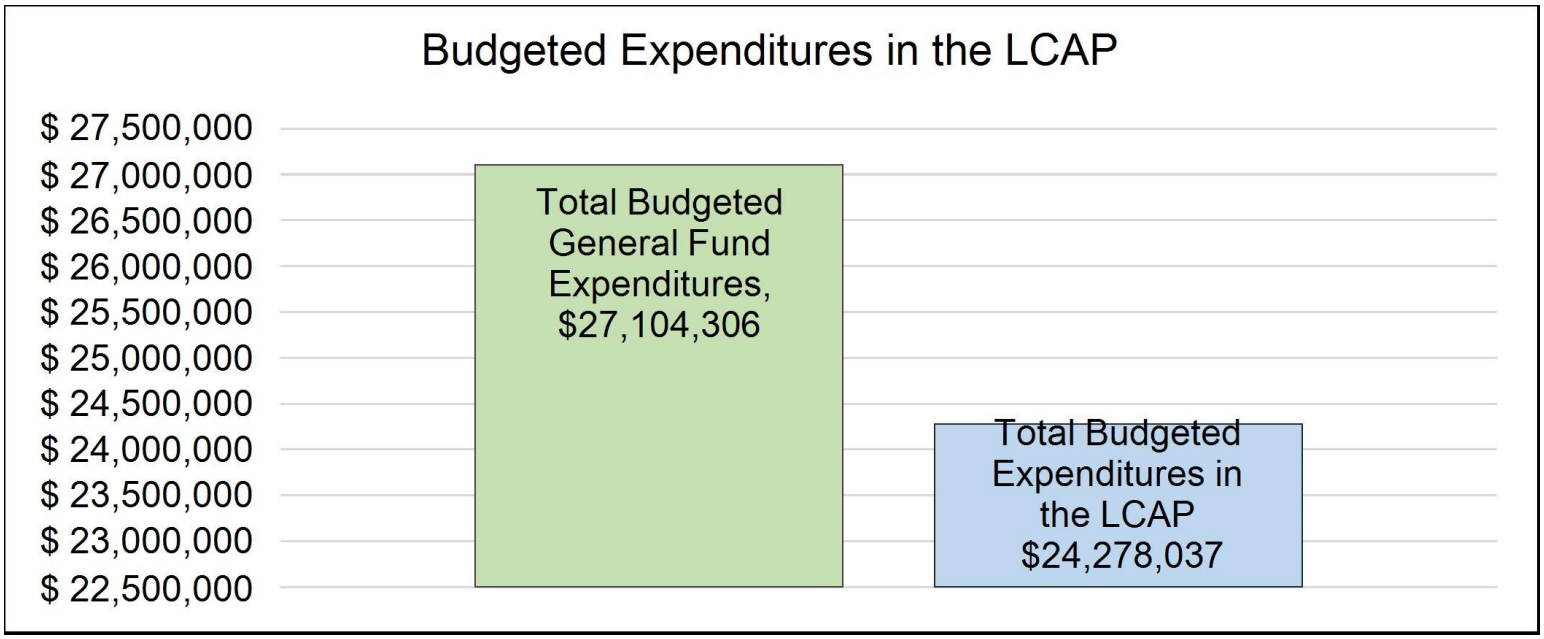


This chart shows the total general purpose revenue Crescent View South II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Crescent View South II is $28,649,164, of which $25,486,398.00 is Local Control Funding Formula (LCFF), $2,919,107.00 is other state funds, $0.00 is local funds, and $243,659.00 is federal funds. Of the $25,486,398.00 in LCFF Funds, $7,350,357.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Crescent View South II 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: Crescent View South II plans to spend $27,104,306.00 for the 2025-26 school year. Of that amount, $24,278,037.00 is tied to actions/services in the LCAP and $2,826,269 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

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

In 2025-26, Crescent View South II is projecting it will receive $7,350,357.00 based on the enrollment of foster youth, English learner, and low-income students. Crescent View South II must describe how it intends to increase or improve services for high needs students in the LCAP. Crescent View South II plans to spend $7,350,357.00 towards meeting this requirement, as described in the LCAP.

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

Goal #1: Increase Academic Progress

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

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

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

Goal #3: Increase Student Retention

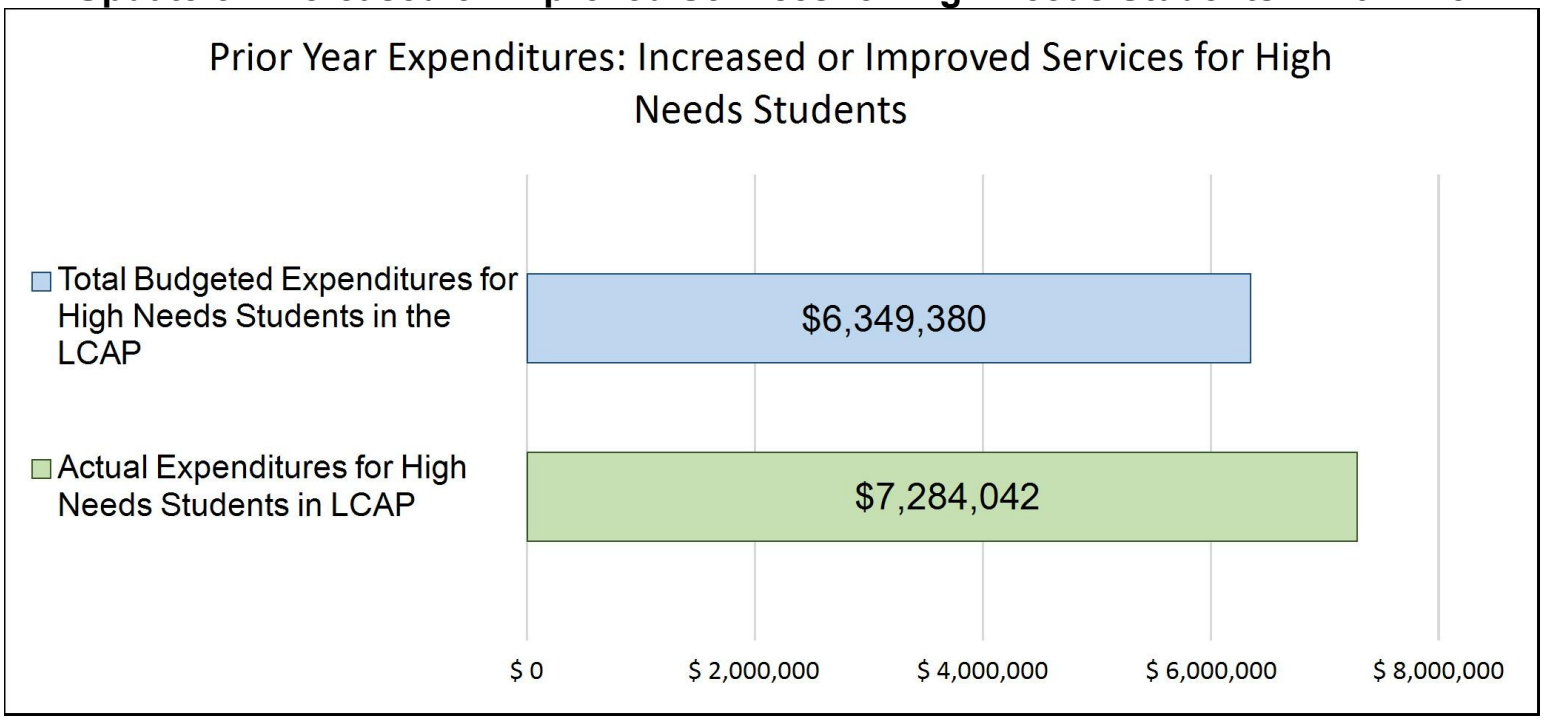
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income,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

Goal #4: Increase Educational Partner Engagement

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

LCFF Budget Overview for Parents

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



This chart compares what Crescent View South II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Crescent View South II 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, Crescent View South II's LCAP budgeted $6,349,380.00 for planned actions to increase or improve services for high needs students. Crescent View South II actually spent $7,284,042.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $934,662 had the following impact on Crescent View South II’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
Crescent View South II	Shacola Green Principal	principal@cvsouth2.org (559) 389-7270

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.

Crescent View South II (CVSII) is an independent study program with Dashboard Alternative School Status. Our current enrollment is 1252 and we serve grades 9th-12th. We are in Fresno County serving urban and suburban students. We serve 15.8% English Learners, 88.7% low-income, 1.4% foster youth, and 13.9% students with disabilities. We are a charter school committed to serving a diverse student community with the mission of engaging learners who are no longer enrolled in traditional classroom settings or who prefer a personalized education in an alternative environment. Our goal is to effectively prepare students for college or career readiness through a comprehensive program that combines job readiness coursework with a standards-based curriculum.

Many of our students require the flexibility of an independent study model to meet family responsibilities, such as work or childcare. Our student body is diverse, often reflecting low-income backgrounds, and for many, English is a second language, which can present academic challenges. Some students may have struggled in traditional school settings and are seeking an alternative approach to their education.

To meet the varied needs of our students, we offer several learning options, including site-based learning, independent study, and online learning. These alternatives help students acquire the knowledge and skills they need to succeed and make meaningful changes in their lives. Additionally, we provide Small Group Instruction (SGI) for students who thrive in a more interactive, personalized learning environment. We also offer online intervention programs, with on-site intensive small-group instruction available for students who require additional support.

Our school community continues to face ongoing challenges such as unemployment, housing instability, and food insecurity. We are deeply aware of these struggles and are committed to supporting our community through trauma-informed practices, as well as providing essential resources like food and counseling.

Our school offers a comprehensive counseling program that addresses academic, college & career readiness, and social-emotional well-being. With a low student-to-counselor ratio, we are able to provide personalized support that includes A-G course completion, post-secondary planning, and assistance with the challenges students face. CVSII is well-connected to the community, with numerous partnerships that link students to vital resources and services. Our staff fosters strong, professional relationships that provide essential support to students during times of crisis.

At CVSII, we offer a diverse, student-centered learning environment where all students are held to high academic and behavioral standards. We emphasize increased parental involvement, one-on-one teacher-student interactions, and student-driven participation in the learning process. Our commitment to providing access to technology, varied learning environments, and choices in curriculum programs allows for a more individualized educational experience.

Our personalized learning model is tailored to meet the needs and interests of each student. By combining the benefits of Personalized Learning with resource center-based classes, we create individualized learning programs designed to engage students in a meaningful and productive way. This approach optimizes each student's learning potential, helping them succeed at their own pace.

We track academic progress through detailed learning records, student work samples, and annual state-mandated testing. Additionally, we use NWEA assessments to tailor course placement and adjust instruction to meet each student's level. The ultimate goal is to empower students to become self-motivated, competent, and lifelong learners. As a year-round credit recovery program, we structure our academic year into 13 Learning Periods (LP), providing flexibility and support for students to succeed.

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 99.4%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is an +6.10 point increase, from last year. 100% of our English learners, students with disabilities and White students graduated in 2024. Just below the All-student groups were our and Hispanic student groups graduated at 99.1%, and our low-income students at 99.2%. Our African American, Asian, foster youth, and homeless student group 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 yellow and shows 40.2% making progress towards English. This is an increase of +4.1% points from the previous year. Our LTEL group was yellow showing 42.2%, with an increase of 6%. This meets our expected outcome of moderate growth. Our English Learner reclassification rate was 7% the previous year and is now 14%. English Learner Progress Indicator shows that the state average was 45.7% for all EL students who made progress last year. We hope to meet that soon.

CA Dashboard Mathematics
The Academic Indicator for Mathematics for the All-student group is an orange status and it increased 9.8 from the previous year. The All-group was below standard by 164.7 points. Our socioeconomically disadvantaged student group increased by 5.2 points. Maintaining their red status were our Hispanic student group. Our African American, American Indian, Asian, Filipino, homeless, foster youth, English learners, LTELs, homeless, students with disabilities 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.

Attendance
Our attendance rate is high at 94.29% and is +9.29 percentage points above our expected outcome of 85%. We believe that the re-engagement strategies that we implemented, to help students and families during the crisis, also contributed to increasing the student’s average attendance rate. Our teachers and retention support staff worked to address the serious concerns we had for students dropping out. Building relationships and staying connected to students has kept the non-completer rate at 2.98%, which is below our 9% threshold. This means we improved on keeping students enrolled in school and attending regularly.

Success Rate
Another important measure for us is our success rate, which is the percentage of students who graduate along with the percentage that are retained or returned to their local school district. Our success rate was running high as of LP 7 at is 99.66% and is up +4.42 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 99.54% which is +7.69 percentage points 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 to monitor progress towards graduation. It has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average +13% more credits compared to the baseline. Our low-income students earned +12% higher credit completion rate than the previous year. Students in the low-income and special education groups earned +.40 and +.50 points higher, respectively, in credit completion compared to last year. The foster youth

student group was just below the All-student group. The English learner group increased +0.31 points compared to last year. 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% for the All-student group. All student groups earned a blue status including, English learners, LTELs, Hispanic, low-income, African American, Asian, Filipino, and all other student groups because they had 0% suspensions. Expulsions were low at 0%.

School Survey Results
Our school survey data shows that 97% of our students felt connected this year. This is a +2.0 point increase and is over our expected outcome. This is an important metric for us, and we expect 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 time and attention to support them during their time with us. Teachers also reported that 99% are feeling safe and 100% feel connected to the school. We have high expectations for school safety and connection and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their student’s education as well as school activities, events, and celebrations. This year we had twice as many parents participate in our PAC and ELAC meetings. On the school survey, 96% said that they feel encouraged to participate this year, which is a +13 point increase from the previous year.

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

How will we maintain our success?

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

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

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

Reflections: Identified Need

Our school is participating in Differentiated Assistance, and we are working with county experts. We did a robust needs analysis for student groups in the red on the CA Dashboard. We also used additional data State and local metrics to identify student groups' performance gaps and resource inequities. We used student outcomes data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking. The data shows that multiple areas must be addressed as goals and actions in the LCAP. Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. As a professional network, we used a fishbone protocol for our needs assessment around our low graduation results. This revealed that multiple causes play into the graduation rate that needs to be managed, such as credit completion, attendance, student motivation, parent engagement, and tutoring.

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

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

5-Year Cohort Graduation Rate
The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 39.4% in 2024 and 31.3% in 2023. This is far below the 68% threshold, but it is an increase of +8.1 points. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Our Hispanic students were at 38.3% and increased by +7.9 points. Our English learners, students with disabilities and White student groups were above the All-student group at 40.8%, 42.1% and 58.1%, respectively. The homeless group was high at 34.1% and the low-income group was a 38.6%, which is close to the All-student group. Additionally, our LTELs were at 40.4% with increase of 14.6 points. There were not enough students in the following groups to warrant a performance color for African American, American Indian, Asian, two or more races, foster youth, and Filipino. 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 73.2 points below standard and received a red status. This was a slight decrease from the previous year at 2.3%. Our Hispanic student group was red, with a decrease of 4.6 points and our

low-income student group declined by 7.2 points. Our African American, American Indian, White, Asian, Filipino, foster youth, English learners, LTELs students with disabilities 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 29% of our 11th graders were meeting or exceeding standards. This was up from 23% last year, but is still below the expected outcome of 46%. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in ELA. Our English learners were at 13% but showed a 13-point increase from last year. Hispanic student groups scored at 27% and were just below the All-student group. Low-income and homeless student groups were at 25%, just below the All-student group. The other student groups who were also below the All-group were foster youth and African American at 14%. Above the All-student group were Asian students at 38% and White at 36%. Our, students with disabilities group did not have enough student for a calculation. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CAASPP Mathematics
Our 11th graders scored 4% meeting standards on the CAASPP for Mathematics. This is a 2% growth from the previous year. Low-income and Hispanic student groups scored at 1%. White student and Asian were above the All-student group at 7% and 22%, respectively. African American, English learners at and all other student groups, did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CAASPP Science
The CAASPP Science did not have enough student scores in the groups to have a valid calculation.

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: English Learners
Academic Indicator -English Language Arts: English Learners, Hispanic, and Socioeconomically Disadvantaged,
Academic Indicator -Mathematics: English Learners, Hispanic, and Socioeconomically Disadvantaged,
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 team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our Hispanic and SED students in ELA, and we identified the student groups in the red were our English Learners, Hispanic, and SED students in Math. 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 have decided to build our capacity to better implement our LCAP Action 1.2, English Intensive, Math Intensive, and IXL Learning program in a blended learning model. 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:

This year, we continued to collaborate closely with our partners at the Fresno County Superintendent of Schools (FCSS), receiving ongoing technical assistance as part of our Differentiated Assistance (DA) efforts. Our DA team has met with them on-site and participated in Leadership Huddles, fostering effective dialogue, data analysis, and the successful implementation of the actions outlined in our agreement. This year, as part of our technical support, we worked with FCSS to analyze the 2023 and 2024 CA Dashboard Academic Performance Indicator results. We identified key student groups in need of improvement, particularly our EL's and Hispanic students were in the red zone for Math, and Socioeconomically Disadvantaged students were in the orange zone for ELA.

In response to this, we reviewed our needs assessment to identify root causes and collaborated with the county to develop strategies aimed at improving student outcomes. As a result, we focused on building our capacity to better implement our English Intensive, Math Intensive, and IXL Learning programs within a blended learning model. These interventions were incorporated into Action 1.2 of the 2024-25 LCAP to address the identified needs and provide additional support. Early results from these interventions are beginning to show progress, with overall NWEA scores increasing by approximately +2.74 points in Reading. There was a 16 point increase for SED students in ELA, but an 8 point decrease in Math for SED.

Moving forward, one key next step will be the development of our MTSS framework to enhance our comprehensive approach and establish a system of continual support and improvement.

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.

Crescent View South II 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. 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, 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.
• The educational partners were engaged in the process through meetings held by leadership sharing the data and eliciting consultation from ELAC, PAC, staff, and student groups. Our discussions centered on equity for all students with regards to learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support such as tutoring. Additionally, as a professional network of DASS independent study schools, we reviewed graduation data using the fishbone protocol. This helped to reveal root causes. A deeper dive was done with 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 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 the evidence-based strategies, and 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 Los: Pamela Fong, REL West 2021. Found at https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34.
• The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
• Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan Mayer, Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdfin.

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

The rationale for selecting the intervention is based on three main components. First of all, our students are very low in math skills, which inhibits their capacity to earn credits towards graduation. 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 are going to continue seeking educational partner involvement and input.

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

Resource Inequities Analysis

The State and Federal Program coordinator provided guidance to the school through a resource inequities analysis. This showed that more funds should be 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 graduation rate. There was a significant difference of about 14 percentage points for our Foster youth when compared to the All student group.

Additionally, our homeless, Socioeconomically Disadvantaged, English learners, African American and Hispanic students had a gap of about 10-23 points from the highest student group, which were students with disabilities at 41% graduation rate. This data shows that there are

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

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

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

All students receive a personalized learning program that is unique to 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 develop a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.

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

The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:
1) Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
2) Variation in performance is the core problem to address: What works, for whom and under what set of conditions?

3) See the system that produces the current outcomes: What are the drivers that yield change?
4) We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
5) Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? “How will we know which change is an actual improvement?”
6) Accelerate improvements through networked communities: How can we accomplish more together?

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

Again, the measure of success for the plan will be based on key indicators such as credit completion, attendance, tutoring contacts, the DASS one-year graduation rate and the federal 4-5 year graduation rate. Since each student is assigned one-on-one time with an individual teacher all students who are identified in the system as 12th graders are monitored closely by their teacher for progress towards graduation. In addition, counselors monitor all seniors for credits earned. We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We can build the capacity of our teachers and tutors so that they are able to do this. We also plan to

do the following: provide support staff to work with students falling behind on a regular basis to address their specific needs; ensure that students in need participate in tutoring with a tutor they can connect to regularly; and promote participation in small group instruction when possible.

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
PAC/Parent Advisory Committee	Quarter 1 Date: Thursday Sept 18th, 2024 Madera PAC included two student representative this year and they provided input into the LCAP The 2024-2025 Local Control and Accountability Plan (LCAP) was presented and reviewed. Approved by the Governing Board in June 2024, this three-year plan outlines the school's strategic objectives and focuses on providing supplemental and concentrated support for English Learners (EL), Low-Income, and Foster Youth students. The development of the LCAP involved input from a broad range of educational partners, including students, staff, and parents. A key component of the LCAP is the school’s Comprehensive Support and Improvement (CSI) Plan, which aims to provide intensive tutoring in English Language Arts (ELA), Math, and Credit Completion for all graduating students. By increasing credit completion, we expect to see corresponding improvements in graduation rates. The LCAP’s goals for the 2024-2025 school year are as follows, with each goal supported by specific actions and metrics aimed at achieving the desired outcomes. These goals will be reported on throughout the year to all educational partners: 1. Increase Academic Progress

Educational Partner(s)	Process for Engagement
	2. Students Will Gain Skills for College and Career Readiness 3. Increase Student Retention 4. Increase Educational Partner Engagement The reporting requirements for the 2024-2025 LCAP include tracking progress for specific groups, such as Long-Term English Learners (LTELs) and students performing in the red or orange zones on the CA Dashboard metrics. Additionally, the LCAP addresses eight State Priorities as part of the Local Control Funding Formula (LCFF), with progress on each priority reported as either “Met” or “Not Met.” For the 2023-2024 school year, all State Priorities were marked as “Met.” - Presented Title I Updates Title I updates were presented, highlighting the school’s transition in its use of Title I funds. The school first utilized Title I, Part A funds during the 2021-2022 school year as a Targeted Assistance School (TAS). In the 2022-2023 school year, the school transitioned to a Schoolwide Program (SWP), and this model will continue moving forward. The goal of a Schoolwide Program is to enhance academic achievement across the entire school, with a particular focus on helping the lowest-achieving students meet proficiency on the state’s academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). This improvement is achieved through the comprehensive enhancement of the school’s educational program (34 CFR 200.25[a][2]). Moving forward, the school will continue its efforts to increase student achievement, ensuring alignment with our LCAP and WASC goals. Quarter 2 Date: Thursday November 7th, 2024 Madera *Title I Annual Meeting LCAP and CSI updates were presented, focusing on key efforts to address the school's graduation rate as reflected on the Dashboard.

Educational Partner(s)	Process for Engagement
	The school continues to prioritize the Comprehensive Support and Improvement (CSI) Plan, which is embedded in Goal 1.3 of the LCAP. This plan requires the implementation of an intensive tutoring program and the establishment of a SMART Goal to improve outcomes. This year marks the second year the school is in Differentiated Assistance (DA), due to the performance of English Learners (EL), Hispanic, and Socioeconomically Disadvantaged student subgroups, which were in the Red and Orange performance levels for graduation and CAASPP ELA & Math on the Dashboard. This action is addressed in Goal 1.2, which mandates collaboration with Fresno County Superintendent of Schools (FCSS), providing targeted interventions for specific student groups, and setting a SMART Goal. The school has established SMART Goals for the two required actions in the LCAP. This year, evidence of implementation will be provided to educational partners, and the results will be reported at board meetings, as well as in the PAC/ELAC meetings, the Mid-Year Monitoring Report, and the Goal Analysis section of the LCAP. Additionally, a Mid-Year Report for the LCAP will be shared this year to ensure transparency and accountability. This report will cover outcome data related to the LCAP metrics, up-to-date expenditures on LCAP actions, and progress made toward the LCAP goals. The LCAP Annual Survey to collect feedback from educational partners will begin on November 1, 2024. We encourage everyone to participate, as we value their input. Key components of the LCAP, such as the school profile (enrollment and ethnicity), the 2023-2024 LCAP budget, graduation highlights, and LCAP goals, will be shared. The survey will also solicit comments and suggestions from parents/guardians and educational partners, asking if they agree with our goals, actions, and budget expenditures. Educational partners' statements will be documented for accountability.

Educational Partner(s)	Process for Engagement
	CSI data shows that 10-15% of students are currently participating in tutoring. We have observed an increase in the number of students attending tutoring and completing credits, indicating the positive impact of these interventions. - Presented SARC (School Accountability Report Card) The SARC will be approved by January 2025 and posted on the school website by February 2025. The SARC provides important information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP). The LCAP outlines how each LEA plans to meet annual school-specific goals for all students, detailing specific activities aimed at addressing state and local priorities. The data reported in the LCAP must be consistent with the data reported in the SARC. Key areas covered in the SARC include: - Student enrollment data - Teacher qualifications and data - The condition of school facilities - Student academic outcomes - Other school-related data, including A-G course completion, CTE programs, and school safety This comprehensive information will be made available to ensure transparency and accountability for our educational community. - Presented and Reviewed 23-24 Title I Program Evaluation The 2023-2024 Title I Program Evaluation was presented and reviewed. The Title I school allocates Title I funds to support intervention programs, specifically focusing on literacy, as well as to fund personnel who assist in these efforts. Additionally, Title I funds are used to enhance parent and family engagement, ensuring that families are actively involved in the educational process.

Educational Partner(s)	Process for Engagement
	During the presentation, the findings were shared with the attendees, highlighting the impact of these allocations. It was reported that this area was marked as “Met” for the school, as there was a notable increase in educational partner engagement throughout the year. - 24-25 Title I Annual Meeting The 2024-2025 Title I Annual Meeting was held to review the Title I program, eligibility, and services. Title I is a federal program designed to provide additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children, with a primary focus on literacy. The goal of Title I is to offer supplemental services and materials to ensure that all students meet state academic standards. This year, the school received an increase in Title I funding, which will be used to support additional staff, assist homeless students, and enhance parent engagement efforts. Eligibility for Title I Schoolwide Program A school qualifies for Title I funding if 40% or more of its student population is eligible for free or reduced-price lunch. Our school applied for Schoolwide Title I status to ensure that all students, even those who do not qualify for free or reduced-price lunches, have access to the benefits provided by Title I funding. Basic Rule for Spending Title I Funds The fundamental rule for spending Title I funds is that they must "supplement" existing programs, not "supplant" them. This means Title I funds can be used to purchase additional materials to enhance current core programs, but cannot replace the core programs themselves. Planned Use of Title I Funds

Educational Partner(s)	Process for Engagement
	The school intends to allocate Title I funds in the following ways: - Purchasing intervention software and materials - Hiring tutors and/or teachers to support literacy and mathematics instruction - Supporting parent and family engagement activities - Providing direct and indirect services to homeless students Additional Academic Support for Struggling Students The school recognizes the importance of parent involvement in supporting student success. Our Title I Parent Involvement Policy and the School-Parent Compact outline how the school will involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Title I program. The School-Parent Compact specifies the roles and responsibilities of the school, parents, and students in improving student achievement. Parents are also encouraged to participate in the Parent Advisory Committee (PAC) and the English Learners Advisory Committee (ELAC), which provide opportunities for parents to be involved in the academic program and decision-making processes of the school. Parent and Family Engagement Policy During the meeting, the Parent and Family Engagement Policy was reviewed with attendees. Feedback was collected from educational partners, either verbally (with the recorder noting the feedback in the meeting minutes) or through a feedback survey at the end of the meeting. In addition to reviewing these documents at PAC and ELAC meetings annually, the school distributes the Parent and Family Engagement Policy and the School-Parent Compact to all parents and families upon enrollment. Quarter 3 Date: Tuesday February 25th, 2025 Madera Presented and Reviewed LCAP Mid-Year Update The 2024-2025 LCAP Mid-Year Update was presented and reviewed as part of our ongoing commitment to transparency and student

Educational Partner(s)	Process for Engagement
	success. As required, we provide regular updates on the progress of our Local Control and Accountability Plan (LCAP) to ensure our initiatives are on track and aligned with our goals. This mid-year update covers the following key components: 1. Actions and Implementation: We have made significant progress on the actions outlined in our LCAP. These initiatives are progressing as planned, and we are continuing to work toward meeting our established goals. 2. Expenditures to Date: Our expenditures are being used to support student services and programs. In accordance with the LCAP, we are ensuring that all funds are allocated appropriately and effectively to meet the needs of our students. 3. Progress on Metrics: Our student outcome data shows positive progress, underscoring our commitment to continuous improvement and student success. These results reflect the effectiveness of our strategies and the ongoing efforts to enhance student achievement. Looking ahead, we will seek input and feedback from our educational partners—parents, staff, and students—as part of the development process for the next phase of our LCAP. This feedback will be guided by our Annual Survey, which is currently underway. The survey is an important tool for gathering valuable insights and ensuring that our programs are aligned with the evolving needs of our community. - Presented LCAP Fund Allocation The school administration continues to actively engage with community partners, including staff, parents, and students, to ensure that LCAP funds are being allocated effectively. This collaborative effort includes hiring additional support staff, such as teachers and tutors, as well as providing essential materials and supplies to support our English Learners (EL), foster youth (FY), and low-income students. By prioritizing these key areas, we aim to maximize the impact of our resources and better meet the needs of our students. - Reviewed of Goals and Actions

Educational Partner(s)	Process for Engagement
	An update was provided on our current goals for the 2024-2025 school year: - Goal #1: Increase Academic Progress – Fully Implemented - Goal #2: Students Will Gain Skills for College and Career Readiness – Fully Implemented - Goal #3: Increase Student Retention – Fully Implemented - Goal #4: Increase Stakeholder Engagement – Fully Implemented Through ongoing data analysis—using tools such as NWEA, CAASPP, and ELPAC—we have identified key student needs and challenges that are affecting academic achievement. In response, we are actively addressing these issues through targeted actions supported by LCAP resources. We are committed to making meaningful progress and look forward to your continued involvement and feedback as we work together to ensure the success of all our students. - Presented and Reviewed Title I Program Updates This marks our fourth year receiving Title I funds, and as part of our ongoing commitment to accountability and transparency, we are presenting an evaluation of our Title I program. As outlined in our Local Control and Accountability Plan (LCAP), we have established two key goals for the Title I program: - LCAP Goal 1.7 – Title I: Intervention Programs and Personnel Title I funds are allocated to support intervention programs and staff to help students succeed. These funds are used to hire additional personnel and increase student participation in intervention programs, ensuring targeted support for those who need it most. - LCAP Goal 4.4 – Title I: Parent Engagement In addition to supporting student interventions, Title I funds also enhance initiatives designed to increase parent and family engagement in the educational process. This includes fostering two-way communication, conducting an annual survey, and hosting ELAC and PAC meetings to ensure that families have an active role in their

Educational Partner(s)	Process for Engagement
	children’s education. Quarter 4 Date: Wednesday, April 9th, 2025 Madera The 2024-2025 Annual LCAP Survey was shared, with results showing that educational partners are pleased with the school’s progress. A new addition to this school year is the requirement to report data on Long-Term English Learner (LTEL) progress. LTELs are students who have been enrolled in American schools for more than six years, have not progressed toward English proficiency, and face academic challenges due to their limited English skills. Data Report: Goal #1: Increase Academic Progress - 1.1 – Support for English Learners: This year, the school provided additional support through an EL teacher and paraprofessional, who worked directly with students using EL curriculum and SDAIE methodologies. These staff members participated in professional development, collaborated with other teachers, and applied best practices for EL students. Additionally, the CABE conference in March 2025 provided further insights for improving English language proficiency. - 1.2 – Intervention Programs: The school implemented Differentiated Assistance (DA), provided by the County Office, to support subgroups in the Red/Orange performance levels on the CA Dashboard. Teachers attended professional development to integrate new strategies into their instruction, further strengthening student support. - 1.3 – Graduation Rate and CSI Plan: As part of the Comprehensive Support and Improvement (CSI) Plan, the school is focusing on increasing tutoring services to improve graduation rates. This year, tutoring sessions increased by 50%, and we have seen a rise in the number of students working with tutors. Additionally, meetings with counselors and Student Retention Support (SRS) intervention efforts have contributed to improvements in student credit completion. Goal #2: Students Will Gain Skills for College and Career Readiness - 2.1 – College and Career Preparation: The school continues to focus

Educational Partner(s)	Process for Engagement
	on preparing students for college and career readiness. Upon enrollment, each student takes professional skills classes and is introduced to Career and Technical Education (CTE) course options. Notably, we offer a Certified Nursing Assistant (CNA) program, where students can earn certification after completing the course. Goal #3: Increase Student Retention - 3.1 – Re-engagement and Retention: The school has a Student Retention Support staff who work with students, parents, and teachers to develop personalized plans for students facing attendance challenges. Counselors provide academic and social-emotional support, while also connecting families to community resources to meet additional needs. Goal #4: Increase Stakeholder Engagement Stakeholder engagement has notably increased across all school activities, thanks to the outreach team's efforts to highlight the school's support for student learning. This includes more active participation in Back-to-School events, Parent/Teacher conferences, and ELAC/PAC meetings. Differentiated Assistance (DA) Support The school continues to collaborate with FCSS through Differentiated Assistance (DA), addressing subgroups in the Red/Orange performance bands on the CA Dashboard, specifically in ELA, Math, and Graduation Metrics. Our meetings with the County have helped identify and implement targeted plans to support these subgroups. 2025-2026 LCAP Presentation & Consultation Looking ahead, the school will continue with the same four goals and actions for the 2025-2026 school year. Budget allocations are expected to be similar to the previous year, with final adjustments made at the end of this year. The school will continue receiving DA support from FCSS, focusing

Educational Partner(s)	Process for Engagement
	on improving Math outcomes, as outlined in Goal 1.2. Additionally, the Comprehensive Support and Improvement (CSI) plan will prioritize expanding intensive tutoring programs to increase credit completion, which will ultimately support improved graduation rates. This plan is included in Goal 1.3. Input from parents has emphasized a desire for more English Learner paraprofessionals to enhance support for EL students, helping to increase their language skills and academic performance. This request will be addressed in Goals 1.1 and 1.8. - Presented Title I Updates During the meeting, we discussed the school's plan to complete the Consolidated Application (ConApp) this Spring in order to receive Title I funds. The Consolidated Application is an essential process used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools across California. The school’s Title I services are schoolwide, with funds allocated to several key areas: - Literacy and Writing Intervention: Title I funds support the hiring of teachers and tutors to provide targeted literacy and writing intervention to ensure students are meeting academic standards. - Support for Homeless Students: Funds are allocated to support homeless students by ensuring they have access to necessary services, such as nutrition, transportation, and other resources, so their education remains uninterrupted despite their home circumstances. - Parent Engagement: Title I funds also help enhance parent involvement by supporting school events, functions, and activities aimed at fostering collaboration and strengthening partnerships between the school and families.
ELAC/ English Learner Advisory Committee	Quarter 1 Date: Thursday Sept 18th, 2024 Madera

Educational Partner(s)	Process for Engagement
	The 2024-2025 Local Control and Accountability Plan (LCAP) was presented and reviewed. Approved by the Governing Board in June 2024, this three-year plan outlines the school's strategic objectives and focuses on providing supplemental and concentrated support for English Learners (EL), Low-Income, and Foster Youth students. The development of the LCAP involved input from a broad range of educational partners, including students, staff, and parents. A key component of the LCAP is the school’s Comprehensive Support and Improvement (CSI) Plan, which aims to provide intensive tutoring in English Language Arts (ELA), Math, and Credit Completion for all graduating students. By increasing credit completion, we expect to see corresponding improvements in graduation rates. The LCAP’s goals for the 2024-2025 school year are as follows, with each goal supported by specific actions and metrics aimed at achieving the desired outcomes. These goals will be reported on throughout the year to all educational partners: 1. Increase Academic Progress 2. Students Will Gain Skills for College and Career Readiness 3. Increase Student Retention 4. Increase Educational Partner Engagement The reporting requirements for the 2024-2025 LCAP include tracking progress for specific groups, such as Long-Term English Learners (LTELs) and students performing in the red or orange zones on the CA Dashboard metrics. Additionally, the LCAP addresses eight State Priorities as part of the Local Control Funding Formula (LCFF), with progress on each priority reported as either “Met” or “Not Met.” For the 2023-2024 school year, all State Priorities were marked as “Met.” - Presented Title I Updates Title I updates were presented, highlighting the school’s transition in its use of Title I funds. The school first utilized Title I, Part A funds

Educational Partner(s)	Process for Engagement
	during the 2021-2022 school year as a Targeted Assistance School (TAS). In the 2022-2023 school year, the school transitioned to a Schoolwide Program (SWP), and this model will continue moving forward. The goal of a Schoolwide Program is to enhance academic achievement across the entire school, with a particular focus on helping the lowest-achieving students meet proficiency on the state's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). This improvement is achieved through the comprehensive enhancement of the school's educational program (34 CFR 200.25[a][2]). Moving forward, the school will continue its efforts to increase student achievement, ensuring alignment with our LCAP and WASC goals. Quarter 2 Date: Thursday November 7th, 2024 Madera *Title I Annual Meeting LCAP and CSI updates were presented, focusing on key efforts to address the school's graduation rate as reflected on the Dashboard. The school continues to prioritize the Comprehensive Support and Improvement (CSI) Plan, which is embedded in Goal 1.3 of the LCAP. This plan requires the implementation of an intensive tutoring program and the establishment of a SMART Goal to improve outcomes. This year marks the second year the school is in Differentiated Assistance (DA), due to the performance of English Learners (EL), Hispanic, and Socioeconomically Disadvantaged student subgroups, which were in the Red and Orange performance levels for graduation and CAASPP ELA & Math on the Dashboard. This action is addressed in Goal 1.2, which mandates collaboration with the Fresno County Superintendent of Schools (FCSS), providing targeted interventions for specific student groups, and setting a SMART Goal. The school has established SMART Goals for the two required actions in the LCAP. This year, evidence of implementation will be provided to educational partners, and the results will be reported at

Educational Partner(s)	Process for Engagement
	board meetings, as well as in the PAC/ELAC meetings, the Mid-Year Monitoring Report, and the Goal Analysis section of the LCAP. Additionally, a Mid-Year Report for the LCAP will be shared this year to ensure transparency and accountability. This report will cover outcome data related to the LCAP metrics, up-to-date expenditures on LCAP actions, and progress made toward the LCAP goals. The LCAP Annual Survey to collect feedback from educational partners will begin on November 1, 2024. We encourage everyone to participate, as we value their input. Key components of the LCAP, such as the school profile (enrollment and ethnicity), the 2023-2024 LCAP budget, graduation highlights, and LCAP goals, will be shared. The survey will also solicit comments and suggestions from parents/guardians and educational partners, asking if they agree with our goals, actions, and budget expenditures. Educational partners' statements will be documented for accountability. CSI data shows that 10-15% of students are currently participating in tutoring. We have observed an increase in the number of students attending tutoring and completing credits, indicating the positive impact of these interventions. - Presented SARC (School Accountability Report Card) The SARC will be approved by January 2025 and posted on the school website by February 2025. The SARC provides important information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP). The LCAP outlines how each LEA plans to meet annual school-specific goals for all students, detailing specific activities aimed at addressing state and local priorities.

Educational Partner(s)	Process for Engagement
	The data reported in the LCAP must be consistent with the data reported in the SARC. Key areas covered in the SARC include: - Student enrollment data - Teacher qualifications and data - The condition of school facilities - Student academic outcomes - Other school-related data, including A-G course completion, CTE programs, and school safety This comprehensive information will be made available to ensure transparency and accountability for our educational community. - Presented and Reviewed 23-24 Title I Program Evaluation The 2023-2024 Title I Program Evaluation was presented and reviewed. The Title I school allocates Title I funds to support intervention programs, specifically focusing on literacy, as well as to fund personnel who assist in these efforts. Additionally, Title I funds are used to enhance parent and family engagement, ensuring that families are actively involved in the educational process. During the presentation, the findings were shared with the attendees, highlighting the impact of these allocations. It was reported that this area was marked as “Met” for the school, as there was a notable increase in educational partner engagement throughout the year. - 24-25 Title I Annual Meeting The 2024-2025 Title I Annual Meeting was held to review the Title I program, eligibility, and services. Title I is a federal program designed to provide additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children, with a primary focus on literacy. The goal of Title I is to offer supplemental services and materials to ensure that all students meet state academic standards.

Educational Partner(s)	Process for Engagement
	This year, the school received an increase in Title I funding, which will be used to support additional staff, assist homeless students, and enhance parent engagement efforts. Eligibility for Title I Schoolwide Program A school qualifies for Title I funding if 40% or more of its student population is eligible for free or reduced-price lunch. Our school applied for Schoolwide Title I status to ensure that all students, even those who do not qualify for free or reduced-price lunches, have access to the benefits provided by Title I funding. Basic Rule for Spending Title I Funds The fundamental rule for spending Title I funds is that they must "supplement" existing programs, not "supplant" them. This means Title I funds can be used to purchase additional materials to enhance current core programs, but cannot replace the core programs themselves. Planned Use of Title I Funds The school intends to allocate Title I funds in the following ways: - Purchasing intervention software and materials - Hiring tutors and/or teachers to support literacy and mathematics instruction - Supporting parent and family engagement activities - Providing direct and indirect services to homeless students Additional Academic Support for Struggling Students The school recognizes the importance of parent involvement in supporting student success. Our Title I Parent Involvement Policy and the School-Parent Compact outline how the school will involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the Title I program. The School-Parent Compact specifies the roles and responsibilities of the school, parents, and students in improving student achievement. Parents are also encouraged to participate in the Parent Advisory Committee (PAC) and the English Learners Advisory Committee

Educational Partner(s)	Process for Engagement
	(ELAC), which provide opportunities for parents to be involved in the academic program and decision-making processes of the school. Parent and Family Engagement Policy During the meeting, the Parent and Family Engagement Policy was reviewed with attendees. Feedback was collected from educational partners, either verbally (with the recorder noting the feedback in the meeting minutes) or through a feedback survey at the end of the meeting. In addition to reviewing these documents at PAC and ELAC meetings annually, the school distributes the Parent and Family Engagement Policy and the School-Parent Compact to all parents and families upon enrollment. Quarter 3 Date: Tuesday February 25th, 2025 Madera Presented and Reviewed LCAP Mid-Year Update The 2024-2025 LCAP Mid-Year Update was presented and reviewed as part of our ongoing commitment to transparency and student success. As required, we provide regular updates on the progress of our Local Control and Accountability Plan (LCAP) to ensure our initiatives are on track and aligned with our goals. This mid-year update covers the following key components: 1. Actions and Implementation: We have made significant progress on the actions outlined in our LCAP. These initiatives are progressing as planned, and we are continuing to work toward meeting our established goals. 2. Expenditures to Date: Our expenditures are being used to support student services and programs. In accordance with the LCAP, we are ensuring that all funds are allocated appropriately and effectively to meet the needs of our students. 3. Progress on Metrics: Our student outcome data shows positive progress, underscoring our commitment to continuous improvement and student success. These results reflect the effectiveness of our strategies and the ongoing efforts to enhance student achievement. Looking ahead, we will seek input and feedback from our educational

Educational Partner(s)	Process for Engagement
	partners—parents, staff, and students—as part of the development process for the next phase of our LCAP. This feedback will be guided by our Annual Survey, which is currently underway. The survey is an important tool for gathering valuable insights and ensuring that our programs are aligned with the evolving needs of our community. - Presented LCAP Fund Allocation The school administration continues to actively engage with community partners, including staff, parents, and students, to ensure that LCAP funds are being allocated effectively. This collaborative effort includes hiring additional support staff, such as teachers and tutors, as well as providing essential materials and supplies to support our English Learners (EL), foster youth (FY), and low-income students. By prioritizing these key areas, we aim to maximize the impact of our resources and better meet the needs of our students. - Reviewed of Goals and Actions An update was provided on our current goals for the 2024-2025 school year: - Goal #1: Increase Academic Progress – Fully Implemented - Goal #2: Students Will Gain Skills for College and Career Readiness – Fully Implemented - Goal #3: Increase Student Retention – Fully Implemented - Goal #4: Increase Stakeholder Engagement – Fully Implemented Through ongoing data analysis—using tools such as NWEA, CAASPP, and ELPAC—we have identified key student needs and challenges that are affecting academic achievement. In response, we are actively addressing these issues through targeted actions supported by LCAP resources. We are committed to making meaningful progress and look forward to your continued involvement and feedback as we work together to ensure the success of all our students. - Presented and Reviewed Title I Program Updates This marks our fourth year receiving Title I funds, and as part of our

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	ongoing commitment to accountability and transparency, we are presenting an evaluation of our Title I program. As outlined in our Local Control and Accountability Plan (LCAP), we have established two key goals for the Title I program: - LCAP Goal 1.7 – Title I: Intervention Programs and Personnel Title I funds are allocated to support intervention programs and staff to help students succeed. These funds are used to hire additional personnel and increase student participation in intervention programs, ensuring targeted support for those who need it most. - LCAP Goal 4.4 – Title I: Parent Engagement In addition to supporting student interventions, Title I funds also enhance initiatives designed to increase parent and family engagement in the educational process. This includes fostering two-way communication, conducting an annual survey, and hosting ELAC and PAC meetings to ensure that families have an active role in their children's education. Quarter 4 Date: Wednesday, April 9th, 2025 Madera The 2024-2025 Annual LCAP Survey was shared, with results showing that educational partners are pleased with the school's progress. A new addition to this school year is the requirement to report data on Long-Term English Learner (LTEL) progress. LTELs are students who have been enrolled in American schools for more than six years, have not progressed toward English proficiency, and face academic challenges due to their limited English skills. Data Report: Goal #1: Increase Academic Progress - 1.1 – Support for English Learners: This year, the school provided additional support through an EL teacher and paraprofessional, who worked directly with students using EL curriculum and SDAIE methodologies. These staff members participated in professional development, collaborated with other teachers, and applied best

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	practices for EL students. Additionally, the CABE conference in March 2025 provided further insights for improving English language proficiency. - 1.2 – Intervention Programs: The school implemented Differentiated Assistance (DA), provided by the County Office, to support subgroups in the Red/Orange performance levels on the CA Dashboard. Teachers attended professional development to integrate new strategies into their instruction, further strengthening student support. - 1.3 – Graduation Rate and CSI Plan: As part of the Comprehensive Support and Improvement (CSI) Plan, the school is focusing on increasing tutoring services to improve graduation rates. This year, tutoring sessions increased by 50%, and we have seen a rise in the number of students working with tutors. Additionally, meetings with counselors and Student Retention Support (SRS) intervention efforts have contributed to improvements in student credit completion. Goal #2: Students Will Gain Skills for College and Career Readiness - 2.1 – College and Career Preparation: The school continues to focus on preparing students for college and career readiness. Upon enrollment, each student takes professional skills classes and is introduced to Career and Technical Education (CTE) course options. Notably, we offer a Certified Nursing Assistant (CNA) program, where students can earn certification after completing the course. Goal #3: Increase Student Retention - 3.1 – Re-engagement and Retention: The school has a Student Retention Support staff who work with students, parents, and teachers to develop personalized plans for students facing attendance challenges. Counselors provide academic and social-emotional support, while also connecting families to community resources to meet additional needs. Goal #4: Increase Stakeholder Engagement Stakeholder engagement has notably increased across all school activities, thanks to the outreach team’s efforts to highlight the school’s support for student learning. This includes more active

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	participation in Back-to-School events, Parent/Teacher conferences, and ELAC/PAC meetings. Differentiated Assistance (DA) Support The school continues to collaborate with FCSS through Differentiated Assistance (DA), addressing subgroups in the Red/Orange performance bands on the CA Dashboard, specifically in ELA, Math, and Graduation Metrics. Our meetings with the County have helped identify and implement targeted plans to support these subgroups. 2025-2026 LCAP Presentation & Consultation Looking ahead, the school will continue with the same four goals and actions for the 2025-2026 school year. Budget allocations are expected to be similar to the previous year, with final adjustments made at the end of this year. The school will continue receiving DA support from FCSS, focusing on improving Math outcomes, as outlined in Goal 1.2. Additionally, the Comprehensive Support and Improvement (CSI) plan will prioritize expanding intensive tutoring programs to increase credit completion, which will ultimately support improved graduation rates. This plan is included in Goal 1.3. Input from parents has emphasized a desire for more English Learner paraprofessionals to enhance support for EL students, helping to increase their language skills and academic performance. This request will be addressed in Goals 1.1 and 1.8. - Presented Title I Updates During the meeting, we discussed the school's plan to complete the Consolidated Application (ConApp) this Spring in order to receive Title I funds. The Consolidated Application is an essential process used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools across California. The school’s Title I services are schoolwide, with funds allocated to several key areas:

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	- Literacy and Writing Intervention: Title I funds support the hiring of teachers and tutors to provide targeted literacy and writing intervention to ensure students are meeting academic standards. - Support for Homeless Students: Funds are allocated to support homeless students by ensuring they have access to necessary services, such as nutrition, transportation, and other resources, so their education remains uninterrupted despite their home circumstances. - Parent Engagement: Title I funds also help enhance parent involvement by supporting school events, functions, and activities aimed at fostering collaboration and strengthening partnerships between the school and families.
Teachers and Staff	Quarter 1 Date: July 19th, 2024 Agenda Topics - WASC, Title I, Special Populations, NWEA, CAASPP, DA, Grad Rate, CCI, EL. The WASC update was presented, highlighting the recommendations from the visiting committee. Key points included the importance of fully implementing the Title I program to support literacy, which directly impacts Goal #1.7. It was emphasized that all students, including those in special populations, must have access to both academic and social-emotional support. Additionally, it was noted that 95% of students should take the NWEA assessment, with the expectation that they will show growth by the second test, aligning with the goals of school impact in Goal #1.2 and Goal #1.3. CAASPP scores revealed discrepancies between the school's results and state averages, underscoring the need for improved student preparation. Efforts to address performance levels in the red and orange zones on the CA Dashboard continue through ongoing DA work. Furthermore, there is a continued focus on the graduation rate, specifically for the 1-year cohort and the 4-5 year cohort, which

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	impacts Goal #1.4. We are also working to improve metrics in the College and Career Indicator (CCI) and increase EL reclassification rates, directly influencing Goal #1.1. Quarter 2 Date: January 7, 2025 Agenda Topics - CSI, Grads, LCAP. We discussed the implementation of the CSI goal as part of Goal #1.3, focusing on ensuring that graduation cohorts receive the necessary support to graduate on time and meet the objectives outlined in Goal #1.4. Additionally, we reviewed LCAP goals 1-4 and examined how each team and department contributes to the achievement of actionable metrics. Quarter 3 Date: February 14th, 2025 Agenda Topics - DA, CSI. An update on DA was shared, focusing on Goal #1.2. The DA team continues to meet with the Fresno County Superintendent of Schools to ensure the full implementation of actions and to monitor progress. Additionally, CSI data was reviewed in relation to Goal #1.3, which directly impacts credit completion and supports students in graduating on time.
Administrators/Principals	Meeting Date: Monday August 26, 2024 Discussed and Reviewed LCAP - The schools Strategic Plan The Local Control and Accountability Plan (LCAP) serves as the school’s strategic roadmap for addressing the needs of our students. It provides a comprehensive overview of the actions, services, and initiatives we implement to ensure all students succeed academically and socially. Reflections: Annual Performance

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	As part of our ongoing commitment to improvement, we reflect on our annual performance in key areas, including attendance, average daily attendance (ADA), credit completion, and graduation rates. These metrics help us gauge the effectiveness of our efforts and identify areas of strength and opportunities for growth. Identified Needs: Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) Our charter is currently engaged in two critical initiatives—Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI)—which are designed to address the specific needs of students who are performing below expectations. As part of DA, we are working closely with county education offices to implement targeted strategies to improve performance, particularly in areas where students have been identified as underperforming on the California Dashboard. CSI focuses on supporting students by implementing an intensive tutoring program aimed at increasing graduation rates and overall academic achievement. These efforts are grounded in the Plan-Do-Study-Act (PDSA) model, ensuring continuous improvement through regular cycles of monitoring and evaluation. Plan for Improvement The target for our intensive tutoring program is to increase student participation by 50% by the end of the 7th learning period. To measure the effectiveness of the program, we are collecting and analyzing tutoring data, which will be reported to educational partners regularly. This allows us to ensure that our interventions are effective and make necessary adjustments based on real-time data. Increased and Improved Services for High-Needs Students The LCAP directs Supplemental and Concentration funding to support high-needs students, including EL, LTEL, LI, and FY students. These funds are used to provide social-emotional support, academic interventions, counseling, and student engagement activities, all of which are essential for helping these students succeed. Our

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	continued focus is on addressing the social and academic barriers that impact their ability to achieve at high levels. LCAP Goals The LCAP sets the following key goals for the school year: - Goal #1: Increase Academic Progress - Goal #2: Students Will Gain Skills for College and Career Readiness - Goal #3: Increase Student Retention - Goal #4: Increase Educational Partner Engagement These goals align with our overarching mission to improve outcomes for all students and ensure they are prepared for success in college, career, and life. LCAP Budget Our budget for the 2024-2025 school year continues to support the goals outlined in the LCAP. We are focused on ensuring that both personnel and non-personnel expenditures are aligned with our strategic priorities. When staff changes occur due to resignations or terminations, we ensure replacements are made in a timely manner to maintain program effectiveness. The 24-25 NR Expenditure Tracker will provide transparency regarding our expenditures. LCAP Infographics shared with admin to share with Educational Partners - Story: Who we serve - Budget: Allocation of Supplemental and Concentration funding - Highlights: Key metrics such as graduation rates, success rates, and suspension rates - Goals: Our strategic focus areas - Improvement Cycle: Our ongoing analysis of data, regular feedback sessions with educational partners, and evaluation of program effectiveness

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	Meeting Date: October 7, 2024 During the meeting, we shared important updates regarding the Annual LCAP Survey, which will be open from November 2024 to February 2025. This survey will gather feedback from students, parents, and staff, providing essential insights to guide the ongoing development of our Local Control and Accountability Plan (LCAP). We also began preparations for the LCAP 2024-2025 Midyear Report, which will include: - LCAP Expenses (LP1-5): A review of the budget allocations and expenditures to date. Narrative Responses on Goal Actions: A progress report detailing the steps taken toward achieving the goals outlined in the LCAP, along with updates on the actions implemented. As part of the ongoing LCAP implementation: - CSI Plan (Goal 1.3) requires the school to implement an intensive tutoring program and establish a SMART Goal to track its impact. - DA Technical Assistance (Goal 1.2) involves collaboration with FCSS to provide targeted interventions for specific student groups, along with the establishment of a SMART Goal to measure progress. These SMART Goals for both CSI and DA actions will serve as a framework for tracking implementation. The results of these actions will be shared with school leadership, the Board of Education, and Educational Partners through various channels, including PAC/ELAC meetings, the Mid-Year Monitoring Report, and the Goal Analysis section of the LCAP. Additionally, the LCAP Mid-Year Reports will be shared to provide updates on progress, particularly the development of our improvement team, progress on CSI SMART Goals, and the ongoing work of the DA Technical Assistance. Meeting Data: Monday November 4, 2024

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	During the meeting, we discussed the LCAP Mid-Year LP1-5 Data and Budget Expenses, along with updates on Goals and Actions. The Progress Report Narrative was reviewed, highlighting that the actions have been fully implemented. Key updates included the alignment of the CSI Plan with the SMART Goal related to graduation rates. We also provided progress updates on LCAP metrics, sharing the current status of our initiatives with educational partners. We reviewed data from tools like NWEA, IXL, the CA Dashboard, and the DA Implementation progress. The progress of DA SMART Goals was specifically addressed. Please ensure that you share the details of Required DA Action 1.2 with your educational partners. This action will guide the ongoing implementation process and will be included in the Mid-Year Monitoring Report. The LCAP Mid-Year Report will provide an overview of the implementation progress for each action, with the implementation level noted as "Fully Implemented" unless stated otherwise. The narrative response will incorporate both qualitative and quantitative artifacts, which will be submitted by department leads and coordinators, then confirmed by site administration. These responses will reflect our progress and actions taken on the site level. Meeting Date: Monday January 13, 2025 Discussion and Review of Key Reports and Engagement Strategies During the meeting, discussed and reviewed the SARC Reports, which are scheduled to be approved by February 2025. We also reviewed the NR LCAP Mid-Year Reports in preparation for the upcoming Board Meeting, along with the School’s Budget Worksheet. The results from the Annual Surveys were shared and updated with staff, emphasizing the importance of continued participation in the surveys.

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	In the meeting, we highlighted data from LP 1-5 and discussed strategies for communicating this information with Educational Partners. It is crucial that we share current achievement data with stakeholders at every meeting, gathering, or event, and actively collect and document statements, comments, and suggestions that demonstrate two-way communication. Reflect on our engagement with educational partners. Begin Educational Partner consultation. - Are educational partners satisfied with the school's progress? - Are there concerns or dissatisfaction with the lack of progress, programs, or other issues? - What are the suggestions for improvement or new ideas? Request Feedback from various groups of educational partners, including: - Staff, Parents, Special Education (SpEd), English Learners (EL), Foster Youth, and Low-Income families, Administration, Students, & Community Partners Meeting Date: Monday January 27, 2025 Discussion of New 2024-2025 LCAP Three-Year Plan and Engagement Process In the meeting we discussed the process to prepare the LCAP to our Educational Partners This year's LCAP introduces several key elements including the Budget Overview for Parents (BOP), a comprehensive Plan Summary, a focus on Engaging Educational Partners, and a structured breakdown of Goals, Increased or Improved Services, and Action Tables. A significant update for the 2024-2025 LCAP is the alignment of specific actions with the Differentiated Assistance (DA) plan. This year, actions are designed to address all groups identified in the red performance bands on the California Dashboard. In addition, we are prioritizing an Engaging Educational Partners process that will involve

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	scheduling meetings with staff, students, and parents to ensure their input is integrated into the plan. Key Updates and Reports: - Mid-Year Board Reports were reviewed and updated. - The Budget Overview for Parents (BOP) was shared, ensuring transparency around funding allocations and expenditures. - We are currently tracking LCAP Metrics to assess progress toward meeting goals. LCAP Expenditures and Implementations: - A comparison of budgeted vs. mid-year expenditures was reviewed to ensure appropriate allocation of funds toward the outlined goals. California School Dashboard Local Priorities Report: We also revisited the California School Dashboard, focusing on the following local priorities: - Priority #1: Appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities. - Priority #2: Self-reflection tool for implementation of state academic standards. - Priority #3: Self-reflection tool for parent engagement. - Priority #6: School climate. - Priority #7: Self-reflection tool for access to a broad course of study. Feedback Collection Process: As part of our commitment to transparency and continuous improvement, we will continue to collect and document educational partner feedback at all upcoming meetings. This feedback will play a crucial role in guiding the development of next year’s LCAP. - Impact of Goals and Actions: Feedback will help us assess whether the school’s goals and actions are having a meaningful impact on student outcomes. - Data Review and Adjustments: Based on the metrics data, we will determine if any adjustments need to be made in the upcoming year to meet our goals.

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	Meeting Date: Monday February 24, 2025 Administrator Meeting Discussion on the New LCAP Plan During our recent administrator meeting, we discussed the key components of the LCAP Plan, specifically focusing on the required actions based on the Dashboard subgroups that are performing at the lowest levels (red). The primary objective is to develop targeted actions for these subgroups, with a particular emphasis on addressing the metrics that reflect their performance challenges. It was noted that addressing the needs of these underperforming subgroups will require additional funding to implement effective interventions. We also highlighted the importance of Educational Partner Engagement within the LCAP process, ensuring that our stakeholders are involved in shaping and reviewing the plan. Additionally, we reviewed the LCAP Data Report for 2024-2025 to assess past performance and identify areas for continued improvement. This review included a thorough examination of current data and how it aligns with our future goals.
Students	11/13/24 In the student meeting, we discussed the LCAP goals and the actions the school is taking to achieve them. Key topics included Title I schoolwide support for interventions, the importance of NWEA testing to track student progress, and expectations for credit completion and academic interventions under the LCAP, specifically addressing Goal 1.2 and 1.3. We shared data to be monitored for effectiveness, provided updates on LCAP goals, and emphasized the significance of gathering feedback/input from educational partners, which directly impacts Goal 4.2. 12/12/24 In the student meeting, we provided updates on LCAP goals and metrics, highlighting how CSI implementation is designed to support increased credit completion. We discussed Title I program course requirements, such as Literacy and Read 180, and shared the SARC report to ensure transparency. Additionally, we focused on ongoing DA work in the math department related to Goal #1.2, shared

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	community resources, gathered feedback/input from educational partners, and made connections to Goal #4.1. 3/27/25 In the student meeting, we provided an update on LCAP Goal #1.4, which supports graduation, Goal #2.1, aimed at improving CTE outcomes, and Goal #3.2, ensuring students' needs are being met. We emphasized the importance of Title I participation and discussed how the CCSPP Grant supports community outreach and brings services to students. Additionally, we shared EL data, provided LCAP updates, and gathered feedback/input from educational partners. 4/9/25 The meeting included student recognition and gathered feedback/input from educational partners. A consultation opportunity was provided, along with feedback on the new LCAP. Participants expressed appreciation for the sharing of school goals and their impact on student learning.
SELPA/Special Education Local Plan Area	• Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The Fresno County Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The Fresno County 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 Fresno County Charter SELPA. • Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the Fresno County Charter SELPA.

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	• Classified and Certificated Staff training related to special education students is provided by the Fresno County Charter SELPA as needed and requested. • The Fresno County 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	12-12-24 The meeting included a report on the Annual Title I Evaluation, highlighting the metrics that were met. The finance report confirmed that allocations are being spent in alignment with the LCAP and are positively impacting student learning. Additionally, updates were provided on grant funding allocations and the associated spending plan. 2-27-25 The meeting included the presentation of the LCAP Mid-Year Report, covering goals, metrics, student outcomes, and expenditures to date. Feedback and input were gathered regarding the progress toward desired outcomes. The meeting also included a review of the Dashboard Data, highlighting its impact on student learning and how it aligns with school metrics. The school budget allocations were discussed, confirming that spending is in line with the plan. A finance report was presented, along with an update on grant funding and expenses to date. 4-24-25 The meeting included a presentation of the LCAP Data Report, covering goals, metrics, and the Annual LCAP Survey results, along with feedback from educational partners. All metrics indicate a positive impact on student learning. Input was gathered on LCAP goals for the upcoming year, as well as the progress toward desired

Educational Partner(s)	Process for Engagement
	outcomes. A consultation opportunity was provided, and feedback was collected on the next year's LCAP.
Public Comment	5-9-25 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	5-29-25 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	5-29-25 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	5-29-25 The governing board adopted the 2025-2026 Budget, and they were presented with the Local Indicators Report.

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

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

Parents Feedback: Throughout the year, parents were invited to provide feedback on the school’s progress during ELAC/PAC and parent meetings. Overall, they expressed deep appreciation and support for the school staff, recognizing their positive impact on students' lives. Parents voiced strong support for the school’s direction and the steps being taken to address their children's educational needs.

However, they also identified areas where additional support is needed, particularly for students struggling with mathematics and for extracurricular activities that could help keep students engaged after school. These concerns align with Goal #1.2 and Goal #1.5, highlighting the importance of providing comprehensive academic support and enrichment opportunities beyond the classroom.

Student Feedback: During Student Voice meetings, students shared valuable feedback and expressed appreciation for the school staff’s dedication to their success. They highlighted how teachers create a welcoming and supportive environment that fosters learning while holding students accountable for their progress, such as ensuring weekly credit submissions. This feedback aligns directly with Goal #1.3 and Goal #1.5.

Administration Feedback: Our administrative team meets regularly to review data and assess the effectiveness of the LCAP. They have agreed that the LCAP goals and metrics are well-structured to address the needs of the school and enhance student outcomes. When challenges arise, such as metrics not reflecting progress in areas like credit completion or attendance, the team engages in open discussions to identify the factors impacting these metrics and collaboratively develops action plans to address them. With consensus from all members, they work together to ensure progress is made. Administrators also expressed concern about how to continuously monitor the effectiveness of programs and measure their impact on student learning. They discussed the implementation of the math program and the improvement process for Differentiated Assistance, which aligns with Goal #1.2, as well as the development of an intensive tutoring program that supports Goal #1.3.

Teachers Feedback: During staff meetings, teachers had the opportunity to provide valuable feedback and contribute to discussions on school improvement. While staff expressed satisfaction with the school's progress, they also voiced concerns about student social-emotional learning and how to enhance student engagement, particularly in terms of credit completion.
Teachers showed strong support for the existing CTE programs and expressed interest in expanding the number of students enrolled in Dual Enrollment and CTE classes, which aligns with Goal #2.1.

School Board Feedback: At each Board meeting, school administration provided updates on student progress and school activities that support student outcomes. Board members expressed their satisfaction with the principal's reports, highlighting the progress made in student outcomes and the steps taken to address areas of concern, such as student engagement and Social Emotional Learning, in efforts to increase credit completion. These discussions align with Goal #1.5. Board members also showed strong support for the school's programs aimed at supporting English Learners, which align with Goal #1.1 and Goal #1.8. Additionally, the Board was encouraged to see that the school is effectively preparing students for post-secondary plans, with more students actively participating in the CNA program, which supports Goal #2.1.

Public Feedback: During board meetings, time is allocated for public feedback. Both school administration and board members value and look forward to public comments and participation. However, to date, there has been no public feedback.

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 unduplicated students. This new goal specifically addresses low key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the “All Student Group,” and the unduplicated 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 the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are highly qualified– Priority 1	89%	95%		100%	+6%

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 Trackin	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 metric	All: 966.65 EL: 774.22 LTEL: 766.26 FY: 839.03 LI: 956.98 SWD: 785.68 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 969.39 EL: 810.21 LTEL: 828.32 FY: 862.20 LI: 973.01 SWD: 778.05 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1120 EL: 1120 LTEL:1120 FY: 1120 LI: 1120 SWD: 1120 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +2.74 EL: +35.99 LTEL: +62.06 FY: 23.17 LI: +16.03 SWD: -7.63
1.4	Mathematics -Quantile Growth - local NWEA	All: 834.87 EL: 644.48 LTEL: 600.99 FY:775.59 LI: 817.12 SWD:623.09 Data Year: 23-24 LPs 1-7	All: 803.25 EL: 623.49 LTEL: 631.63 FY: 738.13 LI: 808.98 SWD: 536.75 Data Year: 2024-25 LPs 1-7		All: 820 EL: 820 LTEL:820 FY: 820 LI: 820 SWD: 820 Data Year: 26-27 LPs 1-7	All: -31.62 EL: -20.99 LTEL: +30.64 FY: -37.46 LI: -8.14 SWD: -86.34

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: NWEA reports on PowerBI		Data Source: Internal PowerBI	
1.5	Average Credit Completion – local metric	All: 3.39 EL: 4.13 FY: 2.37 LI: 3.45 SWD: 3.42 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.70 EL: 4.28 FY: 3.65 LI: 3.71 SWD: 3.76 Data Year: 2024-25LPs 1-7 Data Source: Internal Data+Design		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.31 EL: +0.15 FY: +1.28 LI: +0.26 SWD: +0.34
1.6	English Learner Reclassify - Priority 4	6% Data Year: 23-24 LPs 1-7 Data Source: Internal	3% 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 Data Source: CA Average	-3%
1.7	EL Annual Progress on ELPI -Priority #4	24.1% ELPI Red Data Year: 2023 Data Source: CA Dashboard	ELPI 33.8% Orange Status Increased 9.7% LTEL - 34.7%, Orange Status, Increased 9.8% Data Year: 2023-24		Moderate Growth on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Increased 9.7% LTEL - Increased 9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard 2024			
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 95.8% EL: 97.0% FY: ** LI: 95.1% SWD: 100% Homeless: ** AA: ** AS: ** H/L: 96.2% WH: 93.1% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 95.5% EL: 98.2% FY: ** LI: 95.2% SWD: 89.5% Homeless: ** AA: ** AS: ** H/L: 97.7% WH: 94.3% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 96% EL: 96% FY: 96% LI: 96% SWD: 96% Homeless: 96% AA: 96% AS: 96% H/L: 96% WH: 96% LTEL:96% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: -0.3% EL: +1.2% FY: (w/o comparison) LI: +0.1% SWD: -10.5% Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +1.5% WH: +1.2%

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
CVSII implemented the planned actions for this goal by making a concerted effort in supporting all EL's and LTEL's to improve their academic progress. Our Spanish-speaking English Learner paraprofessional/tutors works with all teachers and supports SGI in ELA and Math courses. Our team uses the EDGE and CODE curricula to structure daily lesson plans tailored to EL students' needs. Additionally, we continually invest in supplemental resources—such as reference materials and computers—to enhance language acquisition and overall academic success. 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
CVSII implemented a targeted intervention program to support students requiring additional assistance in English literacy and mathematics. We currently offer students Small Group Instruction (SGI) as well as on-campus intervention classes in Math and English. The curriculum used in these intervention classes is specifically designed to help students reach grade-level proficiency. Additionally, resources such as computers and supplemental materials have been purchased to further support student learning. Tutors and paraprofessionals are also available to assist classroom teachers and provide targeted student support. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: 4 - Full Implementation
CVSII implemented the articulated goal by following our Comprehensive Support and Improvement Plan, and has increased participation in tutoring. Our staff have made a concerted effort to increase student participation in tutoring. While participation numbers have fluctuated throughout the year, we've seen positive trends in both credit completion and daily attendance. Several tutors are available to support students during all operating hours, including Saturdays, and site leadership continues to engage in ongoing professional development to strengthen these efforts. The CSI Team meets every learning period to provide leadership for the implementation and monitoring of the CSI Plan. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 4 - Full Implementation
CVSII currently employs five counselors, a school psychologist and two student retention support specialists. This team works closely with each student's supervising teacher to provide support in attendance, social-emotional development, credit completion, graduation planning, and post-secondary readiness. This year, our counselors have placed a strong focus on both 9th and 12th graders—ensuring that incoming 9th graders start on track for on-time graduation, and that 12th graders have a clear and personalized post-secondary plan in place. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: 4 - Full Implementation
CVSII implemented a successful incentive program aimed at motivating students, fostering a sense of ownership over their academic progress, and deepening their connection to the broader school community. The program recognizes students who demonstrate progress toward earning 4.0 or more credits during a given learning period, while also playing a key role in strengthening student-teacher relationships. For example, we offer a variety of experiential learning trips across the United States and abroad, providing students with meaningful, real-world learning opportunities. We also host events throughout the year, including Back-to-School Night, awards ceremonies,

college support workshops, and seasonal celebrations. Seniors participate in an annual graduation ceremony and Grad Night, creating lasting memories to mark their achievements. Additionally, students have access to a range of extracurricular activities, including sports clinics and on-campus groups. 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: 4 - Full Implementation
CVSII strives to hire fully credentialed teachers and we monitor their assignments to be sure that there are no mis- assignments each year. New teachers are assigned a mentor teacher who works with them throughout the year providing support and guidance. 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: 4 - Full Implementation
Title I staff support students' literacy development and English language acquisition by implementing both "Writing Intensive" and "English Intensive" curricula. EL students and those reading below grade level are enrolled in SGI classes that use specialized curriculum and supplemental materials tailored to their needs. In these classes, students engage in independent writing tasks, use scaffolds to strengthen skills such as evidence identification and explanation, and receive personalized feedback from highly qualified teachers. Additional support is provided by tutors and paraprofessionals throughout the learning process. No substantive difference in the planned action compared to the actual implementation.

Action 1.8: Professional Development for English Learners.
Implementation Status: 4 - Full Implementation
CVSII experienced notable successes in implementing this goal. This year, several staff members who support English Learners (ELs) attended workshops at the CABE Conference, with the intention of bringing back effective teaching strategies to share with the broader school team. All teachers, tutors, and paraprofessionals continue to implement SDAIE strategies to support EL student learning. Additionally, staff have access to ongoing internal and external professional development opportunities provided by Fresno County Superintendent of Schools. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully implemented the actions outlined in this goal, with no substantive difference between the planned actions and their actual implementation. We provided a rigorous academic program with strong, built-in intervention supports and placed an increased focus on both 9th-grade onboarding and post-secondary planning for 12th graders. Educational staff received targeted professional development in Professional Learning Communities (PLCs), literacy across content areas, and curriculum updates. To support student success, we emphasized academic interventions and materials, with a focus on strengthening Tier 1 interventions—particularly in grade-level math and English Language Arts courses. This work is especially important given the low number of students currently meeting A-G requirements. In addition to monitoring NWEA growth data, our ELA teams began integrating Interim Assessment Blocks (IABs) for 11th-grade students to identify learning gaps ahead of state assessments. As next steps, we aim to refine our Tier 1 support to help more students stay on the A-G track, following a successful model developed in our math scopes. As a result of these efforts, we have seen increases in both credit completion and daily attendance.

Overall Challenges: Our school faced challenges in developing clarity around content standards in ELA, mathematics, and science, requiring continued collaboration with FCSS. In the past, their support has included exploring the Math, ELA, and NGSS Frameworks, as well as

engaging in deep dives into pedagogical practices through coaching sessions. As we work to build a shared understanding of the most relevant skills for the workforce, post-secondary education, or military service, a key challenge for 2025-2026 will be refining instructional practices to strengthen 21st-century skills. Additionally, labor shortages and difficulties in filling qualified staff positions further complicated our efforts. However, our dedicated team of teachers, tutors, and paraprofessionals worked tirelessly to fill gaps and meet students' needs. While we could have been more proactive in implementing oversight systems to track key data points, such as graduation rates and EL student progress, we are now seeing positive outcomes as we establish these systems and enact interventions more swiftly.

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

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

Action 1.1: English Learners support staff, interventions, and materials.
Effectiveness of Action: Somewhat Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement: An in-depth analysis of this action and the corresponding data in the metric section above shows that our ELPI status was 'Orange' at 33.8%, reflecting a 9.7% growth. Similarly, our LTEL status was also 'Orange' at 34.7%, with a notable increase of 9.8%. However, our reclassification rate decreased by 3 points to 3%. Our NWEA scores for the EL student group increased by +36 points in reading. Through our collaborative needs assessment, we identified that while the EDGE & CODE curriculum is being implemented, there is a need for more effective and strategic use tailored to individual student needs. We believe that additional professional development will enhance implementation and contribute to improved student outcomes, particularly for English Learners (ELs). There is a strong correlation between consistent interaction with highly qualified professionals and student success, which is why we’ve integrated our EL paraprofessionals into SGI classes to further support ELs' academic progress. Our EL staff provide targeted intervention appointments for both English Learners and Long-Term English Learners, with progress tracked through the Individualized English Language Development Plan (IEDLP) and Reclassified Fluent English Proficient (RFEP) Monitoring Forms. To strengthen support structures, we’ve increased student appointment availability and designated specific days for focused interventions. Additionally, our ELD Team meets regularly to review instructional practices, monitor student progress, and coordinate interventions that support EL achievement.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: Somewhat Effective
Metric: NWEA MAP
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our NWEA scores went up +3 points in Reading and decreased -132 points in Math. We believe that Small Group Instruction (SGI) has a positive impact on student achievement due to its constructivist approach, which fosters deeper learning through collaboration and individualized support. Research and our own data suggest a clear correlation between small group learning and improved academic outcomes, and we expect this progress to be sustained or even accelerated through continued use of this effective intervention. The structural and programmatic enhancements we've implemented are designed to strengthen our learning program, and we anticipate they will lead to measurable improvements in student performance. At the core of our academic strategy is the consistent implementation and monitoring of evidence-based interventions—including one-on-one tutoring, differentiation, and SGI—to ensure all students receive the targeted support they need to succeed.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our credit completion rate increased by +9%, compared to the baseline. Although our credit completion rate increased, we did not meet our target of 4.0 credits per Learning Period (LP). To address this, our collaborative CSI/DA Team continues to implement a SMART Goal focused on boosting credit completion through intensive tutoring. We believe that by strengthening our whole-school approach and functioning as a Professional Learning Community (PLC), we can make greater progress moving forward. Data shows that students who receive tutoring earn approximately 1–3 more credits per LP than those who do not, highlighting the effectiveness of this intervention. Our CSI/DA PLC—comprising tutors, paraprofessionals, and administrators—meets regularly with each LP to review data, assess current practices, and apply targeted interventions. School leadership also reviews PLC data each LP to ensure consistent progress and fidelity of implementation. In addition, tutoring attendance data is shared with staff and presented to PAC/ELAC to foster a culture of data-driven continuous improvement and strengthen the delivery of individualized academic interventions that support increased credit completion and graduation rates.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our one-year graduation rate is 95.5%, reflecting a slight 0.3-point decrease from our baseline. While this is just below our intended 2025 outcome of 96%, we anticipate surpassing the target once all graduates are accounted for. Our admin team believes that the strategies outlined in this action have been mostly effective, and while we plan to continue implementing them with fidelity, adjustments will be made next year to better meet student needs. We often enroll students who are already adults and arrive more than a year behind in their studies, presenting unique academic and support challenges. To address these needs, our School Counselors meet regularly with students in grades 9–12, focusing on academic planning, social-emotional support, and college and career development. Our counselors provide grade-level advice and work with students to create individualized post-secondary plans. Seniors are encouraged to participate in our A-G Group, which offers step-by-step guidance through the college application process. In addition, counselors host financial aid workshops to support completion of the FAFSA and CA Dream Act. School Counselors collaborate closely with administrators, Supervising Teachers, school psychologists, SRS, and Community

Liaisons to ensure a comprehensive support system. Together, they plan and implement school-wide events such as College and Career Fairs, field trips, and guest speaker presentations. Counselors also respond to crisis situations in partnership with support staff and serve as Foster and Homeless Youth Liaisons, providing ongoing support for these and other special populations, including pregnant and parenting youth, juvenile justice-involved students, and newcomers.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our credit completion increase of +9%. Our target outcome was to average 4.0 by 2025, which was not achieved. We believe continued improvement in student performance can be achieved through a comprehensive incentive program that has full buy-in from both staff and students. As a team, we plan to more effectively monitor which strategies best motivate students to increase credit completion, especially those connected to meaningful enrichment opportunities. While academic progress remains our top priority, we also recognize the vital role of fostering a sense of community and belonging. To support this, we organize activities such as the Back to School, Spirit Week, and our annual Community events. Our incentive program includes recognition for key academic milestones like academic achievement, attendance, as well as Graduation, helping students stay motivated and engaged. In addition, we continue to promote Experiential learning further enriches the student experience, with opportunities like college tours, workforce and career development activities, and arts and music field trips contributing to a well-rounded education.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our teachers are highly qualified and appropriately assigned. Our admin team views the strategies outlined in this action as effective and will continue implementing them with fidelity. New teachers receive multiple layers of support, including being paired with a mentor teacher who provides year long guidance, joining a Professional Learning Community (PLC), and completing required training through our LifeLong University platform. Additionally, they have access to a wide range of internal and external professional development opportunities, ensuring they are well-equipped to meet the diverse needs of our students.

Action 1.7: Title 1 - Intervention programs and personnel to support students. This action we be discontinued because the school is no longer applying for Title I funds.

Effectiveness of Action: Effective
Metric: NWEA
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our NWEA scores increased in Reading. We believe that having effective interventions in place for our low-performing students is essential to their academic success. Our admin team is confident that the strategies outlined in this action have been effective and will continue to be implemented with fidelity. Through our Title I Schoolwide Program, we support all students performing below grade level in reading and writing by offering a Literacy Small Group Instruction (SGI) class that utilizes a targeted intervention curriculum. This program also allows us to provide an additional tutor who delivers one-on-one academic support. As part of our Differentiated Assistance process, we ensure that multiple, intentional layers of

academic intervention—such as SGI classes, high-impact tutoring, and specialized intervention curricula—are consistently applied to support student growth. These efforts aim to improve Lexile and Quantile measures, credit completion, and performance on key statewide assessments such as CAASPP and ELPAC.

Action 1.8: Professional Development for English Learners.
Effectiveness of Action: Somewhat Effective
Metric: English Learner Progress Indicator
Analysis Statement: The CA Dashboard for ELPI shows that our status was 'Orange' at 33.8%, reflecting a 9.7% growth. Similarly, our LTEL status was also 'Orange' at 34.7%, with a notable increase of 9.8%. A thorough analysis of the actions and data presented in the metric section above shows our reclassification rate decreased by 3 points to 3% and below the expected outcome of 8.6%. In our collaborative needs assessment, we determined the need for a professional learning community task force to engage in how to effectively increase student performance in this area. Our professional development focused on serving the needs of English Learner (EL) students is ongoing and remains a top priority. Within our Professional Learning Communities (PLC) framework, staff engage in a continuous cycle of improvement through the refinement of instructional practices, data-informed discussions, and targeted professional development, including a dedicated ELD PLC that meets regularly. Each year, our EL staff attend the annual CABE Conference to deepen their knowledge, while others participate in the Multilingual and Multicultural Summit—an enriching virtual professional learning event covering topics such as newcomer student support and data-driven instruction. To further strengthen our efforts, we've established an ELD Team composed of administrators, teachers, EL paraprofessionals, and tutors. This team regularly evaluates instructional practices, monitors student progress, and implements necessary adjustments to better support ELs.

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

Action 1.1: English Learners support staff, interventions, and materials. This action had limited effectiveness, based on the intended outcome of the associated metrics as described in prompt 3. We will be adding CODE to the EL program. In addition, based on a collaborative evaluation and needs assessment, we identified that the action was somewhat effective due to insufficient high-quality support in Small Group Instruction and a lack of attention to students' individualized needs. This change includes adding an EL paraprofessional to the SGI class to ensure that English Learners have quality trained support in their program.

Action 1.2: All academic interventions and program materials. This action had limited effectiveness, based on the associated metrics as described in prompt 3. We identified that student participation in the NWEA needs to be 95% or higher, and 60% of students will meet their annual growth target. The ineffectiveness of this action was due to students not being placed in intervention programs and the need for Small Group Instruction Courses. Student NWEA performance will be used to place students in courses, and students will be tested twice per year to monitor growth. These modifications will ensure that Differentiated Assistance low performing subgroups on the ELA and Math are being supported in their coursework, graduating students are able to complete their courses to graduate, and students will be able to meet their post-secondary goals.

Action 1.3: Tutoring and support for students. This action had limited effectiveness, based on the intended outcome of the associated metrics as described in prompt 3. Through a collaborative evaluation and needs assessment of this action, we identified that its limited effectiveness

stemmed from insufficient student participation in tutoring—particularly among the All student group—to significantly impact average credit completion. While the number of tutoring sessions increased, too few students engaged consistently in individual or SGI tutoring. Data shows that students who do participate in tutoring earn 1–3 more credits per learning period than those who do not. To address this, we will redesign the action to increase student participation by strengthening relationships between tutors and students, thereby encouraging consistent engagement and improved credit completion.

Action 1.5: Student activities that increase learning efforts. This action had limited effectiveness, based on the intended outcome of the associated metrics as described in prompt 3. Following a collaborative evaluation and needs assessment, we identified that the limited effectiveness of this action stemmed from a weak connection between enrichment activities and increased credit completion. We recognize the need to better understand what motivates students to consistently earn 4 credits per learning period. To address this, we will refine the design of the action to expand enrichment opportunities that reflect student interests and foster deeper engagement. This includes more intentional monitoring of strategy effectiveness, sharing of best practices among staff, and broadening opportunities for meaningful curriculum interaction. Enhancements will focus on experiential learning, CTE-aligned activities, and targeted individual and group incentives, both on campus and through enrichment programs.

Action 1.7: Title 1 - Intervention programs and personnel to support students. This action will be discontinued because the school is no longer applying for Title 1 funds.

Action 1.8: Professional Development for English Learners. This action had limited success, based on the intended outcome based of the associated metrics as described in prompt 3. In addition, based on a collaborative evaluation and professional needs assessment of the current action, we identified the need to establish a dedicated task force to address performance on this metric. One contributing factor to the limited effectiveness may be the lack of targeted training. To improve outcomes, we will be adding CODE to the EL program, specifically aimed at supporting English Learners. Using the Professional Learning Communities (PLC) model, we will implement a systematic approach that leverages data-driven decision-making and research-based instructional strategies to scaffold learning and assign timely interventions. Our EL Lead will lead this effort by providing ongoing training, including professional development on ELPAC preparation, reclassification criteria, and best practices for supporting English Learners throughout the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff,	Upon reviewing our local and state assessment data broken down by subgroup data, CVSII has 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	$1,157,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	interventions, and materials	current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment CVSII has found that our English learner students need additional support and scaffolds to be successful. CVSII 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) is an integral part of our comprehensive program for every English learner in order to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. EL's participate in Newcomer programs, Structured English Immersion or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students. Using real time tracking, student language proficiency and academic progress will be monitored and we expect that their ELPAC scores, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.		
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. This action will address the following reds on the CA Dashboard: ELA: All students, Hispanic, low-income Math: All students, English learners, Hispanic, low-income Eligibility for Differentiated Assistance:	$2,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL: ELA, Math, (Priority 4) Hispanic: ELA, Math, (Priority 4) LI: ELA, Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level: Reading: EL: 774.22 = 4th grade level LI: 956.98 = 6th grade level Math: EL: 644.48 = 4th grade level LI: 817.12 = 6th grade level To meet these needs, the LEA will provide the following: • Professional development for targeted instruction in small group settings. • English Intensive, Algebra SGI, and an appropriate diagnostic Online Learning Platform. • Access to other effective intervention programs As demonstrated in the Identified Needs and Metrics sections, State and local assessments in ELA and Math indicate that some of our lowest performing students are the English Learners, low-income and foster youth student groups when compared to the All student group. Based on a local needs assessment and to address this gap, academic interventions will be provided for our English Learners, low-income and foster youth students struggling with academic proficiency in order to help them improve their skills. This will be done through targeted instruction in small group or individual settings with the use of effective intervention programs/curriculum. Local data shows that when the identified students participate in academic interventions, they see improvement in making their growth goals. We expect that these actions will be effective at increasing students' mathematics and reading scores on State and Local assessments. The intervention is designed to meet the most associated with the needs of LI, students. 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 5 points each		

Action #	Title	Description	Total Funds	Contributing
		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, • Tutors are available for additional support • Intensive tutoring for credit completion • Improve tutor-student relationship to increase participation. • Access to tutors is both virtual and in-person Some of our lowest credit completion rates and graduation rates are among the low-income, foster youth, and English learner student groups, as demonstrated in the Identified Needs and Metric section. To address the achievement gaps, tutors will provide support for our English learners, low income and foster youth students who are also students with disabilities and credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in-person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards credit recovery and graduation. We expect that these actions will increase credit recovery and graduation rates for our English Learners, low income and foster youth student groups who are also students with disabilities. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase .75 points each year.	$788,000.00	Yes
1.4	Counseling students towards graduation and materials	Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following:	$595,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment. • Provide additional training on the Multi-Tiered, Multi-Domain Systems of Support (MTMDSS). MTMDSS provides tiered levels of school counseling instruction and data-driven intervention services that help address the needs of students in the areas of academic, college/career, and social/emotional development. • Counselors help address obstacles to graduation. • Additional counselors reduce the counselor-to-student ratio and allow for equity and improved access to resources. Some of our lowest graduation rates are among the English learners, low-income and foster youth student groups, who are also students with disabilities, when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. We examined the root causes for low graduation rate using a fishbone protocol and determined that counseling was a critical factor. To address these performance gaps, counselors will provide additional counseling and social-emotional supports for English Learners, low-income and foster youth students identified as students with disabilities. The additional counselors will be principally directed to promote high expectations and provide guidance towards graduation. Counselors will connect on a weekly basis with high needs students, to help meet social-emotional needs using training programs such as Hatching Results and Imago lessons, which promotes intrinsic motivation and guides students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis. This action will increase graduation rates for our English learners, low-income, foster youth and students with disabilities at the rate of 1% each year.		
1.5	Student activities that increase learning efforts	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		following: • Improve the relationships between staff and students to increase school participation and engagement. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress • Enrichment experiences and field trips. As demonstrated in the Identified Needs and Metrics sections, the English Learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited 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 from these actions and support services to see an increase up to 4 credits per learning period.		
1.6	Teachers and staff are qualified and appropriately assigned	All special education students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. All student groups will be served by this as well. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements. All students with disabilities will be provided a free, appropriate, public education, including all required designated instructional services outlined	$7,078,706.00	No

Action #	Title	Description	Total Funds	Contributing
		in their Individualized Education Plan as well as required by the education code and related regulations.		
1.7	Professional Development to Support English Learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Professional development for implementing the EL Tool Kit. • Professional development for effective EL strategies, such as SIOP. • Paraprofessionals in ELD SGI classes trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops and conferences for staff. Our English Language learners reclassification rate are below the state average, and will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. To address this need, they will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implement state academic standards and EL access – Priority 2	4.44 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.39 out of 5.0 Data Year: 2024-25 Data Source: Dashboard Fall 2024		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	-0.05
2.3	Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts All: 29% EL: 2% FY: 17% LI: 27% SWD: 9% Homeless: 20% AA: 14% AS: 44% H/L: 26% WH: 59% Mathematics All: 5% EL: 0% FY: 0% LI: 4% SWD: 0% Homeless: 0% AA: 7% AS: 11% H/L: 5% WH: 7%	Statewide Assessments: English Language Arts All: 27% EL: 5% FY: ** LI: 25% SWD:3% Homeless: 50% AA: 5% AS: 38% H/L: 26% WH: 48% Mathematics All: 4% EL: 2% FY: ** LI: 3% SWD: 6% Homeless: ** AA: ** AS: 25% H/L: 4% WH: 4% Science		Statewide Assessments: English Language Arts All: 30% EL: 30% FY: 30% LI: 30% SWD: 30% Homeless: 30% AA: 30% AS: 30% H/L: 30% WH: 30% Mathematics All: 6% EL: 6% FY: 6% LI: 6% SWD: 6% Homeless: 6% AA: 6% AS: 6% H/L: 6% WH: 6% Science	Statewide Assessments: English Language Arts All: -2.0% EL: +3.0% FY: +17% LI: -2.0% SWD: -6.0% Homeless: +30.0% AA: -9.0% AS: -6.0% H/L: No Difference WH: -11.0% Mathematics All: -1.0% EL: +2.0% FY: (w/o comparison) LI: -1.0% SWD: +6.0% Homeless: (w/o comparison) AA: (w/o comparison) AS: +14.0% H/L: -1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science All: 21% EL: 0% FY: 0% LI: 14% SWD: 0% Homeless: 0% AA: 0% AS: 0% H/L: 6% WH: 50% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	All: 19% EL: ** FY: ** LI: 15% SWD: ** Homeless: ** AA: 100% AS: 33% H/L: 12% WH: 40% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small count		All: 22% EL: 22% FY: 22% LI: 22% SWD: 22% Homeless: 22% AA: 22% AS: 22% H/L: 22% WH: 22% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	WH: -3.0% Science All: -2.0% EL: (w/o comparison) FY: (w/o comparison) LI: +1.0% SWD: (w/o comparison) Homeless: (w/o comparison) AA: 100% (w/o comparison) AS: 33.0% (w/o baseline) H/L: +6.0% WH: -10.0%
2.4	Participants in career-ready courses – Priority 8 local metric	CTE – 475 Pro Skills – 366 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 446 Pro Skills – 61 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerBI		CTE: 500 Pro-Skills: 400 Increase students in career-ready courses each year Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	CTE: -29 Pro Skills:-305
2.5	Percentage CTE course completion and percentage of graduates with CTE pathway completed – Priority 4	36.63% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI	55.68% CTE course completion rate Data Year: 2024-25		96% CTE Course Completion rate Data Year: 2026-27	19.35% CTE course completion rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.3% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	Data Source: Internal PowerBI 1.2% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		Data Source: Internal PowerBI 8.7% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	-0.1% 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	Graduates complete A-G courses– and CTE pathway completers with A-G – Priority 4	1.8% Seniors completing A-G courses 0.2% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	3.6% Seniors completing A-G courses 0.2% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest		3.2% A-G course completion rate 1% A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	-1.8% Seniors completing A-G courses No Difference-Seniors completing CTE and A-G
2.8	CA Dashboard English Language Arts and Mathematics Status	ELA - Maintained 2.5 Pts, Red Math - Maintained 1.3 Pts, Red	ELA - Red Status, Declined 3.2 Pts,		Orange or above Orange or above Data Year: 2026	ELA - Declined 3.2 Pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023 Data Source: CA Dashboard	Math - Red Status, Maintained -2.6 Pts, Data Year: 2023-24 Data Source: Dashboard Fall 2024		Data Source: CA Dashboard	Math - Maintained -2.6 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: Full Implementation
CVSII successfully implemented the planned actions for this goal by offering a range of college preparatory programs, dual enrollment opportunities, and Career Technical Education (CTE) pathways. Dual enrollment courses are available to all students, supporting both high school credit and college articulation upon graduation. These courses are provided at no cost to students, with all associated fees covered by the school. Additionally, Work Readiness and Professional Skills courses are available through ongoing enrollment. Our CTE program includes pathways in Child Development and Business Management, as well as a CNA Dental Assistant program. 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: Full Implementation

This year, our professional development program includes ELD Professional Learning Workshops focused on equipping educators with effective strategies and tools to support English Language Learners. These workshops aim to build staff capacity in key areas such as understanding the ELPAC assessment, monitoring and assessing student learning, using data to guide instruction, and maintaining student engagement. All staff participate in ongoing professional development throughout the school year, with training centered on instructional competence, evidence-based strategies, social-emotional learning, resiliency, and meeting the needs of special populations. These opportunities are delivered both in-house—led by specialists such as Special Education Program Specialists, English Learner LCCs, and counselors—and through external conferences, webinars, and other professional learning platforms. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: Full Implementation
CVSII ensures that every student is offered a Chromebook and hotspot upon enrollment to support their academic success. We provide these devices to any student who needs them to complete coursework, ensuring equitable access to learning. We are confident that 100% of our students have the necessary materials and supplies, as we continuously monitor demand and place orders to expand our inventory and replace any damaged or outdated equipment. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: Full Implementation
CVSII focused on enhancing the quality of our standards-based curriculum by providing targeted coaching to support effective implementation. We have maintained strong partnerships with local county offices of education to deliver professional development centered on Math, ELA, and English Learner instruction. These sessions have included developing SMART Goal-aligned action plans, administering Focused Interim Assessments, and sharing best practices for building literacy skills among multilingual learners. Additionally, tutors and paraprofessionals have begun participating in a dedicated PLC to support the CSI Plan, review student data, and collaborate on effective strategies to enhance student achievement. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program.
Implementation Status: Full Implementation
CVSII actively monitors instructional materials through regular visits by regional instructional specialists, who conduct inventories and engage with teachers and administrators to assess their needs. For example, the curriculum is routinely updated and made accessible to all staff for use with students. Accompanying texts and supplemental materials are available online for student use. Additionally, teachers maintain a variety of educational resources and manipulatives to support reading and writing programs. No students are lacking materials. No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: Full Implementation
In November, our facilities department used the Facility Inspection Tool (FIT) at each site and reported their findings. Our site is trained by our Director of Safety and Security on an annual basis. We also have a safety coordinator on site who completes monthly safety checks, ensuring that our site is secure. Additionally, all staff members complete annual training modules on safety and security. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully implemented the actions for our goals without any significant deviations. CTE participation and proficiency in professional skills continue to remain high. Standards implementation is strong, and the added coaching support for teachers this year has been invaluable. We have experienced numerous successes in Goal 2, thanks to a dedicated team of employees who bring passion and care to the learning environment. As a result, we have achieved greater participation in CTE and college dual-enrollment opportunities. Our school fosters a safe, inclusive learning environment, offering students personalized learning experiences with ample opportunities to engage with teachers individually and in small group settings or through tutoring. Additionally, we've expanded CTE and dual-enrollment offerings while encouraging students to pursue post-secondary opportunities, whether in a career or higher education.

Overall Challenges: Our school faced challenges in the implementation of Goal 2 this year, particularly with A-G course completion, as many students enroll with low Math and English proficiency levels. To address this, we offer intervention courses for students below grade level, supporting them in meeting their career or college aspirations. However, we continue to see performance on the CAASPP below our targeted goals, with too few students completing a CTE pathway compared to our target, and A-G completion remaining below expectations. Despite these challenges, our focus remains on preparing college-ready students, and we anticipate improvements in our CCI indicator over the next year as our efforts to increase dual enrollment participation begin to show results in our graduating class.

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

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

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

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Effectiveness of Action: Somewhat Effective
Metrics: Work Readiness and CTE courses, CTE and A-G.
Analysis Statement: As noted in the metrics section above, our Work Readiness and CTE data indicate that 61 students enrolled in Pro Skills and 446 in CTE courses. Compared to the baseline, this represents a decrease of 29 & 305 respectively in CTE participation. Additionally, our college readiness, as measured by A-G completion, improved by 1.8%. While this marks progress, continued efforts are needed to strengthen outcomes in this area. Our collaborative team of administrators, along with the CSI/DA Team, conducted a needs assessment using school data and will work to increase the counselors' capacity to support these courses for our students. We believe that by fostering a Professional Learning Community and strengthening our whole-school approach, we will see continued progress in the future. Research shows that students who participate in CTE programs and develop professional skills are better equipped to succeed in the workforce.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students.
Effectiveness of Action: Somewhat Effective
Metrics: CAASPP for English Language Arts and Math.

Analysis Statement: As noted in the metrics section above, our CAASPP scores indicate that only 27% of 11th-grade students were proficient in ELA—a 2 percentage point decrease from last year's 29%. Math proficiency also declined by 1 percentage point, dropping to 4%. Science scores fell from 21% to 19%, marking another concerning decrease. Unfortunately, our expected outcomes for ELA, Math, and Science were not met this year. Our collaborative team of administrators and our CSI/DA team have done a needs assessment with school data and will be working as a Professional Learning Community to better monitor the student's preparation for the CAASPP. We know that the exam has its challenges for students who are below grade-level, and that preparation plays a part in students feeling prepared and being ready to take the exam. The professional development of staff will still be central to this action because highly effective staff helps improve student performance.

Action 2.3: Technology Access and Support.
Effectiveness of Action: Effective
Metric: 100% of students offered Chromebooks and hotspots upon enrollment.
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows all of our students receive hot spots and computers so that they can complete coursework. Our admin team and teachers believe that the strategies in this action have been effective, and we will continue to monitor and provide access to technology for all our students.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: Somewhat Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our high-quality standards-based curriculum continues to be fully implemented. We are currently at 4.39, which is full implementation of CA Standards. However, we are not at 5.0, which is full implementation and sustainability. We know that we are not at a 5 in our World Languages and Social Studies curriculum. Our teachers and administration work collaboratively to consistently improve the quality of our curriculum and its implementation. Each year we have increased, but we did not reach sustainability in all categories.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: Effective
Metric: Regional Monitoring by Instructional Specialist
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows all of our sites have adequate materials and are constantly being monitored by regional instructional specialists. Each year the school takes inventory of its materials to make sure that they are current, and we continually purchase state-adopted texts and supplemental materials. Teachers have a variety of educational materials and manipulatives to support reading, writing, and math. Teachers and administration agree that it is important to continue the strategies for this goal.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action:
Effective Metric: Facilities Inspection Tool (FIT)
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that all areas evaluated by the Facility Inspection Tool received an exemplary rating. Additionally, our school has a Director of Safety and Security who makes sure that

we comply with our safety plan. The school survey also shows that nearly all our students and teachers feel safe. Our school staff and parents agree that this is an important action to continue.

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 2.1: Career and college-readiness for English Learners, low-income, and foster youth students.
This action did have limited effectiveness, based on the intended outcome of the associated metrics as described in prompt 3. Based on a collaborative evaluation and needs assessment of the current action, we identified that the reason for the ineffectiveness of this action was due to a need for additional high- quality CTE programs such as EMT and Nursing. We will adjust the design of the action to ensure that all of our students experience increased success in the upcoming year. This change includes adding a CTE offering that will provide access to help meet student interest in these areas.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students.
This action had limited effectiveness, based on the intended outcome of the associated metrics as described in prompt 3. Based on a collaborative evaluation and needs assessment of the current action, we identified that the reason for the ineffectiveness of this action was due to students enrolling in our school with deficient math credits and skills, in addition to a lack of high-quality preparation for the CAASPP. We will adjust the design of the action to ensure that all students experience increased success in the upcoming year. This change includes adding a more robust preparation program prior to taking the CAASPP.

Action 2.4: Support for Standards-based Curriculum and Instruction.
This action did have limit effectiveness, based on the intended outcome of the associated metrics as described in prompt 3. Based on a collaborative evaluation and needs assessment of the current action, we identified that one reason for the ineffectiveness of this action was due to a lack of high-quality support for students taking a world language and implementation of a new Social Studies curriculum. We will adjust the design of the action to ensure that all students experience increased success in the upcoming year. This change includes adding a more robust support system for students taking a world language.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Learners, low-income	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:	$964,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and foster youth students	• 11th and 12th graders have access to college courses. • By 12th grade, students are expected to complete 2 college courses. • CTE programs and pathways offered. • WIOA job training and placement. • College and Career days as well as field trips. Some of our lowest career and college-readiness rates are among the English learners, LTELs, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses. the state average for completing A-G and CTE was 11.1%. Our English learners, LTELs, low-income, and foster youth students, need to be prepared to pursue a career or attend a college. To address this need, our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our college and career readiness rates for our students and we expect to increase +.5 percentage points each year for A-G and CTE.		
2.2	Professional development addressing English Learners, low income and foster youth students	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: · 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, the	$366,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CAASPP results in the ELA, math and science assessments show that many of our lowest performing students are the English Learners, low-income and foster youth student groups when compared to the All student group. To address this issue, professional development for our teachers and staff will be essential to the progress our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our students' academic and social-emotional needs. We will train on our EL Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. We anticipate that with the increase in professional collaboration and learning, 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 increasing by at least 1%.		
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 to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a computer. • Provide every student with a hotspot. • Provide students and teachers with tech support to ensure access to curriculum and instruction. All English Learners, low-income and foster youth students will have 100% access to the curriculum and instructional supports. We know this involves access to effective technology platforms and support programs. This is an ongoing effort in helping them to access their curriculum and instructional supports. We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our students, by	$212,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 4.39, 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.	$540,000.00	Yes
2.5	Educational Materials for Effective School Program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted texts and update supplemental materials regularly, so that they meet our students' academic needs.	$8,556,870.00	No
2.6	Safe and Secure Facilities	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$1,292,104.00	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 rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices, and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Success Rate – local metric graduation, retention, rematriculate	92.17% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.93% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI		Success Rate – maintain 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+7.76

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Facilities rating – Priority 1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2024 Data Source: Dashboard Fall 2024		Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.3	Retention rate – local metric	88.16% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.93% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBII		Retention Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+11.77%
3.4	Attendance rate – Priority 5	87.57% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 90.95% Data Year: 2024-25 LPs 1-7 Data Source: Internal SIS		Attendance Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	+3.08%
3.5	Non-completer rate (dropout) – local metric	7.30% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 2.76% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI		9% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-4.54%
3.6	Suspension rate – Priority 6	0%	All: 0.2%		0% - low rate	+0.2%

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 LPs 1-7 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 LPs 1-7 Data Source: Internal PowerBI and Dashboard 2024		0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference

Goal Analysis [2024-25]

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

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

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

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

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

Action 3.1: Student Retention
Implementation Status: Full Implementation
CVSII successfully implemented the planned actions for this goal with a strong focus on retention as a key measure of success. Our Student Retention Support (SRS) team plays a vital role in ensuring student engagement by proactively reaching out through calls, texts, and emails, while collaborating closely with staff to identify and eliminate barriers that may affect attendance and participation. The SRS team works tirelessly to bridge communication gaps between students, families, and teaching staff, often conducting home visits to connect with students

and motivate them to attend weekly synchronous instruction sessions and complete their coursework. There were no significant differences between the planned actions and their actual implementation

Action 3.2: Social and Emotional Supports
Implementation Status: Full Implementation
CVSII has experienced notable success in implementing this goal, with our strong socio-emotional programs playing a crucial role in the overall success of our students. For instance, this year we have expanded our support offerings to include a range of impactful initiatives. Our Experiential Learning Opportunities provide students with unique and enriching learning experiences beyond the classroom. Through our partnership with IMAGO, we have access to a digital library containing over 300 lessons, many of which focus on Social and Emotional Learning, Soft Skills, and Workforce Readiness. Additionally, our Resiliency Programs, such as Students of United Respect, Consciousness and Energy (SOURCE), and HOPE (Helping Our Parenting Students Excel), are designed to support our students' personal growth and success. Our parenting students particularly benefit from child-friendly areas that allow them to bring their children to school, as well as access to vital resources like diapers, formula, and parenting classes. There were no significant differences between the planned actions and their actual implementation.

Action 3.3: Access to Transportation
Implementation Status: Full Implementation
CVSII believes that providing transportation significantly enhances student attendance. We have consistently made efforts to encourage and support weekly attendance by ensuring reliable transportation options for our students. So far, we have given out over 3,575 passes. Depending on the needs of students they are provided with a weekly or monthly pass to attend school and return home. No substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to Nutrition
Implementation Status: Full Implementation
CVSII believes that providing food plays a vital role in keeping students engaged and connected to their school community. To ensure all students have access to nutritious meals, we offer sandwiches, snacks, and drinks at our school sites. Our sandwiches are made fresh daily, delivering the necessary nutrients to support students' health and energy levels throughout the day. Additionally, we offer daily menu variations, featuring a balanced entrée paired with either fruit or vegetables, to provide students with diverse and wholesome meal options No substantive difference in the planned action compared to the actual implementation.

Action 3.5: Title 1 – Helping Homeless
Implementation Status: Full Implementation
Each year, CVSII ensures compliance with regulations by providing essential services to support our homeless students. These services include transcript evaluations to determine eligibility for AB1806, as well as connecting students and families to external resources for food, clothing, and other critical needs. We also facilitate connections to outside agencies that offer additional support. To further enhance our efforts, all staff members receive training on identifying McKinney-Vento eligible students, ensuring that even those who do not self-identify as homeless upon enrollment are recognized and provided with the necessary support. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully implemented the actions outlined for our goals, with no substantial differences between planned and actual outcomes. The implementation of our student retention strategies has been highly effective, as demonstrated by our Student Success metric, led by our dedicated Student Retention Support (SRS) team. Through proactive engagement methods such as calls, texts, emails, and home visits, we have successfully identified and removed barriers to student attendance and participation. Furthermore, our socioemotional support programs have played a critical role in student success by offering initiatives like Experiential Learning Opportunities and Resiliency Programs. These programs provide essential resources and help students navigate both academic and personal challenges. Additionally, our commitment to offering nutritious food options at school sites has fostered a strong sense of community while mitigating hunger-related distractions, ensuring a conducive environment for learning.

Overall Challenges: Our school faced significant challenges in addressing the wide scope of students' social-emotional and mental health needs, which were exacerbated by external factors, as well as the considerable learning gaps in ELA and Math. Despite our ongoing efforts to implement all of the actions outlined in Goal 3, the rise in students' social-emotional needs and homelessness—both within our student population and society at large—have created additional barriers. While we have made notable improvements in our Goal 3 performance, this progress has not been reflected in student performance on standardized testing.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 3.5 for homeless students, 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 Three helped make progress towards the LEA’s goal: To Increase Student Retention.

Action 3.1: Student Retention
Effectiveness of Action: Effective
Metric: Retention Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that our retention rate of 99.93% surpassed both our expected outcome of 85% and our baseline performance. We believe that higher student retention is closely linked to greater student satisfaction with our program, ultimately contributing to improved graduation rates and long-term success. The comprehensive student support services offered by the school have seen significant improvement, with tiered re-engagement plans playing a

key role in maintaining enrollment and fostering academic progress. We are committed to finding innovative solutions to complex challenges and use a variety of communication methods to stay connected with students and their families. In addition to regular communication, home visits are made to ensure students not only hear that we value them but also feel our support in person.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: Effective
Metric: Success Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above reveals that our success rate stands at an impressive 99.93%, well above our expected outcome of 85%. For example, we ensure that counselors are available during school to address urgent social-emotional needs. Our staff members have been trained in trauma-informed practices. Additionally, LCAP funding has allowed us to expand elective programs and create positive school culture initiatives, such as eSports, field trips, school events, and awards ceremonies. Parenting students benefit from our Helping Our Parents in Education (HOPE) program, which provides essential services and childcare items—such as diapers, formula, and clothing—at no cost, ensuring they have the support they need to succeed both as parents and students.

Action 3.3: Access to Transportation
Effectiveness of Action: Effective
Metric: Attendance Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above indicates that our attendance rate is 90.95%, surpassing our expected outcome of 85%. Our provision of free bus passes has been well-received by students. For those facing significant transportation challenges, we partner with local city transit to ensure they can attend school. These investments have positively impacted student attendance, and we plan to continue offering these services.

Action 3.4: Access to Nutrition
Effectiveness of Action: Effective
Metric: Non-completer Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above reveals that our non-completer rate is 2.76%, which is well below our expected outcome of 9%. We provide regular opportunities for students to access nutritious meals offered by the school. Throughout the year, our leadership teams organize workshops, school meetings, informational seminars, and events, all of which include complimentary meals for students and their families. Teachers and administrators recognize the importance of maintaining these strategies, and based on their feedback, we will continue these initiatives into the upcoming year.

Action 3.5: Title 1 – Helping Homeless
Effectiveness of Action: Effective
Metric: Percentage of Homeless Served
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows all of our homeless students were provided services this year. Counselors, teachers, and administration agree that it is important to continue the strategies for this goal.

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 Homeless. This action will be discontinued because the school will no longer apply 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 services will be trained. • Provide additional services that support retention. We serve English learners, LTELs, low-income and foster youth with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention. Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English Learners, low-income and foster youth, because our data shows that we have been successful. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the retention rate of our students, and that we will stay above 80% each year.	$331,000.00	Yes
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.	$132,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga and SEL courses. Our English Learners, LTELs, low-income and foster youth student population were negatively impacted during the pandemic. Many sustained social and emotional trauma, which impacted our Success Rate, which measures graduation, retention and rematriculation. We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices have helped address many of the social-emotional needs of our English Learners, low-income and foster youth students. Programs such as Hatching Results, which implement tiered-level support, along with Imago lessons, counseling, support personnel, professional development, and special programs such as yoga, all of which have a positive impact on our students. We will continue to provide and improve on these actions and services, because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the Success Rate of our program, and that we will stay above 80% each year.		
3.3	Access to Transportation	All English Learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following: • Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. Our English learners, LTELs, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To address this issue, we provide a variety of transportation options from	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English Learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.		
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 intended on doing everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions will decrease non-completer rates for our English Learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% each year.	$92,460.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partners' Engagement: This is a maintenance goal for sustaining our educational partners' meaningful engagement. We believe that student, staff and parent/family participation improves the school community. We encourage all of our educational partners to participate in meaningful ways to promote positive school outcomes, such as safety and connectedness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our educational partners, we have made this goal a maintenance of progress goal. We measure the success of this goal through attendance in school activities, conferences, including ELAC and PAC meetings, and school survey's.

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 participants– local metric	Participation Count = 1875 Enrollment Count = 1252 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 2150 Enrollment Count = 1260 (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	+275%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Advisory/ ELAC – local metric participation all year	700 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	746 participants to date Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		100+ Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+46%
4.3	Parents Feel Encouraged to Participate – Priority 3	83% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Encouraged to Participate Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Parents Feel Encouraged to Participate - 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+14%
4.4	Students feel safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	98% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students feel safe- 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-2%
4.5	Students feel connected – Priority 6	95% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students feel connected - 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Teachers feel safe– Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	98% 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	100% 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	-1%

Goal Analysis [2024-25]

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

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

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: 4 - Fully Implemented
This year we have had the following activities: Throughout the year, CVSII has organized a variety of activities to strengthen community engagement and support the overall well-being of our students. These activities included orientation sessions, open houses, the Annual Title 1 Meeting, Parent Advisory Committee meetings, and the English Learner Parent Advisory, along with upcoming College and Career Nights

this school year. Our commitment to community involvement was further demonstrated by inviting local partners to participate in school events. In collaboration with local agencies and colleges, we facilitated access to essential services, including community resources and information about post-secondary opportunities, ensuring that our students' needs were comprehensively met. No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Translation and Outreach Services
Implementation Status: 4 - Fully Implemented
Effective communication in parents' primary language is essential for parent meetings, student orientations, and parent-teacher conferences to ensure vital information is conveyed. To support this, bilingual staff members are present and readily available at every meeting or gathering. We also utilize professional interpretive services as needed. Additionally, staff notes and letters designated for parents can be translated into the preferred language of students or parents/guardians by our bilingual staff, enhancing accessibility to important information. For more intricate documents, we leverage the services of DTS to assist in translating key materials, ensuring clear communication for all families. To ensure important information is conveyed to parents, bilingual staff is present and available at every meeting or gathering. No substantive difference in the planned action compared to the actual implementation.

Action 4.3: Educational Partner Engagement
Implementation Status: 4 - Fully Implemented
At our events, we actively encourage community involvement by inviting local community-based organizations to participate, ensuring that students and their families are informed about the resources available within their communities. Our school hosts multiple family events throughout the year to foster parent involvement in their children's academic success. With the support of our Community Liaisons and staff, we organize community events that help connect families to valuable resources. The Community Liaison and Student Retention Support play a key role in building strong connections within the community, especially to support students facing acute life challenges. Additionally, we distribute an Annual School Climate Survey to all students, parents, and staff, and the results reflect that the school has successfully implemented a sustainable program of support. No substantive difference in the planned action compared to the actual implementation.

Action 4.4: Title 1 – Parent Engagement
Implementation Status: 4 - Fully Implemented
The Annual Title 1 Meeting had about 88 participants this year. Our school provides snacks, offers engaging opportunities for families, and shares important information about the school's Title I funding during our annual Title I meeting. This meeting encourages families to provide feedback on our academic program, and the recommendations and insights gathered are shared with school leadership to guide decision-making and enhance our actions in supporting our students. 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 I initiatives. Informative and actionable input was collected through surveys, parent-teacher conferences, and school events such as PAC/ELAC meetings. Participation in the annual survey increased this year, and our community involvement remained strong through events like orientation sessions, open houses, workshops, and parent advisory meetings, all of which encouraged meaningful participation from families. In partnership with local organizations we ensured students and families received comprehensive support and access to resources. Translation and outreach services were effectively delivered through bilingual staff and professional translation services to ensure all families could access important information and engage in school activities. Additionally, this goal focused on Educational Partner Engagement by

fostering collaboration with community partners to provide access to job training, employment opportunities, and healthcare services, contributing to the overall well-being of our school community.

Overall Challenges: While attendance at PAC/ELAC and other school events is growing, it remains challenging to find Educational Partners willing to commit as long-term participants in these groups—where the most authentic and meaningful feedback is gathered. Due to the transitory nature of participation, parents often hesitate to actively engage or share input unless directly encouraged. As a result, we aim to build the capacity of our parents to become more active and empowered partners in the school community. Although no significant challenges were noted in the implementation of these actions, it is essential that our school continues to assess and strengthen our engagement strategies to meet the evolving needs of our families and communities.

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

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

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: 3 - Effective
Metric: Participation Counts
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our participation count data effectively engaging Educational Partners to meet our desired outcomes. We had a baseline parent participation count of 1875 and ended the year with 2150 participants. Attendance at our PAC and ELAC also exceeded our baseline and desired outcomes. We had an increase from baseline with 746 Educational Partners in attendance. This is a result of our school leadership and Community Liaison’s outreach efforts. Because of the feedback from parents and students, we will continue this action into the new year.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: 3 - Effective

Metric: PAC/ELAC Participation
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our PAC/ELAC participation is at its highest level since baseline. Educational Partners are attending and participating in conversations around programmatic issues. Important information shared at PAC and ELAC events are live translated for all participants. Documents that are sent home are also translated to the student's home language. This has increased engagement with Educational Partners. Because of the positive feedback from teachers, we will continue this action into the new year.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our school survey data show that 97% of parents feel encouraged to participate. This is a +14 point increase from the previous year, and 12 points over our expected outcome of 85%. Of the students surveyed, 98% report feeling safe at school and 97% report feeling connected. Because we know the positive impact parents/guardians can have on student outcomes, as a collaborative team, we will seek out additional ways of ensuring parents feel encouraged to participate. Our PAC/ELAC and admin team believes that the strategies in this action have been upgraded for the next year. Staff also report feeling safe and connected at school with responses in both of these areas at 97% and 98% respectively. Because of positive feedback from Educational Partners, we will continue this action into the new year.

Action 4.4: Title 1 – Parent Engagement
Effectiveness of Action: 3 - Effective Metric: Title 1 Meeting Participation
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above demonstrates that our Title 1 Meeting participation reflects the effectiveness of our efforts to engage parents. 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 outreach and translation services 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. This action will be discontinued because the school will not be 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: • Community liaison who does outreach. • Provide meaningful parent activities • Promote events and activities for parents to participate in at school. Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. This is evidenced in the metrics section on state ELA and math assessments for our identified students. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events to increase parent/family engagement as well as creating and cultivating connections in the community. The support of the community and/or parent liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to reduce the achievement gap for English learners, low-income, and foster youth on state ELA and math assessments.	$4,000.00	Yes
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. According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		success of the identified students. As demonstrated in the Identified Needs and Metrics sections, students feel more connected when parents are more involved in the school. 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 designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect all students, especially EL, LI, and FY, to report that over 90% feel connected to school each year.		
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 actives. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. Feedback from teachers, administrators, and counselors, state that the parents of English Learners, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. The community liaison in coordination with our staff will utilize these resources to increase communication with our EL, FY, and LI parents using written, verbal and virtual communications. 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	$5,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that our parents will report that over 85% feel encouraged to participate each year, based on the school survey.		

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
$7,350,357.00	$945,070.00

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
40.529%	0.000%	$0.00	40.529%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** All academic interventions and program materials **Need:** Students who come to us are typically about 5-grade levels or more below in their academics. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above,	We are increasing our capacity to provide interventions in ELA and Mathematics through additional personnel and training in English Intensive Algebra Intensive and an appropriate diagnostic Online Learning Platform. This will serve the identified needs of our lowest-performing student groups. We will provide additional professional development for teachers, paraprofessionals, and tutors, focused on the implementation of	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic, low-income/Hispanic)

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	our English learners and socioeconomically disadvantaged 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 English learners, Hispanic, and socioeconomically disadvantaged students in Math, Our Hispanic, and socioeconomically disadvantaged students were red in Mathematics. EL students were orange We found that 92.7% of our Hispanic students were also low-income and were in the red in ELA. The 2024 CA Dashboard, has our Long-Term English Learners and students with disabilities in the red for ELA. Our Hispanic, English Learners, Long-Term English Learners, students with disabilities and socioeconomically disadvantaged students were red in Mathematics. (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:** Schoolwide	intervention programs. Training to include new strategies and pedagogies proven to increase student achievement. Develop and implement intervention programs for students who require additional support. These programs may involve one-on-one tutoring, small group instruction, or specialized resources, such as English Intensive, Algebra SGI, and an appropriate diagnostic Online Learning Platform. Our Online Learning Platform will provide individual lessons to students and is facilitated by the teacher. Paraprofessionals and tutors will also be trained to support these intervention programs and Online lessons. 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, EL, low-income, Hispanic, low-income/Hispanic) 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	We are implementing intensive tutoring with increased participation and access to virtual and	We will closely monitor progress on our credit completion rates for all of

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	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, EL, Hispanic, homeless, White, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. Additionally, students who enroll with us are typically about 30 or more credits behind in school. The 2024 CA Dashboard had these student groups in the red: White, English learners, Hispanic, homeless, long-term English learners, socioeconomically disadvantaged, and students with disabilities. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Scope:** Schoolwide	in-person tutors. A high-quality tutor and student relationship with help increase participation. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. 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.	our student groups, especially for the following student groups in the red: Hispanic, and socioeconomically disadvantaged 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:** 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,	To address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being and create a positive learning environment. Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive	We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth and students with disabilities.

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	who are also students with disabilities, when compared to the All-student group who are at 94% for the 2023 DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 95.5%. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Scope:** Schoolwide	working relationship and will connect frequently or as needed with high-needs students, to help meet social-emotional needs using training programs such as Hatching Results and Imago lessons, 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 English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis.	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.
1.5	**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	To address this need, we will improve the relationships between staff and students to increase school participation and engagement. The school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-led events and activities	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

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	underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	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. 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 work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	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 **Need:** Some of our lowest career and college-readiness rates are among the English learners, LTELs, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses. the state average for completing A-G and CTE was 11.1%. Our English learners, LTELs, low-income, and foster youth students, need to be	address this need, our counselors will work closely with teachers to ensure all students complete a college and career course. All 11 and 12-grade students will complete a college course. In addition, all 12th will also be expected to complete an additional college course depending on their field of course study. We will increase the number of students participating in CNA, Dental Assistant, Business, Child Development, and Career Exploration Pathways. The school will also increase student and family involvement in College and Career days and connect students with WIOA to receive job training and placement. Additional field trips will be planned for career exploration.	We will closely monitor progress on our CTE completion rates and our A-G completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students and teachers.

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	prepared to pursue a career or attend a college. In 2024, graduates completing A-G were 3.6%, and graduates CTE pathway were 1.2%. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	Our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
2.2	**Action:** Professional development addressing English Learners, low income and foster youth students **Need:** As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All student group. Teachers and parents provided feedback indicating that they support the value of	To address this need, our staff will be expected to participate in professional development that supports EL, LTEL, LI, and FY by attending designated local or regional trainings, workshops/seminars. Upon completion of the PD, staff will report training outcomes and plan to implement instructional methodologies learned/gained to increase student achievement and productivity. Best practices will also be shared with colleagues to support a school-wide effort. Our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We will train on our EL	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on students with CAASPP scores increasing by at least 1%. We will also consider input from the parents, students and teachers.

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	professional development to increase effectiveness. **Scope:** Schoolwide	Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	
2.3	**Action:** Technology Access & Support **Need:** All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Computer and hot spots are provided for every incoming student. We expect that these actions will have a positive impact on our students. There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We will monitor and sustain 100% of our students' access to technology for their educational program. We will also consider input from the parents, students and teachers.

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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 4.39, based on the CDE Standards Implementation Rubric. Teachers, and parents provided feedback indicating that they support the value of implementing standards-based curriculum. **Scope:** Schoolwide	To address this need, our staff will continue to participate in local curriculum review, engage in dialogue, and provide input on aligning standards to instructional practices. Professional Development will guide the implementation of a standards-based curriculum. Support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices. Teams will adopt an Online Learning Platform to personalize student learning in Mathematics & ELA. Our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will 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.
3.1	**Action:** Student Retention **Need:** We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or	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	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 85% each year for all of our English Learners,

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	more. We have seen success in the retention rate for our student population, which is currently at 99.93% Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	continue these practices, for our English Learners, low-income and foster youth, 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.	LTELs, low-income, and foster youth. 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, retention and rematriculation. The Success Rate is currently 99.93%. Teachers and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	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 Hatching Results, which implement tiered-level support, along with Imago lessons, counseling, support personnel, professional development, and special programs such as yoga, all of which have a positive impact on our students English learners, LTEL, low-income, foster youth, and students with disabilities have access to socioemotional programs and counseling that is offered throughout the school year. Counselors and support personnel are watchful for students who show signs of trauma and they provide support services as needed.	We expect that these actions will have a positive impact on the Success Rate of our program and that 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.

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		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.	
3.3	**Action:** Access to Transportation **Need:** We serve English Learners, LTELs, low-income, and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 90.95%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions are provided through out the school year and teachers make sure students have access to transportation. This action 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.
3.4	**Action:** Access to Nutrition **Need:**	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	We expect that these actions will have a positive impact on the average non-completer rate, which

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	Food scarcity for our highly mobile English Learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 2.76%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	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, and they are quick to provide food on a daily basis. 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.	will stay below 9% 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 the overall academic success of these students. As shown above, in the metrics section, we expect the participation counts to be above enrollment.	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 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 on-going basis, throughout the school year. The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because	We 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.

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	Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities. **Scope:** Schoolwide	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 476 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **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, as needed, based on identified needs. Translation services are available quickly for written materials and oral services as necessary. This action is designed to meet the needs most associated with increased communication and involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive increase on participation in ELAC and PAC meetings. This is good for all of our English Learners, LTELs, low-income and foster youth. We will also consider input from the parents, students, and teachers.
4.3	**Action:** Educational Partner Engagement	According to our educational partners, parent involvement is essential to effective schooling and	We expect that these actions will have a positive

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	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 97% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal and virtual communications. This action is done on an on-going-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.	impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey. We will also consider input from the parents, students, and teachers.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:**	We will implement a high-quality English Language acquisition program and add additional	We will closely monitor progress on this action

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	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 red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard our ELPI status was 'Orange' at 33.8%. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	tutoring and paraprofessional staff to support students in their ELD SGI courses and with CODE to address the identified needs. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. 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.	which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standard, and using real-time tracking, student language proficiency, and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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1.7	**Action:** Professional Development to Support English Learners and LTELs **Need:** According to the CA Dashboard, our English Learner student group was in the red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard our ELPI status was 'Orange' at 33.8%. 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 this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. We will also be adding CODE to the EL program. This may involve workshops, seminars, or 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, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There are opportunities for staff to engage in their effectiveness with each other and share best practices. We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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		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 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 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	18,136,041.00	7,350,357.00	40.529%	0.000%	40.529%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,278,037.00	$0.00	$0.00	$0.00	$24,278,037.00	$13,948,706.00	$10,329,331.00

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	$1,155,000.00	$2,000.00	$1,157,000.00				$1,157,000.00	
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	$1,960,000.00	$90,000.00	$2,050,000.00				$2,050,000.00	
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	$780,000.00	$8,000.00	$788,000.00				$788,000.00	
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	$575,000.00	$20,000.00	$595,000.00				$595,000.00	
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	$70,000.00	$70,000.00				$70,000.00	
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2025 - June 30, 2026	$7,078,706.00	$0.00	$7,078,706.00				$7,078,706.00	
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	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	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	$960,000.00	$4,000.00	$964,000.00				$964,000.00	
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	$330,000.00	$36,000.00	$366,000.00				$366,000.00	
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	$120,000.00	$92,000.00	$212,000.00				$212,000.00	
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	$530,000.00	$10,000.00	$540,000.00				$540,000.00	
2	2.5	Educational Materials for Effective School Program	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$8,556,870.00	$8,556,870.00				$8,556,870.00	
2	2.6	Safe and Secure Facilities	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,292,104.00	$1,292,104.00				$1,292,104.00	
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	$330,000.00	$1,000.00	$331,000.00				$331,000.00	
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	$130,000.00	$2,000.00	$132,000.00				$132,000.00	
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	$40,000.00	$40,000.00				$40,000.00	
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	$92,460.00	$92,460.00				$92,460.00	
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	$0.00	$4,000.00	$4,000.00				$4,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	$2,000.00	$2,000.00				$2,000.00	
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	$5,897.00	$5,897.00				$5,897.00	

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
18,136,041.00	7,350,357.00	40.529%	0.000%	40.529%	$7,350,357.00	0.000%	40.529 %	**Total:**	$7,350,357.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,158,000.00
								Schoolwide Total:	$6,192,357.00

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	$1,157,000.00	
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,050,000.00	
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$788,000.00	
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$595,000.00	
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
1	1.7	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$964,000.00	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$366,000.00	
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$212,000.00	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$540,000.00	
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$331,000.00	
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$132,000.00	
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$92,460.00	
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,897.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,007,566.40	$24,259,178.00

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	$921,672.00	1,046,539.00
1	**1.2**	All academic interventions and program materials	Yes	$1,776,000.00	2,020,669.00
1	**1.3**	Tutoring and supports for students	Yes	$495,994.00	574,889.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$562,585.00	626,222.00
1	**1.5**	Student activities that increase learning efforts	Yes	$70,000.00	71,306.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$6,936,661.00	6,941,392.00
1	**1.7**	Title 1 – Intervention programs and personnel to support students	No	$297,478.00	457,185.00
1	**1.8**	Professional Development to Support English Learners and LTELs	Yes	$1,000.00	1,180.00
2	**2.1**	Career and college-readiness for English Learners, low-income and foster youth students	Yes	$944,240.00	1,095,125.00
2	**2.2**	Professional development addressing English Learners, low income and foster youth students	Yes	$314,954.00	373,733.00
2	**2.3**	Technology Access & Support	Yes	$155,448.00	182,715.00

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	$423,390.00	495,663.00
2	2.5	Educational Materials for Effective School Program	No	$7,274,339.00	8,396,518.00
2	2.6	Safe and Secure Facilities	No	$1,146,708.40	1,177,041.00
3	3.1	Student Retention	Yes	$287,200.00	345,536.00
3	3.2	Social and Emotional Supports	Yes	$126,020.00	150,964.00
3	3.3	Access to Transportation	Yes	$40,000.00	41,334.00
3	3.4	Access to Nutrition	Yes	$90,000.00	92,196.00
3	3.5	Title 1 – Helping Homeless	No	$1,500.00	1,500.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$129,980.00	154,723.00
4	4.2	Translation and Outreach Services	Yes	$5,000.00	5,347.00
4	4.3	Educational Partner Engagement	Yes	$5,897.00	5,901.00
4	4.4	Title 1 – Parent Engagement	No	$1,500.00	1,500.00

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)
7,160,594.00	$6,349,380.00	$7,284,042.00	($934,662.00)	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	$921,672.00	1,046,539.00	0	
1	1.2	All academic interventions and program materials	Yes	$1,776,000.00	2,020,669.00	0	
1	1.3	Tutoring and supports for students	Yes	$495,994.00	574,889.00	0	
1	1.4	Counseling students towards graduation and materials	Yes	$562,585.00	626,222.00	0	
1	1.5	Student activities that increase learning efforts	Yes	$70,000.00	71,306.00	0	
1	1.8	Professional Development to Support English Learners and LTELs	Yes	$1,000.00	1,180.00	0	
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students	Yes	$944,240.00	1,095,125.00	0	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	$314,954.00	373,733.00	0	
2	2.3	Technology Access & Support	Yes	$155,448.00	182,715.00	0	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$423,390.00	495,663.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Student Retention	Yes	$287,200.00	345,536.00	0	
3	3.2	Social and Emotional Supports	Yes	$126,020.00	150,964.00	0	
3	3.3	Access to Transportation	Yes	$40,000.00	41,334.00	0	
3	3.4	Access to Nutrition	Yes	$90,000.00	92,196.00	0	
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$129,980.00	154,723.00	0	
4	4.2	Translation and Outreach Services	Yes	$5,000.00	5,347.00	0	
4	4.3	Educational Partner Engagement	Yes	$5,897.00	5,901.00	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17,836,162.00	7,160,594.00	0.000%	40.146%	$7,284,042.00	0.000%	40.839%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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