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
Life Learning Academy Charter	Craig Miller, COO	Cmiller@llasf.org 415-397-8957

Plan Summary 2026-27

General Information

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

Life Learning Academy (LLA) is a San Francisco Unified School District (SFUSD) charter high school founded in 1998 by the non-profit Delancey Street Foundation (DSF). It emerged from an extraordinary community planning process that involved a broad spectrum of public agencies and community-based organizations serving high-risk youths in San Francisco, as well as high-risk youths themselves and their families. The Life Learning Academy serves youth who have a number of adverse childhood experiences (A.C.E. 's) including school failure, serious family problems, poverty, abuse, and substance use. Students at LLA learn by doing: academic classes adopt a project based learning model that incorporate vocational themes and activities to make class work relevant and immediately applicable. LLA sets high expectations and standards for student performance while providing the support and structure that students need in order to achieve. Located on Treasure Island, off of the Bay Bridge, halfway in between San Francisco and the East Bay, LLA is uniquely situated to serve students from the wider Bay Area. The building itself is a former Naval building and has been renovated to include classroom space, community dining room and commercial kitchen, private counseling rooms, shop spaces, dormitory housing and administrative offices.Rather than treat students as passive recipients of learning and discipline, the staff teaches all students to take responsibility for the school community and personal accountability and striving to build academic, vocational, and life skills to prepare our students for success after high school.

Factors contributing to the uniqueness of LLA's program include: (1) the degree to which the students are involved in school management; (2) the ability to re-engage youths who were previously disconnected from school and community; and, (3) the focus on project-based learning across the curriculum, in-school entrepreneurial and career development programs such as the Priority Access agreement with the Northern California Carpenters Union Pre-Apprenticeship program, and a Culinary Arts Career Pathway program; (4) a tiered Workforce Development program and (5) a no cost dorm capable of housing up to 24 youth. In 2023, LLA launched a subsidized transitional housing program to provide a stable and affordable housing pathway for our alumni up to age 26.

LLA primarily serves students who face persistent trauma and immense opportunity gaps-life conditions, obstacles, and systemic inequities-that often result in lower educational achievement. In the 2025-26 academic year, 91% of LLA's students were youth of color, 92% are classified as socioeconomically disadvantaged. In addition, 65% of the students who attended LLA during the 2024- 2025 school year would be considered chronically truant by the Department of Education.

Reflections: Annual Performance

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

It has become increasingly clear post pandemic that the students LLA serves require more than a traditional high school education to thrive in the current environment. The pandemic reinforced that young people rely on schools not just for learning, but for needs ranging from food, to mental health interventions to community interaction and a sense of belonging.

LLA students are experiencing the teenage mental health crisis that has swept the nation. In 2022-23, we moved quickly to address it by building a partnership with the Wright Institute Graduate School of Psychology. We now host 8-10 therapists who provide students with one-on-one counseling. All therapists are supervised by an in-house licensed clinician and receive ongoing training and supervision from the Wright Institute. The establishment and expansion of this therapy program is one of the ways we are working to respond to students' continuing needs.

The LLA housing support model-unlike any other California public school-continues to build on the initial success of our student dormitory program. In 2023, we established new alumni housing on Treasure Island. Titled LLA Transitions, this effort is another way we are crafting responsive programs in real-time. Graduates enrolled in school or work can live securely and remain connected to the LLA community, which serves as an anchor by providing career readiness support, meals, mental health services, and other resources to help them transition into independent adult living.

In 2025, we added an additional tier of market valued subsidized housing on Treasure Island so that LLA now provides a developmentally aligned housing pathway from age 14 - 26. Life Learning Academy fosters a positive school climate where students feel cared for, respected, and supported. We remain committed to building relational trust, offering individualized pathways to success, and cultivating a strong sense of community. According to recent student feedback, 90% of students reported feeling safe at LLA, 86% felt encouraged by staff to achieve their goals, and 71% would recommend the program to a friend.

In 2024/2025 we enhanced our peer mediation program in response to student feedback and saw an 11% increase in students reporting that youth respect each other, with 59% affirming this sentiment overall and an increase to 67% in 2025/26. Additionally, based on the desires expressed for more opportunities for peer engagement, we increased our shared leadership and further developed the peer support and tour guide responsibilities to include students' involvement in the re-interview process welcoming and supporting new students to LLA.

In 2024/25, we identified parental involvement as an area for growth. We continued the work on the decision-making model through our Community Advisory Council and the Family Advisory Council,

establishing defined roles for members. Midway through the 2025/26 year, a staffing change reduced our capacity, and we were not able to sustain council meeting cadence at the level planned. We adapted by advancing family and community engagement through campus events rather than relying on council cadence this year. This year we piloted an Exhibition of Learning as a participatory family and community event with every student taking part. Building on its success, we plan to expand it in 2026/27. We continued to support our students with the study hall program based on feedback from the Community Advisory Council. It was staffed by teachers and a parent volunteer providing individual support by subject matter which improved grades for many participating students. We also implemented a new communication tool (through Constant Contact) where administration could inform families of upcoming events or actions needed.

Our holistic approach to relationship-building, relevant learning, barrier reduction, and accountability has contributed to improved attendance. We saw a 3% reduction in chronic absenteeism in year one and an additional 9% reduction in chronic absenteeism in year two. We increased daily attendance rates from the beeline by 10% points, resulting in an 86% daily attendance rate. We implemented an attendance improvement incentive program this year during the Spring Semester where students would set their own goals based on real time data. They were given updates every two or three weeks to gauge their own progress. Students who met or exceeded their attendance goals were given LLA “dollars” to spend at the student store. This was an incentive program that was designed by students with our financial literacy teacher and supported with a grant to decrease absenteeism and increase engagement in the overall habit changing actions.

Academically, we focused on improving student writing and discussing and improving student attitudes toward benchmark assessment as learning tools for their own success. We purchased a new assessment program (Imagine Learning) where we could assess both math and reading skills. The program provided domain performance analysis, lexile measures, and specific breakdown for needed skills for each student. We focused on making the practice of taking assessments less intimidating, rather as a means to identify areas of need so teachers and students could focus on areas specific to individual and group needs.

The entire teaching staff participated in professional development workshops and teachers created Common Writing Agreements at LLA for writing assignments across all academic areas to create greater continuity across the curriculum. In addition, we increased our work with grammar and vocabulary support, and utilized rubrics to help students understand their strengths and areas for growth. Writing remains a key area of development for many students. We revised our writing assessment to focus on one well written paragraph using provided data and a high interest subject matter to encourage healthy dialogue and engagement in improving informative writing skills. Because we changed the format for writing assessment this year, our internal goal was to see improvement for students from semester one to semester two. Many students made significant gains in clarity and ability to support ideas with evidence. Going forward, grammar, structure, and sentence fluency remain areas of focus. We will continue with school-wide improvements and professional development and will utilize the same model for the 26/27 school year to allow us to continue to see growth over time.

In mathematics, we used the newly adopted diagnostic tool by Imagine Learning for the 2025- 2026 school year and used the data to implement skill-based math interventions. The data offered quantile scores and provided domain specific data, allowing teachers to create curriculum challenges specific to student needs. Since this was a new tool, our goal was to improve from Fall to Spring Semester. Of the 29 students who took the assessment in both Fall and Spring Semester, 72% improved their scores. We

also had a focused PD where we worked on using mathematics across the curriculum, specifically focusing on the use of graphs in all content areas.

LLA's 2025-2026 academic year was another success for our Concurrent Enrollment (CE) program. Over 2 semesters, LLA CE saw 20 enrollments by 18 students in 10 different college courses at 4 different colleges. This year's college courses reflected an even wider variety of student interests than last year, including Automotive Bolted Panel Replacement and Spanish for Heritage Speakers, both of which are firsts for LLA CE students.

Two members of LLA's class of 2026 used CE to complete their A-G requirements and were admitted to 4-year universities, one to CSUEB and another to UCSC. In addition to the 4-year college admissions success stories, we saw that 33% of 2025-2026 LLA CE students built on their previous success in college classes by choosing to take college classes again for a second (and for one student, a third) time, the highest number of repeat participation for LLA CE in at least 7 years.

Based on the alumni survey data from 2024/25, we added a personal financial literacy course to further prepare students for life beyond graduation. Students engaged in classes with a teacher who brings experience in the financial sector and supported students with many skills including creating after graduation budgets and plans. The students all worked on opening bank accounts and learning how to invest their money to build a strong base for their future. We also streamlined our workforce development program and plan to add staff to further build relationships and support student success. In 2026/27 will implement a new job success support program for all students tailored to the specific needs of the student at the different grade levels. This is intended to build skills and prepare students for being in the workforce as well as improving executive functioning skills. The overarching goal is to ensure that every student has a plan to earn a livable wage within five years, whether through college, vocational training, or workforce entry and advancement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Life Learning Academy

Support for Identified Schools

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

Life Learning Academy has grown in its organizational structure and therefore also in its systems for implementing and monitoring the schoolwide action plan and our organization's ten year strategic plan – which was updated into a Bridge Plan in 2024 with specific 3-year implementation goals. LLA's senior leadership team, composed of the Co-Executive Directors, the Chief of Administrative Services, Chief of Strategic Initiatives Officer, and Director of Evaluation and Impact, meets regularly to engage in ongoing analysis of our progress on both short-term and long-term goals.

Monitoring and Evaluating Effectiveness

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

The process begins each year as the team reviews the Action Plan, student learner needs, and growth areas for continuous improvement with the faculty and staff. Schoolwide data and the action plan are shared with the entire staff to facilitate collaboration on meeting schoolwide student learner goals. Staff members engage in the implementation and monitoring of the schoolwide action plan through data collection, analysis, and interpretation. At staff meetings, through Community Care meetings, and at leadership team meetings, staff are able to brainstorm and develop effective strategies to improve student achievement. Each month consists of two faculty meetings and two Community Care meetings, and weekly team meetings to track programming goals and implement supports to address student needs. Additionally the Community Advisory Committee was not able to meet regularly this year due to staffing limitations. Our goal is to re-implement in 2026/2027 school to help evaluate programming at LLA and the implementations of school improvement plans.

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

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

The Life Learning Academy (LLA) leadership team meets regularly to review progress on the strategic plan and analyze student-related data. These meetings ensure that the school's initiatives are on track and aligned with its long-term goals. In 2024/25, the team completed a comprehensive three-year self-study as part of the Western Association of Schools and Colleges (WASC) accreditation process. This self-study involved engaging staff, students, and families in a thorough review of student data, the implementation of programs, and the identification of areas of strength and growth. Throughout the self-study, the LLA leadership team facilitated collaborative discussions and workshops, allowing all stakeholders to provide valuable input and insights. This inclusive approach ensured that the review process was comprehensive and reflective of the entire school community's experiences and perspectives.

From the self-study, LLA has developed a detailed action plan addressing identified areas of need. This plan aligns with the organization's ten-year strategic plan, ensuring a cohesive and forward-thinking approach to school improvement. The action plan focuses on enhancing student academic outcomes, refining program implementation, and building on existing strengths, positioning LLA for continued success and growth in the coming years.

As a result of this engagement process, LLA is committed to increasing family engagement and leadership opportunities, as well as leveraging student leadership through electives offered (including Generation Citizen and Financial Literacy and Outdoor Education program), the peer mentor program, and participation on the Community Advisory Committee. We will also focus on developing an intervention plan to address gaps in students' understanding of foundational mathematics. Additionally, we will provide professional development to staff and continue to strengthen our use of assessments to improve educational outcomes for students. We had an Exhibition of Learning where all students shared their projects and academic growth with family and community members. Each year our students complete a DCYF survey where they contribute their input student voice to the LCAP process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Continue to strengthen the organizational capacity required for implementation of strategic goals, timelines, and actions for greater impact and growth.	Maintenance of a Progress Goal

State Priorities addressed by this goal.

LCFF priorities 1, 6 and 10

An explanation of why the LEA has developed this goal.

Organizationally, as a result of adding the residential component, LLA has grown in budget and staff by more than 50%, requiring the organization to build the bench strength of its leadership and staff, as well as its systems and administrative capabilities, to successfully manage infrastructure growth, replication and operational changes. Based on LLA student data, approximately twenty percent (20%) of youth who come to the day school in need of the core academic program are in unsafe or unstable housing or living on the street. Additionally we see the need to create opportunities for dissemination and partnership to share LLA's best practices around service needs, community building, growth strategies, funding modeling and project-based learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Serve 24 Students annually in supportive housing programs	20	22	27	24	+7
2	Increase the number of graduates completing the 1 year post-program survey	60%	100%	100%	85%	+40%
3	Secure operating funds through fundraising to support annual budget.	4.5 Million Annual Budget	100%	100%	100%	Not applicable

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Key strategic plan goals were completed including launching statewide dissemination work, facility renovation plan, and revised organizational structure establishing Teacher Leadership Council. Key partnerships solidified with local and state elected officials, formalized Treasure Island partnerships, and developed new corporate partners. Annual financial audit, SFUSD annual monitoring and DCYF fiscal compliance process all completed with no findings. Alumni housing expanded to now offer a housing pathway for ages 12-26 and new funding secured. Housing programs are operating at capacity. Secured two new large funders ($50K+) to support housing and workforce programs.

Expanded partnerships delivering clinical services to LLA students and established pilot Medi-Cal (CHYHI and CalAIm) reimbursement process to begin in SY26-27. LLA continued a formal partnership with Rooted to offer access to reduced rent for teacher housing in the East Bay addressing the long-standing housing affordability issue for educators. LLA also added a commuter stipend for all full time staff to address transportation costs. LLA leadership provided advocacy support for state education officials in an effort to extend DASS eligibility for another year to better assess the impact of potential changes to the DASS program.

Engaged external government affairs firm and secured $50K in grant funding to support this initiative. Addressed key immediate facility needs by completing repairs (July 2026) to LLA school building roof and necessary weather-proofing maintenance for the dorm. Through our work with Tipping Point, all teachers, program staff and administrators have full access (no cost) to the Anthropic AI model (Claude). LLA will launch a year-long learning lab for teachers on how best to incorporate AI in curriculum and instruction. Completed annual Impact Report to share with all key stakeholders. Key priority for SY26-27 is to deepen our understanding of workforce outcomes and opportunities for economic mobility for our alumni and identify multi-year funding for housing pathway.

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.

None

An explanation of how effective the specific actions were in making progress toward the goal.

All annual benchmarks were met.

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

LLA has been working with City officials and TIDA leadership to identify a site on TI for a new LLA campus. Based on the overall progress to date on the island's master redevelopment plan, LLA will remain in its current location until build-ready property is available in the area designated to SFUSD for a school site. LLA will make necessary investments in our current building to extend use for another 10+ years.

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
Action #1	Strategic Projects	Develop goals and implementation metrics that are tied to the SP activities and objectives and will include an associated dashboard to track and Measure progress. Chief of Strategic Initiatives and Director of Evaluation formalized in LLA Org Chart	$165,000	No
Action #2	Outreach to Identify additional community partnerships and Resources	Full time Outreach Coordinator will, identify and when formalize appropriate, community	$92,000	No

		develop partnerships for referrals for students who need housing support and new workforce partners.		
Action #3	Development Team - 2+positions	Commit necessary human resources to meet annual fundraising goal. Oversee all development activities.	$182,000	No

Goal

Goal #	Description	Type of Goal
Goal 2	Increase monitoring and intervention strategies to address chronic absenteeism and support school engagement. Our goal is to target rates of absenteeism by focusing on a subgroup of students attending 70-84% of the time and working to increase their attendance so that they are at LLA 85% or more of the time.	Focus Goal

State Priorities addressed by this goal.

LCFF priorities 5

An explanation of why the LEA has developed this goal.

This goal addresses LCFF priorities 5. Youth come to LLA with truancy and behavioral problems that were not adequately addressed in their previous school environments. LLA provides extensive support to youth and their families including student housing when appropriate to ensure that students attend school regularly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Average Daily Attendance Rate	76% in 2023-2024	80%	86%	80%	Current outcome increased by 10% from the baseline.
2	Chronic Absenteeism	79%	76%	65%	65%	Our goal is to reduce Chronic absenteeism by 9%, we reduced it by 3% in year One and an additional 9% in year Two. We adjusted the year 3 goal to match the year 2 achievement.
3	Increased attendance rates from Fall to Spring Semester for students with attendance rates below 85%	We had 12 students who had attendance rates of less than 85% in the Spring 2024	We had 15 students who had attendance rates of less than 85% in the Fall. Of those 15 students, 5 students improved their	We had 16 students who had attendance rates of less than 85% in the Fall. Of those 16 students, 5 improved their attendance rates for the Spring	Our goal is to have 60% of the students with attendance rates of less than 85% in the fall improve their attendance rates in the	We maintained the 5 students' improvement from year one in increase from Fall to Spring semester.

			attendance rates for Spring		Spring semester.	

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We exceeded our target of reducing chronic absenteeism from 76% year one to 65% year two. Our goal was to increase average daily attendance from 76% to 78% and we exceeded our Year 1 goal in Year 2 and achieved 86% average daily attendance, improving average daily attendance by 6%. Moving forward, our focus will be on maintaining this positive momentum.

The increase in our daily average attendance has contributed to improvements across multiple attendance subgroups. We continue to offer multiple interventions to students who struggle with attendance: van transportation, clipper card assistance, housing, therapy, and mentorship,

LLA added an intervention program this year where a student store was created to incentivize positive actions. The student store was a collaborative idea with students and the financial literacy teacher. Students pitched the idea and a grant was received to support the work. Attendance was tracked by students starting Spring semester. Students set attendance goals, checked on the goals at 2 or 3 week increments and received final monthly attendance goal sheets. Students who met or exceeded their monthly attendance goals received LLA student store dollars to spend and were honored at Morning Meeting as well as recognized on the celebration board in the school lobby.

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.

None

An explanation of how effective the specific actions were in making progress toward the goal.

The attendance tracking tools used in Spring semester 2026 lead to students having greater ownership of their own attendance and created a reflection tool that was used in all classrooms and with all students. The monthly reflection sheets were processed during job success classes where students were asked to equate the habit of attendance and punctuality to the work force and job success and college success. The attendance tracking tool led to a clearer understanding of real life checks and balances that students could reflect upon. LLA worked with the student support team to continue to tighten up protocols for putting students on attendance contracts and tracking interventions offered and which resulted in improved attendance.

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

We implemented the attendance awareness and incentive program starting Spring 2026 to work collaboratively with students to improve our attendance goals. We continued to use attendance from Fall and Spring semesters if they have attendance rates less than 85% to help track the efficacies of our attendance monitoring, interventions, and incentives. We also changed the Year 3 goal from 70% to 65% for chronic absences to match the year 2 achievement.

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
Action #1	Enhance School-based health Center services	Resource school based health clinic to provide direct mental health and wellness supports	$42,000.00	No
Action #2	Intervention and Case Management	Admin team conducts attendance plan meeting with all students and families with more than 3 unexcused absences each semester to plan for improved attendance and to help problem solve any challenges the student is experiencing with attendance	$80,000.00	No

Action #3	Student Transportation	LLA provides transportation services for students experiencing issues with transportation to and from school due to fear of violence or other barriers.	$30,000.00	No

Goal

Goal #	Description	Type of Goal
Goal 3	Increase and expand professional development opportunities for teachers and tools for evaluating student progress and efficacy of professional development in service of improving student performance and engagement.	Broad Goal

State Priorities addressed by this goal.

LCFF Priorities 1, 2, 4, 7

An explanation of why the LEA has developed this goal.

Our 2024/25 WASC Self-Study findings showed that our students have consistently underperformed in mathematics and language arts on the state assessment and through internal assessments. We hired three new teachers for the 2025-26 school year and recognize the need to offer continuous professional development so that we can increase the rigor and relevance of our standards-based instruction. Additionally during our self-study process it became apparent that we need to provide teachers with more assessment tools to help them identify skills that need to be taught and ongoing support for differentiating instruction. Our goal is to increase opportunities for teacher collaboration both in subject areas and across content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcomes	Year 2 Outcomes	Target for Year 3 Outcome	Current Difference from

						Baseline
1	Number of hours of PD	Teachers participated in a minimum of 12 hours of PD outside the pre-service learning days.	Teachers engaged in a minimum of 20 hours of ongoing Professional Development onsite outside of the pre-service learning days.	Teachers engaged in 15-20 hours of Professional Development onsite outside of the pre-service learning days. In addition, many teachers either attended individual PD's and/or observations of teachers at other schools. Most teachers attended 6-8 additional hours of individual pd's.	Maintain expectation that teachers are engaging in 15-20 hours of PD and establish a system for evaluation efficacy of PD.	Increase PD engagement by 3-8 hours for every teacher annually. We increased by 8 hours during the first year and we just need to maintain it. In addition, we have added CTE preliminary credentials for 4 elective teachers. Teachers will attend courses to clear their credentials.
2	Pre & Post observation of PD Series skills	Areas of need not recently covered in PD: Academic conversations & Math Skills practice across content areas where growth has been made and needs to be continued to allow for further growth: Reading and writing across the curriculum.	We relied on teacher Surveys/Self-reported progress on implementation and growth, coupled with some classroom observations.	We relied on teacher surveys post PD's on-site. We also relied on self-reporting discussions with the Academic Director. We observed greater cohesive understanding of writing, math and project based learning skills across all classrooms.	Increased growth in quantity and quality of academic conversations, math skills practice, and writing across the content areas.	Increase growth in quantity and quality of academic conversations, math skills practice, and writing across the content areas. We saw increases in writing and academic conversations during year one.
3	Student Achievement Data	Pre-LLA GPA: 1.26 Most recent semester at LLA: 2.77 Avg. increase in GPA since	Pre-LLA GPA: 1.3 Most recent semester at LLA: 2.7 Avg. increase in GPA since	Pre-LLA GPA: (Still being collected) Most recent overall GPA for 2025/26 school	Avg. increase in GPA since attending LLA: 1.8	Avg. increase in GPA is .24 from the baseline.

		attending LLA: 1.51	attending LLA: 1.4	year is 3.01		
4	Teacher retention as defined by full time staff teaching at least one class and part time teachers teaching at least two classes.	8/10 teachers were retained-80% (2 teachers who left relocated)	7/9 teachers were retained-77% (2 teachers who left relocated)	6/10 teachers were retained. (2 teachers made career changes)	Maintain a teacher retention rate of 85% or above.	Teacher retention decreased from 80% to 60% from the baseline in the 25/26 school year. Two teachers made career changes to reach their professional goals.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We revised our Friday schedule to allow for teachers to do offsite observations of other teachers in their discipline and increased professional development opportunities and collaboration as well. Teachers exceeded our expectations for professional development hours and started peer observations as well. We still need to focus on developing measures for the efficacy of our PD and will do so next year.

In addition, two teachers participated in an induction program and 2 teachers at LLA were assigned as induction coaches. The coaches participated in professional development for coaching and the teachers participated in the professional development associated with the completion of the induction program. By having in-house induction coaches, we further developed shared academic and professional strategies for teaching and curriculum development.

We continued with a Friday schedule that allowed teachers to attend off-site visits and professional development. We increased the number of PD days, including 1 Friday per month. We added a component to our PD's where teachers were asked to complete a feedback form to share what about the PD was helpful and what they still wanted to get from a pd. We exercised shared leadership and some PD's were conducted by teachers who focused on their areas of expertise. For example: our English teacher ran the PD where we focused on Writing across the classes and developed our "Common Writing

Agreements @ LLA" which all teachers use in all classrooms. The same agreements and strategies were used with our student writing assessment to create a common language.

There was a decrease in teacher retention. LLA leadership developed a plan to create a Teacher Leader Council model intended to create the capacity to facilitate peer support opportunities, provide cross curricular planning support and provide ongoing guidance and recommendations to LLA leadership for the academic model. The Teacher Leadership Council was formed in June 2026 and work has begun. Additionally, LLA leadership moved to align teacher compensation with the SFUSD pay scale.These efforts aim to create greater cohesion in the academic program and enhance strategies and supports to improve teacher retention.

2025-26 Local Control and Accountability Plan Annual Update

We compared the average GPA increase since students began attending LLA as one indicator of the impact of our professional development efforts. While our goal was a 1.6-point increase, students showed an average GPA gain of 1.4-falling just 0.2 points short of our target, but still showed very positive gains. Additionally, we reassessed our staff retention goal. Our original goal of an 85% full-time teacher retention rate proved unsustainable given our small staff size and the number of individuals in hybrid roles. In 24/25 we revised the metric to include full-time staff who teach at least one class and part-time staff who teach two or more classes. Based on this updated measure, we retained 6 out of 10 staff members this year, resulting in a 60% retention rate with a decrease of 7% from year one. Of the four teachers leaving, two were moving from teaching roles to other roles that matched their professional growth goals.

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

None

An explanation of how effective the specific actions were in making progress toward the goal.

We continued with the revised Friday schedule to incorporate more professional development and the opportunity to leave campus to observe and collaborate with other teachers. This helped us maintain our PD hour metric goal. We need to establish a more formalized system for assessing the efficacy of PD and utilize our new peer support team as a part of that process to help increase the efficacy of PDs. We checked in with teachers and got feedback through surveys to track teacher satisfaction and elicit feedback. There are four teachers leaving, two for career changes and one to decrease the commute burden.

In addition, the Academic Director met with each teacher bi-weekly and discussed academic goals, progress and opportunities. Teachers were able to discuss upcoming projects and field work where the Academic Director could help facilitate enriching partnerships with professionals in the community. This supported many teachers with producing high quality work that was featured throughout the school and at the Exhibition of Learning. It also expanded connections for teachers with other organizations that supported the class curriculum with field work.

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

In 24/25 the definition of teacher retention was changed to include part time teachers teaching two classes and full time staff teaching at least one class. 25/26 data reflects this change.

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.

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development support-staff	LLA Admin to oversee and support teachers to develop a range of assessment tools and identify complete PD opportunities.	$30,000.00	NO
Action #2	Teacher Leadership Council	Facilitate peer support opportunities, provide cross curricular planning support and provide ongoing guidance to the LLA leadership team around teacher support and our academic model.	$10,000.00	NO

Goal

Goal #	Description	Type of Goal
Goal 4	Increase in student achievement in Mathematics and Language Arts as evidenced on State and Internal Assessments.	Broad Goal

State Priorities addressed by this goal.

LCFF Priorities 1, 2, 4, 7 & 8

An explanation of why the LEA has developed this goal.

Our 24/25 WASC Self-Study findings showed that our students have consistently underperformed in mathematics on the state assessment and through internal assessments. Due to the fact that our students have high levels of historic truancy, our students come with gaps in foundational understanding which makes both computation and application of concepts challenging for them. Additionally we have found that students' ability to express themselves in writing across genres is a key area of need for all of our students but especially for our English Language Learners and students with IEPs. In order to address these needs we are going to increase professional development opportunities in mathematics, increased use of schoolwide assessment to guide differentiation and evaluate student progress, and continue to develop writing across the content areas. We have changed the diagnostic tool to support this work and are teaching specific goal setting skills to all students across the curriculum. We will employ the current staff to guide the professional development so they can strengthen their own pedagogy as well as create consistent shared understanding of methodology with all teachers. We plan to have PD that uses a UBD style of backward planning to assist teachers in creating a curriculum that is data informed. We will also work to create staff wide writing agreements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance Scores	2023-2024 we tested 17 11th grade students. Of those 17 students, 6 had IEPs and 2 students were EL. Math: 89% scored a level 1 and 11% scored a level 2 with an average score of 2425. The state average was 2545. ELA: 47%	2024-2025 we tested 15 students. Of those 15 students 3 students had IEPs and 3 students were EL. Math 93% scored a level 1 and 7% scored a level 2 with an average score of 2410. The state average was 2546. ELA 36% scored a	2026-2027 we tested 13 students. Of those 13 students, 3 students had IEP's and 3 were EL Math 77% scored a level 1 and 23% scored a level 2 with an average score of 2439. ELA 46% scored a level 1, 46% a level 2,	Decrease the difference between the States average and the School average by 50. Increase the percentage of students passing the ELA state assessment and have the school average stay within 50.	This year our average scores went up from 2024/2025 to 2026 by 29 points in MATH. Baseline: Average scores increased by 14 points in MATH. This year our average scores went up from 2024/2025 to 2025/2026 by 12 points in ELA proficiency.

		scored a level 1, 24% a level 2, 24% a level 3 and 6% scored a level 4.	level 1, 50% a level 2, 7% a level 3, 7% a level 4. The school average was 2473 and the State average was 2590.	8% a level 3. The school average was 2485.		
2	ELPAC Scores	Number of students at each level: level 4-1 student, level 3-2 students, Level 2-4 students Overall 4 students had scored that decreased from the previous year and 3 students had scored that increased 2 cusp kids.	100% of our students scored higher on the ELPAC than in the previous year. Level 4-1n student, Level 3-4 students, Level 2-2 students. 1 cusp kid who stayed in the same bracket	60% of students scored a 4 and will be reclassified this year. Other two students made improvements in speaking area and resulted in level 3 for 1 and level 2 for 1 who is a cusp student who stayed at the same level with overall score.	Have all students score higher than they did on the previous year's ELPAC & have cusp students break into the next level.	Have all students score higher than they did on the previous year's ELPAC and for cusp students move into the next level. This year we had 100% of the students improve when last year we had only 42% of the students improve their scores.
3	Internal Writing Assessment	Students scored and average score of 2.6 out of 6 on our schoolwide writing assessment	Students scored an average score of 3.4 out of 6 on our schoolwide writing assessment.	We revised the writing assessment tool with a total score of 16 and 4 distinct categories. We saw an overall decrease from Fall to Spring, yet scores reflect students	Average score between 3.5-4	The goal is to have an increase of an average writing score of 1.5. Students increased their score by 0.8 from the baseline year. Because we began with a new writing assessment, our goal will be from the

				who transferred mid-year. We saw significant increase in area 1 (Claim and topic Sentence) & Area 2 (Evidence)		baseline of 2025/2026 assessment. The goal is to increase the overall scores from Fall to Spring. We also want to focus on maintaining areas 1&2 and improving areas 3 (Analysis) and 4 (Clarity and Organization)
4	Students attending study hall after school and/or receiving intervention services.	16 students or 30%	27 students or 57%	33 students or 70%	The goal was 65% but we achieved 70%. Maintain current level.	Our goal was to increase the percentage of students taking advantage of the intervention services by 25%. From the baseline, we have increased the percentage of students using intervention services to 70% which is a 40% increase from our baseline.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2024 LLA purchased IXL as a tool for increasing math practice and intervention but it turned out to not be a useful tool. In 2025/26 we purchased Imagine Learning as an assessment opportunity to set a baseline for the school year in both math and reading and use the data to support backward planning using understanding by design style of planning. Furthermore, we scheduled meaningful professional development where teachers guided the work to create consistent language and methodology across the different classes. We focused on writing across the curriculum and created shared writing agreements for LLA. We rewrote the writing assessment to better track progress with high interest subject matter. We

focused on math across the curriculum and worked to identify using graphs in all academic areas. We focused on high quality work in preparation for our Exhibition of Learning and have a shared understanding of project based learning.

We exceeded our Math and ELA goals on statewide assessments with an increase on ELA assessment of 12 points from year 1 to year 2. We increased the average scores for Math by 29 points from year 1 to year 2. Additionally, we met our ELPAC goal with %100 of student meeting or exceeded the overall score. We exceeded expectations and 60% of our EL students scored a 4 and will be eligible for reclassification. We used a new writing assessment tool this year and cannot compare directly with last year. Our goal was to improve on the writing assessment from Fall to Spring semester. Although we did not improve overall, we saw growth in specific domains: area 1 (Claim and topic Sentence) & Area 2 (Evidence) for all students. We have an increase in average GPA of students and plan to expand intervention opportunities within the school day for the next school year including a study skills class for students with IEP's and increased support in study hall.

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.

None

An explanation of how effective the specific actions were in making progress toward the goal.

We purchased a diagnostic system called Imagine Learning where we were able to get a baseline and review specific skills that students could use support with. We also attended a CAASPP informational course where we could use the data from the Smarter Balance assessment to drill down to specific skills to support students. Both tools provided a Lexile score for reading and a Quantile score for math. We worked as a staff to increase the responsibility for reflection and personal growth onto the students by sharing their scores and having goal setting opportunities. We worked on alignment with assessment encouragement strategies. We were able to increase student engagement with academic intervention services and increase writing and ELPAC scores as a result of teacher PD and increased student engagement. **On Imagine Learning Assessments in Mathematics, overall placement showed that 29 students took both assessments in Fall and Spring and 72% improved their scores and 14% maintained their scores. In reading we showed that of the 34 students who took both Fall and Spring, 79% improved their scores and 4 % maintained their scores.** In addition, we saw an **increase in the average CAASPP scores in both MATH (up 29 points) and ELA (up 12 points). We had 60% of our ELD students score a 4 on the ELPAC and are eligible for reclassification.**

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

In 2024/2025 we made a slight adjustment to two metrics. The first was an increase in our year three outcome for the percentage of students utilizing intervention services from 55%-65% since we already

met our year three goal in year one. We also adjusted our CAASPP Math and ELA goals to track school average vs state average to give us a more manageable and consistent data point to track.

In 2025/2026 we did not make any adjustments.

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
Action #1	Professional Development support-Staff	LLA Admin team to oversee and support teachers to develop a range of assessment tools and identify and complete PD opportunities.	$30,0000.00	No
Action #2	Professional Development Resources	Allocated resources for teachers to attend external PD opportunities	$15,000.00	No

Goal

Goal #	Description	Type of Goal
Goal 5	We want to increase the number of students who are actively participating in civic engagement and helping shape schoolwide programming and policies.	Broad Goal

State Priorities addressed by this goal.

LCFF priorities 5, 6, & 7

An explanation of why the LEA has developed this goal.

In the 2023/24 school year, we piloted a capacity building measure focusing on leadership by creating a civic engagement elective using the Generation Citizen curriculum. During the first year, our students identified that mutual respect amongst peers is a normative weakness of our school climate and culture (46% felt that youth respected each other, 42% were neutral, and 12% did not think were respectful to one another.) Students identified peer mediation as a program to improve our school culture and climate. In Fall 2024, the students who proposed the program were trained to be peer mediators. 2024/2025 survey, "youth respect for each other" *is one component within the climate category of how we calculate "school climate" scores*). This data shows an increase of 59%, a 13% increase from our baseline. In the 25/26 school year we continued the peer mentorship program and the survey data showed another increase to 67%, an increase of an additional 9%.

Outside of the school culture and climate benefits, our civic engagement elective has produced student leaders that participated in our Student Advisory Committee helping to shape school programs. For example, student input helped inform changes to our study hall program including consistent grade tracking and moving from 2 to 3 days a week. We also added an incentive program developed by students that encourages attendance and positive interactions with peers, resulting in a decrease in chronic absenteeism and added celebrations of positive student outcomes. Moving forward, we would like to see a continued increase in students who feel they can make a difference about our programming. We will continue to invest in student leadership and civic engagement projects due to positive program outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DCYF Survey Results for Climate, Staff Relationships, & Future Orientations	Combined Climate Questions–64% Combined Staff Relationship-77 % Combined Future Orientation-76%	Combined Climate Questions-64% Combined Staff Relationship-77 % Combined Future Orientation-76 % 64% / 77% / 76%	Combined Climate Questions-67% Combined Staff Relationship-74 % Combined Future Orientation-73%	Combined Climate Questions -70% Combined Staff Relationships-80% Combined Future Orientation-80%	This data reflect from year 1 to year 2 since DCYF changed their survey after the baseline was established. From year 1 to year 2 there is an increase of 3 percent in climate questions and a decrease of 3% in staff relationship and 3% in future orientation.

2	Numbers of students in Leadership Positions outside of running morning meeting	19 Students (40%) who attended LLA for more than 45 days.	31 Students (57%) who attended LLA for more than 45 days. Peer Mentorship/ Student Advisory Committee: 5 Generation Citizen: 12 Student Council: 11 Re-Interviews & Tours: 3	46 Students (63%) who attended LLA for more than 45 days. Student Advisory Committee: 5 Generation Citizen: 13 Student Council: 8 Re-Interviews & Tours: 3	Maintain the 63% annually moving forward	We increased student leadership engagement rates by 23%, hitting our goal ahead of schedule. We will maintain this percentage annually.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We exceeded our goal of having 45% of students participate in leadership opportunities (beyond facilitating Morning Meeting)- 57% of students (enrolled for more than 45 days) engaged in formal leadership development experiences in the 2024-2025 SY. In 2025/2026, we increased student involvement with leadership opportunities from 57% to 63%. Out of 46 students who attended LLA for 45 days, 5 students were on the advisory committee, 13 participated in Generation Citizen, 8 participated in student council and 3 participated in re-interviews and tours. We plan to maintain this number of students in leadership opportunities.

Last year DCYF made changes to the structure and content of their student survey. We have adjusted our school climate indicators to align with these new survey questions. As such, we note specific goals in the subcategories of overall climate, staff relationships, and future orientation. This year's survey results showed a combined score of 67% for overall climate, 74% for staff relationships, and 73% for future orientation. Additionally, we are encouraged that 72% of students said they would recommend this program to a friend; a key metric similar to an employee's “promoter score” where LLA exceeds the 70% excellence benchmark.

We have a course called Generation Citizen that was originally intended as a skill and capacity building measure for student leaders to now be a stand alone elective aimed at increasing student Civic

Engagement. We also had a student leadership class during job success intended to create opportunities for students leadership and engagement in schoolwide change. We also ask students to help prepare and run the daily morning meeting and to build their public speaking skills. In addition, we have students who are leaders at the school and act as tour guides for guests visiting the school (including donors, potential partners and visiting artists). The students participate in an extensive training session and are prepared to represent LLA. Furthermore, this year we added a leadership opportunity for students to participate in an outdoor education program. One of our teachers became a Wilderness First Responder (WFR), students and staff were given the opportunity to become CPR certified, Epi-pen certified and First Aid Certified. One student who is seeking medical care as her career, was trained to be the medical lead on our outdoor educational trip (tying in our workforce development and leadership).

Peer mentorship opportunities were continued in 2025/2026 where students were ambassadors for new students and participated in re-entry interviews, showed them how to navigate classes and would check in on new students periodically to ensure they were adjusting well.

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.

None

An explanation of how effective the specific actions were in making progress toward the goal.

Increasing the number of leadership opportunities by starting a peer mediation program was very effective in increasing student leadership at LLA.

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

In 2024/2025 we had to adjust our metrics that relied on the old annual DCYF survey to reflect the survey's changes. Moving forward we are reporting and tracking on the combined scores of questions we have divided into the sub-categories of climate, future orientation, and staff relationships.

In 2025/2026 we made no adjustments and the baseline reflects the 25/26 Change.

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.
Contributing

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Generation	Curriculum and	$40,000.00	No

	Citizen Curriculum & Instructions	staff assigned to enhance student leadership initiatives and civic engagement projects		

Goal

Goal #	Description	Type of Goal
Goal 6	To develop a formalized process for shared decision-making that engages families, and community members.	Maintaining a Progress Goal

State Priorities addressed by this goal.

LCFF Priorities 6, 3, and 8

An explanation of why the LEA has developed this goal.

Parental input is continually used to inform school practices and determine family needs. The members of the student support team including our Director of Student Services, Principal, Workforce Development Director, Academic Director, Health Coordinator, Community School Liaison and Resource Specialist all maintain regular contact with parents and guardians regarding each student's academic performance and participation in all school activities, including workforce programming. In service of our goal of developing a process for shared decision-making that engages families, our school liaison facilitated the start of our Family Advisory Committee and Community Advisory Committee. We had a change in staffing mid-year which resulted in a new placement for the Family Advisory and Alumni Director which resulted in the parent survey not being completed. We were able to have one Family Advisory meeting which resulted in roles being determined for members. One parent supported the study hall and another parent supported field work connections. We also had two Exhibitions of Learning and the second exhibition included parents and community members who celebrated exhibits, performances and presentations from all LLA students. The Exhibition of Learning was a great celebration that brought joy to students and families. We also had 2 alumni gatherings where many former students came to celebrate LLA. Some of our alumni are parents or family members of current students and had the opportunity to celebrate the growth of LLA over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1	Year 2	Target for Year 3	Current

			Outcome	Outcome	Outcome	Difference from Baseline
1	Number of Parental Surveys completed	24	25	5	40	Our goal is to have an increase of 16 parents returning the surveys. In year one we saw an increase of one. Due to personnel change, we received 5 completed surveys. Our goal in 26/27 is to reach 40.
2	Participation in Family Advisory Committee or Community Advisory Committee meetings	7 participants in total with an average of 3 attending each meeting.	8 participants in total with an average of 4-5 attending each meeting.	5 participants in total (one meeting only due to change in personnel)	Average of 5-6 attending each meeting with total participants increasing to 20.	Our end goal is to have at least 20 parents involved in some capacity with the FAC or CAC. We did not see growth this year due to a change in staffing.
3	Number of family supported school events to promote positive school climate and culture	3	3	4	6	Our goal is to double the number of events. We had 4 events, which was 2 more than the baseline.

Goal Analysis for 2025-26

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We successfully had one Family Advisory meeting and were able to establish roles for all members. However, there was a change in staffing and we did not have the capacity to maintain the Family Advisory Committee work or some of the Community Advisory work. We conducted surveys of parents but received only five. We successfully added a new opportunity and conducted two Exhibitions of Learning. The 2nd Exhibition expanded on the 1st and invited family and community members to participate. It was very successful and well received, as all students participated in some way and it provided additional opportunities for leadership development.

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.

None

An explanation of how effective the specific actions were in making progress toward the goal.

We maintained the Family Advisory Council and The Community Advisory Council for the first semester. We had a change in staffing which resulted in us not having the capacity to fully support the initiatives. We conducted a survey with five families and have a goal to complete with forty families in 2026/2027. We were able to support two alumni celebrations and two Exhibitions of Learning.

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

A change in staffing decreased our capacity to fully realize the intended goals for the Family and Community Advisory councils. We have new staff in place who will support the initiatives moving forward in SY 26-27.

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
Action #1	Family Liaison Coordinator	Liaison facilitates our Family Advisory Committee and Community Advisory Committee and related community activities	$40,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$468,908	$87,965

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover - Percentage	LCFF Carryover- Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.72%	18.72%	$0.00	37.44%

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

Required Descriptions
LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LLA unduplicated count is consistently	1:8 teacher to student ratio providing for class	See metrics listed under each LCAP goal.

	80%-90%, so all goals and and services are being provided on a schoolwide basis and directly meet the needs of English learners, foster youth, and low income students.	size of 6-8 students, weekly 1:1 tutoring session, no fee housing for homeless / unstably housed students, on site mental health and wellness supports, on site tiered workforce training in construction, culinary arts, bike repair, gardening and paid employment on site and with community partners, individualize academic counseling, college transition services and concurrent enrollment with local community colleges, access to credit recovery programs, transportation services providing safe passage and truancy intervention and coordination with community based organizations to provide enrichment classes, case management support, and mental health counseling	

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

After hiring one additional teacher for the 25/26 school year, we maintained the same ratio of 1:8 teacher student ratio in all classes and will continue that ratio moving forward.

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	N/A	1:8
Staff to student ratio of certificated staff providing direct services to students	N/A	1:8