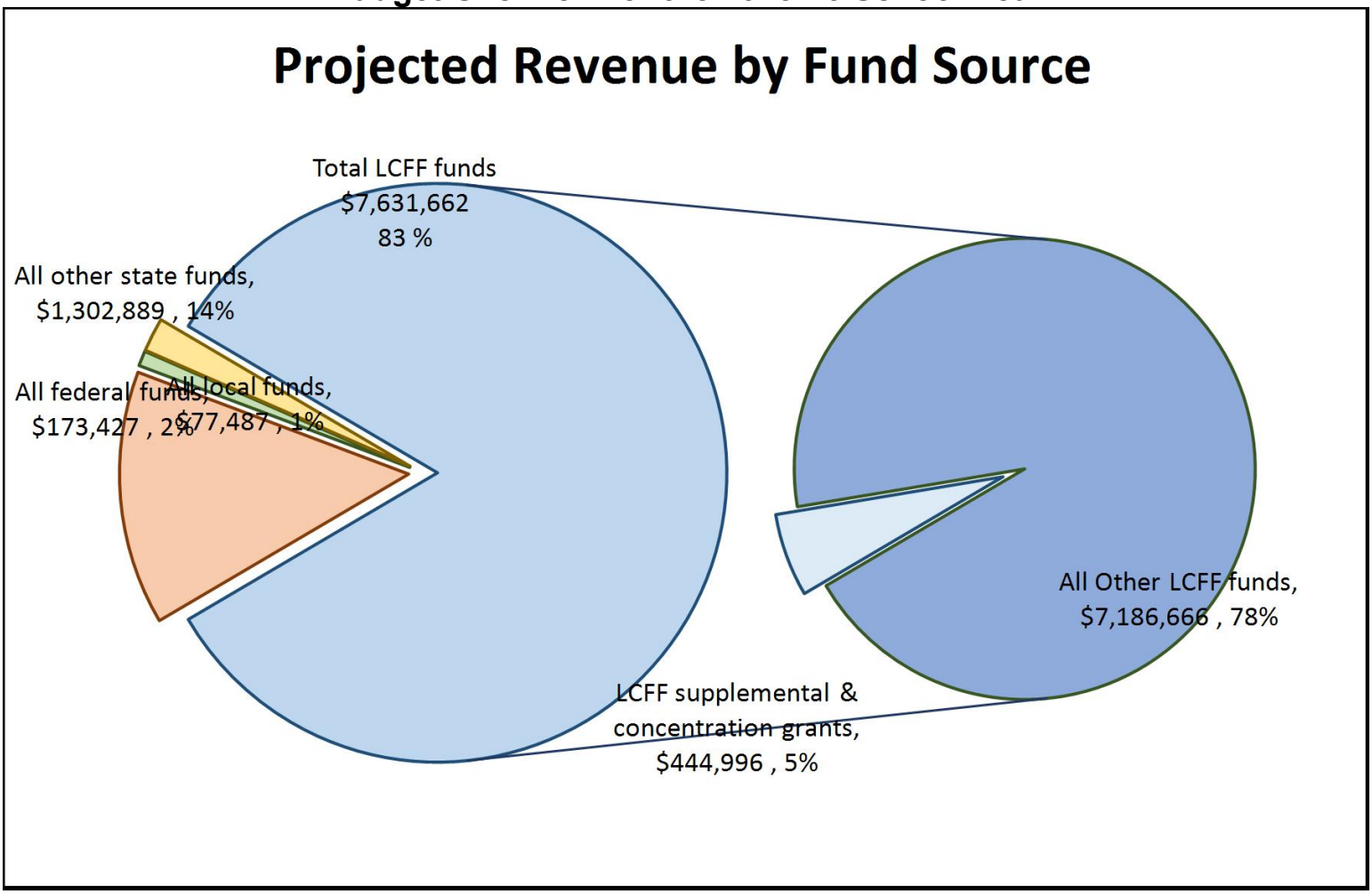
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sage Oak Charter School- South
CDS Code: 37-75416-0139378
School Year: 2025-26
LEA contact information:
Krista Woodgrift
Superintendent
kwoodgrift@sageoak.education
888-435-4445

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

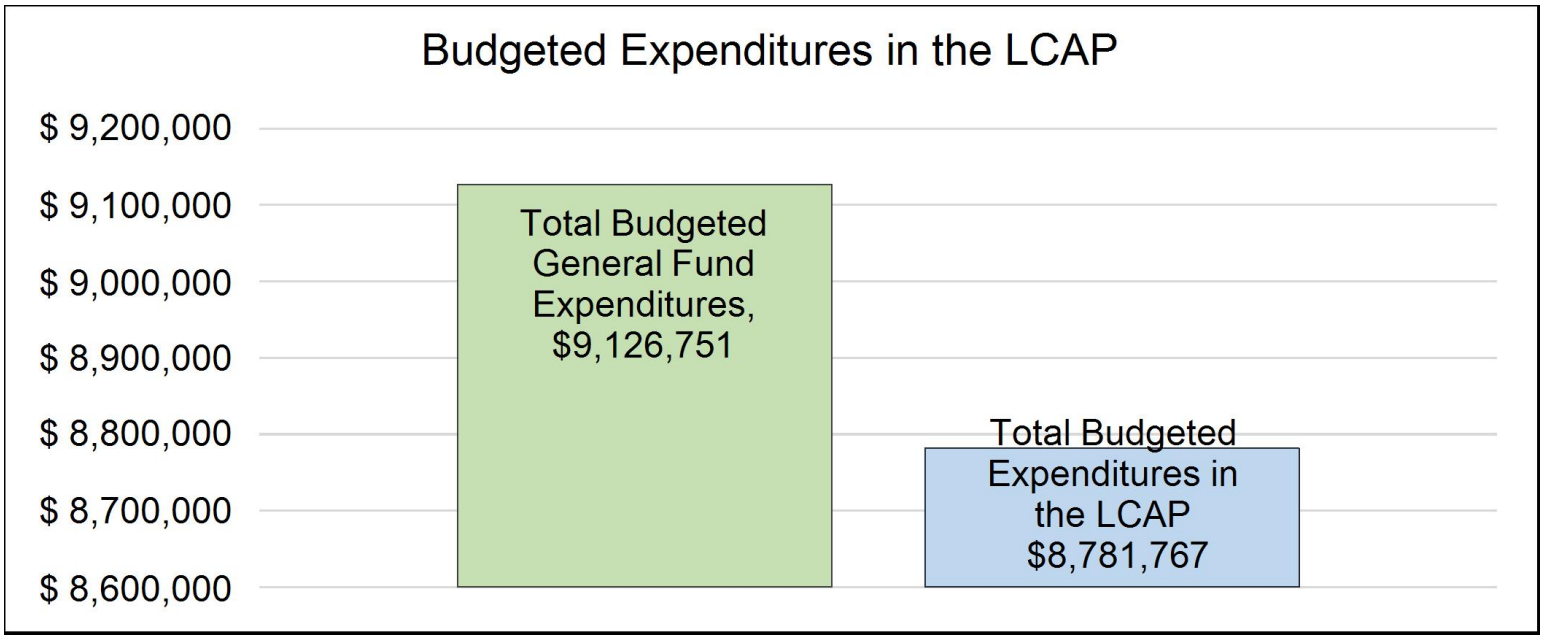


This chart shows the total general purpose revenue Sage Oak Charter School- South expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sage Oak Charter School-South is $9,185,465, of which $7,631,662 is Local Control Funding Formula (LCFF), $1,302,889 is other state funds, $77,487 is local funds, and $173,427 is federal funds. Of the $7,631,662 in LCFF Funds, $444,996 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 Sage Oak Charter School- South 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: Sage Oak Charter School- South plans to spend $9,126,751 for the 2025-26 school year. Of that amount, $8,781,767 is tied to actions/services in the LCAP and $344,984 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

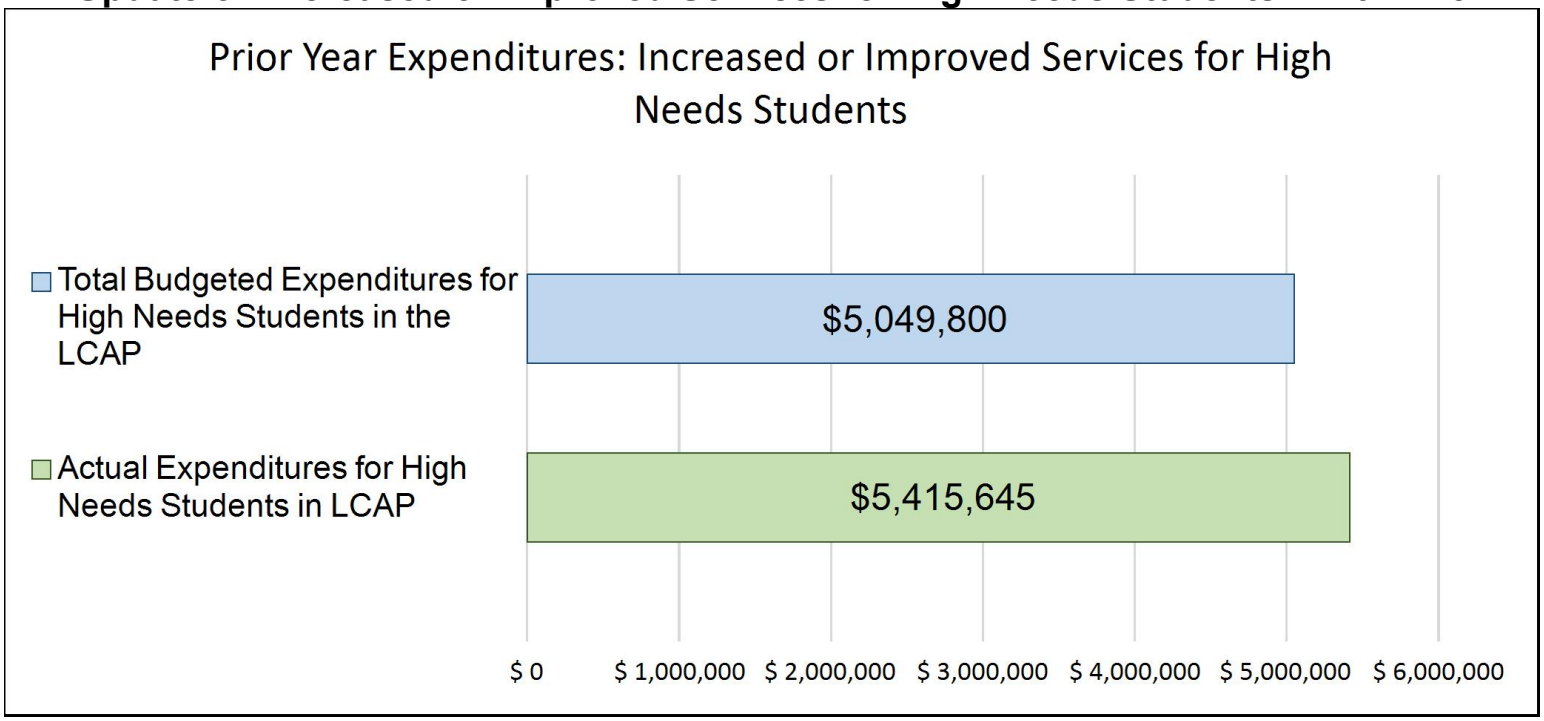
Expenditures not included in the LCAP are non related to the educational program, such as legal, accounting systems, and certain lease expenditures.

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

In 2025-26, Sage Oak Charter School- South is projecting it will receive $444,996 based on the enrollment of foster youth, English learner, and low-income students. Sage Oak Charter School- South must describe how it intends to increase or improve services for high needs students in the LCAP. Sage Oak Charter School- South plans to spend $6,365,943 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sage Oak Charter School- South budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sage Oak Charter School- South 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, Sage Oak Charter School- South's LCAP budgeted $5,049,800 for planned actions to increase or improve services for high needs students. Sage Oak Charter School- South actually spent $5,415,645 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $365,845 had the following impact on Sage Oak Charter School- South's ability to increase or improve services for high needs students:

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
Sage Oak Charter School- South	Krista Woodgrift Superintendent	kwoodgrift@sageoak.education 888-435-4445

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.

Sage Oak Charter School educates students through a personalized and collaborative learning approach, offering students from transitional kindergarten through 12th grade an empowering education designed to prepare them for purposeful and productive lives. At Sage Oak, we cherish the individuality of each student, inspiring them to leverage their unique potential and contribute positively to their communities. Our commitment to our students is encapsulated in our core values: Service, Accountability, Growth Mindset, and Excellence, which guide our educational approach and community interactions.

Operating across a diverse geographical region that includes San Diego, Imperial, Orange, and Riverside counties, Sage Oak offers a unique balance of flexibility, accountability, and academic excellence. Our educational model emphasizes the importance of partnership between educators and families, ensuring that each student's personal academic goals are achieved through a tailored educational experience.

Sage Oak is dedicated to harnessing the power of flexible learning environments and advanced educational technologies to cater to a wide range of learners. Our approach is characterized by personalized learning pathways that accommodate students' diverse backgrounds and aspirations, providing them with a stimulating and supportive alternative to traditional education models. Through the integration of a varied curriculum, individualized support, and high academic standards, Sage Oak fosters an environment where students are encouraged to become self-motivated, competent, lifelong learners poised to make a meaningful impact in their communities.

Our educational philosophy prioritizes the development of open, curious, and alert minds, preparing students to thrive in any learning situation. By offering the flexibility to learn anytime and anywhere, combined with adaptable teaching and curricular models, Sage Oak

empowers students to take ownership of their education. This approach equips them with not only the necessary knowledge and skills but also the confidence, creativity, and resourcefulness to navigate the challenges and opportunities of the 21st century.
As of the most recent data reporting period, Sage Oak serves a vibrant and diverse student body, with enrollment reflecting a broad spectrum of cultural and socio-economic backgrounds. Our commitment to inclusivity and excellence is evident in our dedicated staff, innovative programs, and the supportive community that makes Sage Oak a leader in personalized education.

Based on the Fall 1 Census data reporting on October 1, 2025, to be reported on the California Dashboard, there were 583 students enrolled. Of these enrollments, 89 were identified as Title I students. Other student groups are as follows: 36.36% are classified as Socioeconomically Disadvantaged (SED). Students with Disabilities (SWD) make up 9.09% of the population, and English Learners (EL) make up 1.89%. The ethnic diversity of Sage Oak includes students who are White (40.5%), Hispanic (42.4%), Two or More Races (8.2%), Asian (2.2%), African American (5.0%), Filipino (.7%), American Indian/Alaskan Native (.5%), and Native Hawaiian/Other Pacific Islander (.3%).

Reflections: Annual Performance

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

Reflecting on Sage Oak's annual performance via the California School Dashboard and local data reveals both triumphs and areas for growth. We perform above the state in all indicators, highlighting our strong academic program. Our achievements are underscored by high graduation rates and college and career readiness, along with very low rates in chronic absenteeism, suspension, and expulsion, indicating a supportive and engaged school environment. However, challenges persist in academic performance for Students with Disabilities (SWD) and Socio-economically Disadvantaged (SED) student groups, with Math for SWD highlighted as a critical focus area. Recognizing the lack of sufficient data for English Learners (EL), Homeless, and Foster student groups due to their small numbers, our focus will also encompass enhancing the overall academic foundation and addressing the gaps identified.

California School Dashboard Analysis

ELA Distance from Standard (DFS):
Overall : +5.5 (Medium)
EL: n/a- not enough students
SWD: -59.3 (Low)
SED: -33.8(Low)

Math DFS:
Overall: -29 (Low)
EL: n/a- not enough students
SWD: -64.4 (Low)
SED: -59.7 (Low)

Chronic Absenteeism: .3% (Very Low)

Graduation Rate: 95.8% (Very High)

Suspension: 0% (Very Low)

Expulsion: 0% (Very Low)

College and Career Readiness: 60.9% (High)

EL Progress (ELPI): n/a- not enough students

iReady Local Assessment Analysis
ELA (on or above grade level):
Overall : 64%
EL: n/a- not enough students
SWD: 40%
SED: 52%
Homeless: n/a- not enough students
Foster: n/a- not enough students

Math (on or above grade level):
Overall: 56%
EL: n/a- not enough students
SWD: 29%
SED: 46%
Homeless: n/a- not enough students
Foster: n/a- not enough students

Our strategic response, aligned with our LCAP goals, not only focuses on targeted interventions, the expansion of professional development opportunities, and the integration of advanced technologies and personalized learning pathways but also emphasizes enhancing college and career readiness pathways. This holistic approach is designed to elevate educational outcomes, ensuring all students, particularly those needing extra support, achieve their fullest potential and are well-prepared for their future careers and academic endeavors.
Learning Recovery and Emergency Block Grant (LREBG)
Sage Oak has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1, Action 2 and Goal 2, Action 4. A review of state and local data, and engagement feedback indicates a need to support our intervention and counseling programs for qualifying students, ensuring small teacher to student ratios and addressing the needs to engage students of all student groups. Sage Oak has strategically invested in expanding staff supports using the LREBG. This action aligns to allowable uses of funds in the area of staff

hiring and development to elevate our intervention programs and resources to all students in both English Language Arts and Mathematics small group instruction. See action descriptions for more.

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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
Parent Advisory Committee	The Parent Advisory Committee played a pivotal role in shaping the Local Control and Accountability Plan (LCAP), engaging in key meetings on 9/5/24, 10/3/24, 12/5/24, 1/10/25, 3/6/25, 5/1/25.. Additionally, the Parent Advisory Committee also met with our Board on 3/4/25, sharing their contributions and increasing their valuable influence. They provided valuable insights, focusing on enhancing curriculum options and advocating for educational approaches tailored to diverse student needs. Key areas of emphasis included promoting experiential learning, fostering strong teacher-student relationships, and integrating physical and social activities for comprehensive student development. The committee also highlighted the importance of engaging non-English speaking families and utilizing AI and technology to complement traditional teaching methods. Their contributions were instrumental in formulating strategies that support college and career readiness, reinforce the Multi-Tiered System of Supports (MTSS), and advocate for continuous teacher and staff development.
Student Advisory Committee	The Student Advisory Committee was a newly formed committee this year. The student-led committee met four times this school year. They met on 9/6/24, 12/5/24, 1/10/25, and 5/2/25. They played a unique role in contributing to the Local Control and Accountability Plan emphasizing student voice and improving student input on feedback campaigns. They contributed to staff professional learning communities and had a key role in the Spring when connecting with teachers in ways to share input and influence future decisions.

Educational Partner(s)	Process for Engagement
Parents, Students, Teachers, Staff	In the development of the Local Control and Accountability Plan (LCAP), a comprehensive approach was employed to engage parents, staff, and students, ensuring their voices were integral to the plan. This inclusive process utilized various survey platforms, such as Parsec Reals survey platform, to gather in-depth feedback including an AI-led interview regarding parent input. "Question of the Month" surveys were instrumental in capturing ongoing input, while educational partner surveys provided broader insights into the needs and perspectives of the school community. Additionally, climate surveys were conducted to understand the overall environment and satisfaction levels within the educational setting. This multifaceted engagement strategy ensured a diverse range of feedback, which was crucial in shaping a well-rounded and effective LCAP.
Principals, Leadership, Administrators	In shaping the Local Control and Accountability Plan (LCAP), principals, the leadership team, and administrators were essential participants, engaging in strategic initiatives to ensure comprehensive development. Through regular "Question of the Month" surveys, invaluable staff feedback was gathered, providing crucial insights for informed planning. During pivotal meetings on 7/31/24, 8/28/24, 9/18/24, 10/9/24, 1/22/25, 3/5/25, and 4/16/25 the leadership team conducted both half-day and full-day sessions focused on a detailed examination of the school's specific needs, thorough analysis of student achievement data, evaluation of feedback from educational partners, developing and analyzing the annual strategic plan as it impacts the LCAP, and an in-depth assessment of LCFF priorities. These sessions were critical in aligning the LCAP with the school's broader objectives, ensuring the plan is both responsive and robust in addressing the diverse needs of the student body. This methodical and collaborative approach guaranteed a well-structured and effective LCAP, poised to enhance every student's educational experience.
Title 1 Parents/Guardians	In the development of the Local Control and Accountability Plan (LCAP), Sage Oak Charter Schools prioritized meaningful engagement with Title I parents and guardians through a multi-faceted approach grounded in its Parent and Family Engagement Policy. One key initiative included the annual Title I Parent/Guardian Information Meetings, held virtually to ensure accessibility. These meetings provided a platform for two-way communication, enabling

Educational Partner(s)	Process for Engagement
	families to gain important insights into the Title I programs and offer valuable feedback on school strategies and student needs. Sage Oak offers a flexible range of engagement opportunities—including recorded sessions, parent/guardian webinars, and a school-parent compact that seeks feedback from families—which collectively foster an inclusive and supportive school culture. Through consistent communication, such as personalized emails, the weekly Sage News, and outreach to families of Title I students, Sage Oak ensures parents stay informed and empowered to contribute to their child's educational journey.These strategies reflect Sage Oak's commitment to building strong partnerships with families, affirming that their voices are not only heard but are instrumental in shaping educational priorities, enhancing academic outcomes, and fostering student success.
Community Partners	In the development of the Local Control and Accountability Plan (LCAP), the school's partnership with Parsec Education marked a significant enhancement in strategic planning and program evaluation. Parsec Education's expertise was particularly instrumental in developing 'Street Data Metrics,' a set of advanced, nuanced measures designed to provide a deeper understanding of educational impact and student outcomes. This collaboration represents a commitment to incorporating expert external insights and data-driven methodologies into the LCAP. The involvement of Parsec Education not only introduced innovative perspectives to the planning process but also ensured that the evaluation of programs was thorough and reflective of real-world educational scenarios. This partnership, especially in the development of these tailored 'Street Data Metrics,' underscores the school's dedication to employing comprehensive, expert-driven strategies to achieve its educational goals and enhance the overall learning experience.

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

The adopted Local Control and Accountability Plan (LCAP) for Sage Oak Charter School is a direct reflection of the school's robust commitment to inclusive, data-informed decision-making and deep educational partner engagement. Sage Oak's approach is grounded in its Parent and Family Engagement Policy, which outlines a comprehensive framework for involving Title I families and the broader school community in shaping school priorities. Through a blend of community partner surveys, parent/guardian webinars, and advisory councils

such as the Parent Advisory Committee (PAC), and Student Advisory Committee (STAC), Sage Oak ensures that all voices—especially those of high-needs student groups—inform the development and refinement of school policies and practices.
This year's LCAP development process was notably shaped by consistent input, reflecting the charter network's commitment to equity, even amidst differing student populations and geographic locations.The PAC and STAC emphasized the importance of improved onboarding for new students, particularly English Language Learners, to help them adapt to the school's independent learning model. They also advocated for enhanced math instruction through engaging formats, increased tutoring options, and more age-appropriate survey tools.
Consistent with Sage Oak's policy, an annual evaluation of parent engagement practices and barriers to participation is conducted, with findings used to update and improve programs. This evidence-based cycle allows for the alignment of initiatives such as college and career readiness, the Multi-Tiered System of Supports (MTSS), and continuous professional development for staff—especially in live, synchronous instruction. Surveys collected through the Parsec Reals platform revealed high satisfaction with Sage Oak's learning environment, safety, and student achievement—often exceeding state benchmarks—while also identifying key areas for growth. Broad staff participation in the LCAP surveys support deep strategic alignment and instructional and leadership development are supported by reflective practices across teams. These Reals assist in building leadership capacity and improving satisfaction. Parent, student, and staff engagement is a clear strength for Sage Oak revealing meaningful engagement across events, academic programs, and formats, including asynchronous and synchronous learning. Student and family voices inform decisions around programming, engagement, and assessment experience. Advisory councils recommended promoting feedback campaigns more proactively and introducing parent chat groups for real-time collaboration.
Ultimately, Sage Oak's LCAP reflects a collaborative, transparent, and evolving strategy designed to meet the diverse needs of its learners. Through intentional and recurring engagement with families and staff, Sage Oak continues to position itself as a leader in personalized, inclusive education—preparing all students, especially those with the greatest needs, to thrive academically and personally.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Outcomes: Academic Achievement and College and Career Readiness To improve academic performance and College and Career Readiness for all students, we will implement comprehensive, grade-appropriate College and Career Readiness programs. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the heart of this goal lies a commitment to holistic education. Through its standout programs, Sage Oak not only offers an excellent academic foundation but also fosters a love for learning and a commitment to serving the community. These programs are designed to be immersive, innovative, and integrated, ensuring that every student gets a chance to shine and find their passion. Whether it's through advanced academic curricula, extracurricular activities, or real-world application projects, the objective is clear: to produce graduates who are not only academically adept but also critical thinkers, problem solvers, and community leaders.
At Sage Oak, our commitment to data informed practices drives our focus on tangible academic achievements and readiness. Currently, 57% of our high school students have completed A-G requirements. With that and only a small number of students completing CTE pathways, our strategies include enhancing college and career readiness support through high school counselors and the development of additional CTE pathways. Sage Oak also specifically tailors its educational approach to support socio-economically disadvantaged students, English learners, foster youth, and students with disabilities. For our socio-economically disadvantaged students and students with disabilities, CAASPP scores and iReady growth show a need for improvement. In addition, since 33% of students with disabilities are 2 or more grade levels below in iReady Math, dropping from our baseline percentage, our efforts are geared towards ensuring all students reach their fullest

potential. With the further development of our AVID program and increasing participation in synchronous instruction, professional development opportunities and a specific focus on supporting our LTELS and students qualifying for intervention, we aim to lift these scores. By embedding education within immersive, innovative, and integrated programs, and utilizing Learning Recovery Emergency Block Grant (LREBG) funds with increased staffing, this goal directly supports all students, enhancing their academic proficiency, critical thinking, college and career readiness, and leadership skills. This inclusive strategy demonstrates Sage Oak's commitment to equitable, high-quality educational opportunities, ensuring all students have the resources and support needed to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Completion of A-G Requirements: % of students successfully completing the A-G requirements	58.3% Source: Dataquest 22-23	56.5%		63.3%	-1.8%
1.2	Career Technical Education (CTE) Pathway Completion # of students completing CTE pathways	1 student Source: Dataquest 22-23	0 students		6 students	-1 student
1.3	Percentage of Students Achieving a Score of 3 or Higher on AP Exams	100% Source: College Board 22-23	100%		70% or higher	30%
1.4	College and Career Indicator (CCI) Performance	66.7% Source: CA Dashboard 22-23	60.9%		72%	-5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students considered college and career prepared according to the CA Dashboard					
1.5	Graduation Rate Maintenance % of graduated students on the CA Dashboard	83.3% Source: CA Dashboard 22-23	95.8%		90%	12.5%
1.6	Maintenance of Low Middle School Dropout Rates # of middle school dropouts	0% Source: Internal 22-23	0%		0%	0
1.7	Maintenance of Low High School Dropout Rates % of high school dropouts according to DataQuest cohorts	0% Source: Dataquest 22-23	4.35% (1 student)		less than 2%	4.35%
1.8	Expansion of K-8 Live Synchronous Instruction Courses Aligned with CTE Pathways	79 course offerings Source: Internal 22-23	198 course offerings		200 course offerings	119

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of K-8 synchronous course offerings that align with the CTE pathways					
1.9	Performance in iReady Assessments for ELA and Math % of students achieving at or above grade level in iReady assessments for English Language Arts (ELA) and Mathematics	Math- 55% ELA- 63% Source: i-Ready Spring 23-24	Math- 56% ELA- 65%		Math- 58% ELA- 66%	Math- 1% ELA- 2%
1.10	California Assessment of Student Performance and Progress (CAASPP) Achievement % of students who have met or exceeded standards in CAASPP assessments for English Language Arts (ELA) and Mathematics	Math- 37.18% ELA- 55.49% Source: Dataquest 22-23	Math -36.22% ELA -54.05%		Math- 41% ELA- 58%	Math-.3% ELA -4.79%
1.11	CAASPP Performance for Socio-Economically Disadvantaged (SED) Students	Math- 32.69% ELA- 40% Source: Dataquest 22-23	Math -21.88% ELA-42.19%		Math- 35% ELA- 43%	Math -.44% ELA 2.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of socio-economically disadvantaged students meeting or exceeding CAASPP standards in English Language Arts (ELA) and Mathematics					
1.12	Accessibility to Instructional Materials % of students with full access to necessary instructional materials	100% Source: SARC 23-24	100%		100%	0
1.13	Alignment with State Standards % of students whose education is fully aligned with state standards	100% Source: SARC 23-24	100%		100%	0
1.14	Community Belief in Robust Curriculum % of parents, students, and staff who believe that students have access to a challenging and comprehensive curriculum supported by resources that enable them to meet and exceed grade-level	Parents- 99% Students- 98% Staff- 99% Source: Internal 23-24	Parents - 99% Students - 94% Staff -94%		Parents- 90% or higher Students- 90% or higher Staff- 90% or higher	Parents 0% Students -4% Staff -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards in core content areas.					
1.15	Growth in ELA and Math Among Intervention Students % of students receiving interventions who demonstrate growth equivalent to one year or more in English Language Arts (ELA) and Mathematics	Math- 48% ELA- 33% Source: Internal 22-23	Math - 67% ELA - 58%		Math- 53% ELA- 38%	Math 19% ELA 25%
1.16	Increased Participation Rate in Math Interventions for Students with Disabilities (SWD) # of SWD participating in math intervention programs	40% Source: Internal 23-24	49%		60%	9%
1.17	Increased iReady Math Achievement for Students with Disabilities (SWD) Decrease % of SWD moving out of Tier 3 in iReady math assessments	47% Source: i-Ready 22-23	33%		44%	14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Improved CAASPP Performance for SWD in Math Achievement Increase in DFS in Math for SWD 3 points annually	-86.8 DFS Source: CA Dashboard 22-23	-64.6 DFS		-77 DFS	22.4
1.19	Increased Teacher Preparedness for Student Articulation % of teachers who feel equipped to effectively prepare and transition their students to the next grade level band	78% Source: Internal 22-23	98%		90% or higher	20%

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.

Academic Achievement and College & Career Readiness
Sage Oak Charter School made meaningful progress in the implementation of Goal 1 initiatives, aimed at improving academic performance and expanding access to college and career readiness (CCR) pathways. Grounded in the strategic plan, the year's implementation focused on personalized instruction, increased course access, and targeted support for high-need student groups including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.
Planned vs. Actual Implementation:
Planned actions included the expansion of Career and Technical Education (CTE) pathways, AVID 9/10 integration, A-G counseling supports, increased synchronous instruction, and improved tiered interventions. While many of these initiatives were implemented as intended, a few require strategic adjustments or are still in development.

For example, the AVID 9/10 elective was successfully piloted and fully implemented this year. Additionally, Sage Oak's Oakschool program—a name used for its live, synchronous course offerings—received positive feedback from students. Oakschool provides a wide range of real-time, teacher-led classes in both core subjects and enrichment areas for students in grades TK–12. Notably, the number of CTE-aligned Oakschool offerings grew significantly, increasing from 79 to 198 courses by the end of the year. This expansion places the school on track to meet its goal of 200 synchronous courses by 2026.
In terms of A-G completion, Sage Oak saw a slight dip in completion, but improvements are planned that will strengthen academic counseling and intentional alignment of coursework with university entrance requirements.
At Sage Oak South, two AP exams were attempted and both were passed, maintaining a 100% pass rate for the second consecutive year. While this continued success reflects strong student support and effective course preparation, the number of AP participants remains low. Expanding access to AP coursework and increasing student awareness of available advanced academic options will be critical for the next LCAP cycle. South will benefit from ongoing efforts to become an official AP testing site and from enhanced academic counseling aimed at identifying students ready for college-level challenges.
In the area of CTE pathway completion, data showed low overall completion numbers. However, this metric does not fully capture the school's CTE engagement and progress and enrollments continue to increase in our current five pathways.. Each new pathway (e.g., Entrepreneurship, Computer Science, Sports Medicine) is piloted for one year to assess student interest before full implementation. Because these are multi-year programs, students who transfer or graduate early are recorded as non-completers—even when they pursue the same career field elsewhere.
To address this, Sage Oak has begun developing fully built-out internal CTE pathways, including in-house capstone projects that enable students to complete the entire sequence without relying on external options. In 2024–25, Sage Oak also piloted a Computer Science internship, and plans to expand next year with the addition of a Child Development internship in the VLA TK class. These steps reflect a deepening commitment to hands-on, career-connected learning that is accessible and sustainable within Sage Oak's instructional model.
On the academic achievement side, iReady diagnostic data at South demonstrated steady improvement, with gains particularly evident among students receiving intervention support. In Spring 2024, iReady Math scores increased from 55% to 56%, and ELA scores rose from 63% to 65% of students achieving at or above grade level compared to the baseline year. Through funding from the Learning Recovery Emergency Block Grant (LREBG), Sage Oak added intervention teachers who enhanced Tier 2 and Tier 3 support by delivering data-informed small group instruction, collaborating with general education staff, and tracking student progress over time. These supports contributed to notable improvements in intervention outcomes, with 67% of intervention students achieving one year or more of growth in math, and 58% in ELA. These results suggest that intervention strategies are yielding strong outcomes in math, especially for SWD, though continued focus is needed to strengthen literacy gains and address subgroup disparities.

Successes:
Personalized and Synchronous Instruction Expansion:
Sage Oak grew from 79 to 198 synchronous CTE-aligned offerings, diversifying learning pathways and increasing access to high-interest content across K–8.
A-G Completion Growth:
Significant gains in A-G completion demonstrate success in improving academic planning and access to college-prep coursework.
Math Intervention Expansion (iReady):
Intervention staffing funded through LREBG grants supported stronger performance among students receiving targeted math and ELA interventions. Growth was particularly seen among students moving out of Tier 3.
Educational Partner Engagement:

Stakeholder feedback from surveys and advisory groups reflected high levels of satisfaction with access to challenging curriculum, college and career readiness, diverse course offerings, and personalized academic support. Parents, students, and staff also expressed confidence in the support provided for English learners, noting that a range of targeted resources has positively influenced their academic achievement. In addition, Sage Oak teachers reported high satisfaction with professional development specifically designed to help them prepare students for the expectations and standards of the next grade level, reinforcing the school's commitment to instructional alignment and continuous improvement.

Challenges:
Persistent Achievement Gaps:
At Sage Oak South, achievement gaps remain a concern, particularly for Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students in mathematics. On the CAASPP, SWD students improved their Math Distance from Standard (DFS) of -86.8 to -64.4, but only 10% of SWD students scored at or above grade level on the iReady Math assessment. SED students' CAASPP math performance dropped from 32.68% achieving meeting or exceeding to 21.88%, indicating ongoing academic gaps. Although the school has implemented interventions and personalized support structures, these figures underscore the need for continued intensive, data-informed strategies to address persistent gaps and accelerate progress for SWD and SED student groups.

CTE Pathway Completion Tracking:
While participation is growing, multi-year structure, student transfers, and absence of internal capstones contributed to low recorded completion rates. Continued investment in internal pathway design and internship partnerships is a priority.

AP Participation Barriers:
The absence of a centralized testing site has created access challenges, impacting both participation and performance. This improvement for year 2 is expected to provide a more supportive testing environment and boost future participation and performance.

College & Career Indicator (CCI) Gains:
CCI rates dropped from 66.7% to 60.9% highlighting a need for supporting expanded course access, academic counseling, and pathway clarity.

Conclusion and Next Steps:

Sage Oak demonstrated strong intent and partial success in implementing Goal 1. Gains in A-G completion, synchronous learning, and intervention support were offset by slower growth in CTE completions, achievement gaps, and AP outcomes. As the school enters Year 2 of the LCAP cycle, action plans are being refined to:
Expand internal CTE capstone options and internships;

Become an official AP testing site;

Increase professional development for EL and math instruction;

Intensify Tiered supports for students with the greatest need.

Ongoing community input, use of real-time data, and strategic design will ensure implementation evolves to meet the needs of all learners—preparing every student for college, career, and life success.

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.

The school spent materially more on action 1.3 related to increased expenditures for math materials. The school also spent less for action 1.2 related to budgeted but unfilled positions.

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

The actions undertaken to support Goal 1 have yielded a range of outcomes, with areas of clear growth alongside others requiring further strategic attention. The overall focus on enhancing personalized learning, college and career readiness (CCR), and equitable academic support, especially for historically underserved student groups, has set a strong foundation. However, key metrics indicate the need to adjust and intensify implementation in certain areas, including for English Learners (ELs), Students with Disabilities (SWD), and students pursuing AP exams and CTE pathways.

College and Career Readiness – Emerging Effectiveness
In increasing College and Career Indication performance, the school's progress took a slight dip, dropping to 61%. However, expanded course offerings, synchronous instruction, and improved counseling supports are already in place for improvement. CTE pathway completion remains low, and A-G completion growth has been incremental. The slower pace of growth is largely attributed to student preference for non-A-G options and delayed implementation of internal capstone courses in CTE programs.

Career Technical Education (CTE) Pathway Completion – Emerging Effectiveness with Accessibility Gains
The CTE pathway completion metric is designed to reflect not only student vocational success but also engagement with career-readiness programming. Historically, Sage Oak's CTE pathway completion numbers have appeared low. However, this does not fully represent the program's progress or student participation. While traditional completion rates remain modest due to technical and structural factors, student engagement is growing, and expanded access strategies—like internal capstones and internships—are expected to significantly increase future completions and readiness.

AVID and Synchronous Instruction Expansion – Highly Effective
The rollout of the AVID 9/10 elective and a significant increase in synchronous courses (from 79 to 198 offerings) have greatly expanded access to rigorous and career-connected instruction. These initiatives have been well-received by students and families and directly support both academic achievement and career readiness. The school is on track to meet its three-year goal of 200 synchronous offerings aligned to CTE pathways.

AP Exam Participation and Performance – Emerging Effectiveness, with Need for Broader Access

At Sage Oak South, AP performance has remained strong over the past two years, maintaining a 100% pass rate. In 2022–23, one student took and passed an AP exam, and in 2023–24, two students took and passed, continuing the trend of academic success in advanced coursework. While this consistency reflects strong instructional support and student preparation, the overall number of AP participants remains small. This underscores the ongoing need to increase awareness, access, and enrollment in AP courses to ensure more students benefit from the rigor and college-readiness opportunities these classes provide. As Sage Oak South continues to build its AP program, the goal will be to scale participation while preserving high performance, ensuring equitable access to advanced academic pathways for a broader range of students.

Math and ELA Achievement – Varied Effectiveness by Subgroup
At South, overall iReady and CAASPP performance remained relatively steady, but subgroup outcomes continue to highlight key disparities. Spring iReady results showed improvement, with math increasing from 55% to 56% and ELA rising from 63% to 65% of students achieving at or above grade level. The SWD Math Distance from Standard (DFS) on CAASPP improved significantly from -86.8 to -64.4, indicating progress for students receiving targeted math interventions. However, SED students experienced a sharp decline in CAASPP Math performance, dropping from 32.69% to 21.88% meeting or exceeding standards. Conversely, ELA intervention outcomes improved considerably, with the percentage of students showing one year or more of academic growth rising from 33% to 58%, suggesting that LREBG-funded support staff have positively impacted literacy outcomes. While South is seeing positive momentum in SWD math intervention, the decline among SED students in math is a pressing concern and will remain a central focus for targeted instructional action in 2025–26.

Articulation and Data Use – Strengthening with Significant Progress
Sage Oak has made notable progress in implementing a unified, data-informed articulation process between grade spans, aimed at improving instructional continuity and supporting student transitions. A key indicator of this growth is the increase in teacher-reported confidence, rising from 78% to 98%, in their ability to articulate learning expectations and support students across grade levels. This shift reflects the successful rollout of professional development around MasteryConnect and Power Standards, as well as a growing culture of data-driven collaboration. While continued refinement and system-wide consistency are still in progress, this marked improvement in teacher readiness signals that Sage Oak is moving from foundational development to sustained implementation.

Summary of Effectiveness

Effective Actions: Synchronous CTE course expansion, AVID implementation, professional development, and student access to resources
Partially Effective Actions: Overall CCI performance, A-G pathway counseling, and math interventions.
Currently Ineffective Actions: AP exam preparation at SOCS, CTE pathway completions, academic outcomes for SWD and EL students.

Continued use of formative data, targeted professional development, and engagement with educational partners are essential to improving outcomes across all student groups in the remaining years of this LCAP cycle.

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.

LREBG update
Action 2 has been refocused to reflect the inclusion of Learning Recovery Emergency Block Grant (LREBG) funding. Metric 1.15 now incorporates the strategic use of these funds to expand staffing and strengthen academic interventions for students requiring additional support. This enhancement allows Sage Oak to respond to the increasing number of students in need of targeted instruction. The goal is to help students access and master grade-level standards, leading to improved performance on both local assessments (such as i-Ready) and statewide assessments (such as CAASPP). Emphasis remains on fostering measurable academic growth year over year, with a particular focus on our intervention population.

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	Integration of Career, Community, and Life Skills	Integrate career, community, and life skills into comprehensive K-12 pathways. This action is dedicated to integrating career, community, and life skills within comprehensive K-12 pathways. It focuses on equipping students with the essential capabilities needed to navigate their future careers and community life successfully. By weaving these skills into the curriculum, we aim to ensure students are academically prepared and possess the practical skills required for the modern workforce and societal participation. This initiative prioritizes equitable opportunities for all students, emphasizing support for unduplicated students, to lay the groundwork for successful transitions to higher education and careers. Metrics for Effectiveness: 1.1 Completion of A-G Requirements: The total number of students successfully completing the A-G requirements, indicating readiness for university admission. 1.2 Career Technical Education (CTE) Pathway Completion: The quantity of students completing CTE pathways, reflecting vocational engagement and preparedness.	$6,719,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.3 Percentage of Students Achieving a Score of 3 or Higher on AP Exams: The proportion of students who attempt and succeed in Advanced Placement exams, demonstrating college-level academic proficiency. 1.4 College and Career Indicator (CCI) Performance: Evaluation of students' readiness for post-secondary opportunities through the College and Career Indicator, assessing comprehensive preparedness for college and careers. 1.5 Graduation Rate Improvement: An increase in graduation rates, signifying the effectiveness of educational pathways in guiding students to complete their education. 1.6 Maintain Low Middle School Dropout Rates: A maintenance of low dropout rates at the middle school level, identifying early intervention points to maintain student engagement. 1.7 Maintain Low High School Dropout Rates: A maintenance of low dropout rates at the high school level, crucial for assessing the pathways' role in sustaining student engagement through graduation. 1.8 Expansion of Live Synchronous Instruction Courses Aligned with CTE Pathways: The expansion of live synchronous instruction courses that directly support CTE pathways, measuring the integration of career-oriented education within the academic curriculum. This action is crafted to not only achieve academic benchmarks but also to cultivate a comprehensive educational experience that thoroughly prepares students for both college and career trajectories.		
1.2	Refinement of Multi-Tiered System of Support	Refine a personalized, data-informed multi-tiered system of support. The focus of the services is on students from unduplicated and identified populations. This action aims to refine a personalized, data-informed multi-tiered system of support (MTSS) that caters to the unique needs of each student. By leveraging comprehensive data analysis and targeted interventions, we will enhance academic achievement and support emotional and social development. This approach is designed to ensure all students, especially	$621,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		those facing socio-economic challenges, receive the necessary support to excel academically. Metrics for Effectiveness: 1.9 Performance in iReady Assessments for ELA and Math: Proportion of students achieving at or above grade level in iReady assessments for English Language Arts (ELA) and Mathematics, indicating proficiency and readiness. 1.10 California Assessment of Student Performance and Progress (CAASPP) Achievement: Percentage of students who have met or exceeded standards in CAASPP assessments for Math and ELA, reflecting comprehensive academic achievement. 1.11 CAASPP Performance for Socio-Economically Disadvantaged (SED) Students: Percentage of socio-economically disadvantaged students meeting or exceeding CAASPP standards in Math and ELA, highlighting the effectiveness of targeted support. 1.12 Accessibility to Instructional Materials: Percentage of students with full access to necessary instructional materials, ensuring equity in learning resources. 1.13 Alignment with State Standards: Percentage of students whose education is fully aligned with state standards, promoting consistent educational quality. 1.14 Community Belief in Robust Curriculum: Proportion of parents, students, and teachers who believe that students have access to a challenging and comprehensive curriculum supported by resources that enable them to meet and exceed grade-level standards in core content areas. 1.15 LREBG Action Growth in ELA and Math Among Intervention This action has been revised to reflect the strategic use of Learning Recovery Emergency Block Grant (LREBG) funds to expand staffing and improve teacher-to-student ratios within our intervention programs. By increasing instructional personnel, Sage Oak is able to provide more consistent, small-group, and individualized support for students receiving Tier 2 and Tier 3 interventions. This enhancement directly supports the academic progress of students performing below grade level, particularly those from unduplicated groups and students with disabilities.		

Action #	Title	Description	Total Funds	Contributing
		The goal of this action is to equip students with the skills and confidence needed to meet or exceed grade-level standards. By embedding additional instructional capacity through LREBG-funded staff, we aim to accelerate learning and ensure that a greater percentage of intervention students experience at least one year of academic growth annually. This action reinforces our commitment to equitable access to a robust, rigorous curriculum, supported by the necessary resources and targeted instruction to help all students thrive.		
1.3	Enhancement of Math Proficiency for Students with Disabilities	Improve math proficiency for students with disabilities by increasing the percentage of students with disabilities participating in math interventions. This action is dedicated to improving mathematics proficiency among students with disabilities by expanding their participation in specialized math intervention programs. Recognizing the unique challenges faced by these students, our targeted approach aims to elevate their math skills through personalized and adaptive learning strategies. By doing so, we endeavor to facilitate meaningful academic progress and reduce disparities in math achievement. Metrics for Effectiveness: 1.16 Participation Rate in Math Interventions: Increase in the percentage of students with disabilities participating in math intervention programs, aiming to ensure comprehensive access to support services tailored to their needs. 1.17 Increased iReady Math Achievement for Students with Disabilities (SWD): Measurement of the number of students with disabilities moving out of Tier 3 in iReady math assessments. Tier 3 represents students performing two or more years below grade level. While measuring achievement at or above grade level for this group may not be appropriate, monitoring their progress out of Tier 3 provides a meaningful indicator of improvement in math proficiency. 1.18 California Assessment of Student Performance and Progress (CAASPP) for SWD Math Achievement: Analysis of CAASPP math scores for students with disabilities to track advancements in state-standardized	$101,536.00	No

Action #	Title	Description	Total Funds	Contributing
		math achievement, with a focus on increasing the percentage of students meeting or exceeding math standards. This action underscores our commitment to inclusivity and equity in education by specifically addressing the needs of students with disabilities. Through targeted math interventions, we aim not only to improve math proficiency but also to foster a supportive learning environment that acknowledges and addresses the diverse needs of our student population.		
1.4	Unified Articulation Process Development	Create a unified, data-informed articulation process that smoothly transitions students through each grade band while integrating critical feedback from graduates. This action focuses on developing a unified, data-informed articulation process to ensure smooth transitions for students as they move through each grade band (e.g., from elementary to middle school, and middle school to high school). By integrating feedback from graduates and utilizing comprehensive data analysis, we aim to refine our educational pathways to better prepare students for the expectations and standards of their next academic phase. This process is designed to enhance communication between teachers across grade bands, ensure curriculum continuity, and address any potential gaps in student preparedness. Metrics for Effectiveness: 1.19 Teacher Preparedness for Student Articulation: The percentage of teachers who feel equipped to effectively prepare and transition their students to the next grade level band. This metric will be measured through targeted surveys asking teachers if they feel confident in their ability to communicate the expectations and standards of the next grade level, ensuring they have the resources and knowledge necessary to support their students' progression. By establishing a comprehensive articulation process that leverages both quantitative data and qualitative feedback from our educational community, this action aims to foster a more cohesive and supportive learning	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		environment. It ensures that students are not only academically prepared for each transition but also that educators feel supported and equipped to guide them effectively through their educational journey.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement: Fostering a Supportive and Engaging Learning Environment In order to enhance student, parent, and staff engagement, we will establish an environment that fosters connectedness and professional growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Building on Sage Oak's strategic commitment, Goal 2 aims to cultivate a supportive and engaging learning environment by emphasizing the well-being and professional growth of our staff, alongside fostering stronger connections within our school community. This goal is rooted in the belief that the success of our educational mission is intertwined with the development and satisfaction of our educators and staff. By investing in comprehensive professional development, mentorship programs, and creating a nurturing work environment, we aspire to empower our educators. This empowerment is expected to cascade, enhancing the educational experience for students and fostering a sense of belonging and community alignment with Sage Oak's mission and vision.
Sage Oak's efforts are influenced by feedback from the WASC visiting committee and include specific action steps aimed at increasing opportunities for parent and student engagement, developing purposeful professional growth pathways for staff, enhancing live instruction through targeted professional development, and establishing a robust system for social and emotional support. These targeted actions demonstrate Sage Oak's balanced approach to educational excellence, ensuring every member of our community is supported to thrive. Furthermore, these initiatives directly contribute to increased or improved services for our unduplicated student populations, including socio-economically disadvantaged students, English learners, foster youth, and students with disabilities. By creating a more engaging, supportive, and well-resourced learning environment, we aim to elevate the educational outcomes and well-being of these students, ensuring that our programs and resources are tailored to meet their specific needs and challenges. This aligns with our objectives to deliver equitable, high-quality educational opportunities, making significant strides in supporting all students, particularly those who require additional assistance, to achieve success and reach their full potential.

Through increased staffing funded by the Learning Recovery Emergency Block Grant (LREBG), Sage Oak is expanding access to social-emotional supports as outlined in Goal 2, Action 4. This targeted investment strengthens our ability to meet the diverse needs of all students, supporting their academic growth, social-emotional well-being, and readiness for future college and career pathways. This approach reflects Sage Oak's continued commitment to equitable, high-quality educational opportunities for every learner.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintenance of Positive Community Engagement Perception % of parents, students, and staff that believe Sage Oak makes a significant effort to foster community engagement	Parents- 99% Students- 99% Staff- 100% Source: Internal 23-24	Parents - 88% Students - 89% Staff - 97%		Parents- 90% Students- 90% Staff- 90%	Parents -11% Students-10% Staff -3%
2.2	Maintain 100% Credentialed Teachers % of credentialed teachers	100% Source: Internal 23-24	100%		100%	0
2.3	Maintenance of High Attendance Rate % of school attendance rates (ADA)	99.7% Source: Internal 23-24	99.5%		98% or higher	-.2%
2.4	Maintenance of Low Chronic Absenteeism	2%	.3%		Below 3%	-1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of chronic absenteeism	Source: CA Dashboard 23-24				
2.5	Maintenance of Low Suspension and Expulsion Rates % suspension and expulsion rates	Suspension- 0% Expulsion- 0% Source: CA Dashboard and Dataquest 22-23	Suspension 0% Expulsion 0%		Suspension- 0% Expulsion- 0%	Suspension 0 Expulsion 0
2.6	Maintain Positive Connection to School's Mission % of the parents, students and staff that feel connected to the school's mission	Parents- 97% Students- 63% Staff- 96% Source: Internal 23-24	Parents - 89% Students - 91% Staff -95%		Parents- 90% Students- 90% Staff- 90%	Parents -8% Students 28% Staff -1%
2.7	Increased Student Retention Rate student retention rate	67% Source: Internal 22-23	60%		75%	-7%
2.8	Maintain Positive School Climate % of the parents, students and staff that feel the school priorities safety, value and respect	Parents -99% Students -97% Staff -97% Source: Internal 23-24	Parents -98% Students - 98% Staff -99%		Parents -90% Students - 90% Staff -90%	Parents -1% Students 1% Staff 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Confidence and Integration of New Strategies % of staff involved in the Leadership Pathway reporting increased confidence in their ability to embrace and apply new strategies within their roles	100% Source: Internal 23-24	100%		100%	0
2.10	Increased Retention Rates of Participating Staff retention rates of staff members who have participated in the professional development pathways	72% Source: Internal 23-24	83%		80%	11%
2.11	Expansion of Professional Development Opportunities # of professional development opportunities offered to staff, focusing on live instruction	4 Source: Internal 23-24	6		10	2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Improved Staff Confidence in Job Performance % of staff who believe they are well-equipped by Sage Oak to perform their roles effectively	96% Source: Internal 23-24	97%		90% or higher	1%
2.13	Increased Awareness of Socio-Emotional Resources % of parents, students, and staff that report feeling informed about the social and emotional resources provided by Sage Oak	Parents- 86% Students- 78% Staff- 93% Source: Internal 23-24	Parents -94% Students -90% Staff -94%		Parents- 90% Students- 90% Staff- 90%	Parents 8% Students 12% Staff 1%
2.14	Expansion of Synchronous Support Opportunities # of synchronous support groups or classes with counselors	23 Source: Internal 23-24	66		29	43

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.

For the 2024–2025 academic year, Goal 2 focused on increasing student engagement and improving attendance by cultivating a positive instructional culture, enhancing live synchronous learning, expanding professional development aligned to instructional quality, and maintaining a strong school climate. A particular emphasis was placed on improving instructional strategies used during live synchronous sessions to ensure increased student engagement and academic support for all student groups.
The core areas of implementation included:
Providing multiple rounds of professional development with a key focus on live instruction;
Strengthening staff confidence, leadership qualities, and instructional consistency;
Maintaining low rates of suspension, expulsion, and chronic absenteeism;
Increasing student access to social-emotional learning (SEL) resources and real-time supports by also utilizing LREBG funds to increase staffing.

These actions were fully launched and sustained throughout the year, demonstrating strong alignment with the original LCAP action plan.

While all key actions were implemented, a few notable differences emerged:
Professional Development Expansion Beyond Baseline: Sage Oak implemented six professional development sessions, increasing from four in 23-24. These sessions provided teachers with hands-on learning in research-based strategies, including cognitive task analysis (CTA), visible learning goals (VLG), and classroom discussion techniques. Sessions were grounded in John Hattie's visible learning research and equipped teachers with high-impact strategies that were both practical and classroom-ready. This marked a clear step forward in building a more robust instructional culture.

Expansion of Synchronous Instruction Professional Development: To support implementation of high-leverage instructional strategies, Sage Oak also provided targeted training on technology platforms such as Nearpod, Classkick, Canva, and MagicSchool AI. This shift allowed instructors to directly apply tools that enhance student engagement and formative assessment during live classes as well as to explore and apply evidence-based strategies—such as cognitive task analysis, classroom discussion techniques, and the use of visible learning goals—well beyond the original plan.

SEL System Growth: Access to real-time SEL support expanded from 23 to 66 counselor-led sessions, directly contributing to improved awareness and use of resources across campuses.

Sage Oak South’s retention decline from 67% to 60% suggests that while many families are drawn to the model, some may engage with it as a short-term solution, pointing to a need for more targeted support and engagement strategies to sustain long-term enrollment.

Challenges Encountered
Student retention at Sage Oak South dropped from 67% to 60%, pointing to the need to better understand and address the factors contributing to short-term enrollment patterns..While overall enrollment continues to grow year over year—demonstrating sustained interest

in Sage Oak's model— these trends suggest a gap between initial interest and long-term commitment.Based on an analysis of student retention data, the most common reasons families leave Sage Oak South include challenges with family dynamics, a desire for increased social interaction and peer engagement, and a preference for in-person high school experiences—particularly for athletics and extracurricular involvement. To address this, Sage Oak will examine the full student journey—focusing on early onboarding, relationship-building touchpoints, and targeted re-engagement support. Opportunities include creating more structured transitions for new families, monitoring engagement indicators, creating a parent engagement team, surveying students to determine the reason behind their withdrawal, and refining instructional pathways to better meet diverse student needs. Improving retention will be a key focus in the year ahead to ensure students remain connected and supported throughout their learning experience. Continued support for families navigating personalized learning, along with strategic community partner outreach, may also address key areas of concern.

Professional Development Pacing and Depth: Reflecting on teacher feedback showed some professional development sessions covered dense content in short timeframes. Future iterations may benefit from spreading content over time to allow deeper skill-building.

Successes in Implementation:
School Climate and Connection Metrics Improved
School Climate:
Students: 95%+ reported feeling safe, valued, and respected.
Parents: 90–99% reported strong satisfaction with the school environment.
Staff: Reported 99% alignment with a positive, respectful climate.
Parent Advisory Council Insight: Parents highlighted the personalized learning model and strong advisor relationships as standout strengths that contributed to their child's academic success and emotional well-being.

Connection to Mission:
Student connections to Sage Oak's mission rose to 91%

Awareness of SEL Supports:
90%+ of students and staff, and over 91% of parents, reported feeling informed about the availability of SEL services and resources.
Parent Advisory Council feedback also emphasized increased visibility of mental health resources and proactive outreach from SEL counselors as key contributors to a supportive school environment.

Instructional and Staff Support Strengthened
Professional Development Reach and Effectiveness : Six targeted sessions reached all instructors, with structured implementation of strategies like visible learning goals and cognitive task analysis. Staff reported high relevance and practical use.
Zero Suspension/Expulsion Rates: Continued success maintaining 0% suspension and expulsion rates reflects a healthy and proactive school culture.
Strong ADA Performance : Average daily attendance remained very high at 99.5%
Leadership Pathway: Purposeful pathways for staff growth strengthened confidence and implementation of new strategies.

Sage Oak's implementation of Goal 2 in 2024–2025 achieved strong results in the areas of school climate, live instructional practice, professional development success, and Socio-Emotional Learning resource access. While the drop in student retention signals the need for

further investment in personalized outreach and transitional supports, the overwhelmingly positive student, staff, and parent perceptions of safety, connection, and instructional quality demonstrate meaningful growth.Notably, positive feedback from the Parent Advisory Council reinforced the value of personalized academic support, strong advisor relationships, and visible SEL services. Together, these strengths reflect Sage Oak's deep commitment to student well-being and instructional excellence.

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.

The school spent materially more on action 2.4 related to increased expenditures for social and emotional support, and 2.2 and 2.3 related to professional development.

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

Overall Assessment: Moderately to Highly Effective
The actions implemented under Goal 2—focused on building a supportive school climate, strengthening live synchronous instruction, and expanding SEL access—have been largely effective in meeting the goal's intended outcomes. Despite mild challenges with student retention, other core metrics such as school safety, connection to mission, staff confidence, and SEL awareness showed substantial gains.

Enhancing Community Connection Opportunities - Highly Effective
This action supported campus-wide engagement systems that contributed to:
97 %+ of students and staff feel connected to the school mission;
Strong community perception scores: 90 %+ of families and students reported feeling valued, safe, and respected;
Continued 0% suspension and expulsion rates across all schools.

These outcomes suggest that the action was effective in fostering a positive and inclusive school environment.

Development of Professional Growth Pathways - Effective with Continued Potential
Participation in leadership pathways and professional development programs resulted in:
100% of participants reported increased confidence in using new strategies;
Staff retention among professional development participants improved to 83%, a strong indicator of job satisfaction and institutional alignment.

The action shows a clear impact on instructional culture and talent development. Ongoing refinement of professional development alignment with instructional practice will support even deeper results.

Enhancement of Professional Development for Live Instruction - Highly Effective
Six professional development sessions were conducted, surpassing the baseline of four.
Sessions were tailored using adult learning theory and emphasized role-based collaboration and implementation strategies.
Staff adopted new tools (e.g., Classkick, MagicSchool AI) and visible learning practices with high fidelity.

High perception of staff confidence in feeling equipped to perform their job based on the professional development received.

This action had a direct impact on instructional consistency and teacher preparedness for live, synchronous settings.

Development of Social and Emotional Support Systems - Strongly Effective
Synchronous SEL sessions more than doubled from 23 to 66, and:
Over 90% of families, students, and staff reported being informed about SEL resources.
SEL access and awareness improved, supporting chronic absenteeism rates well below 3%.
Sage Oak South added dedicated teachers using LREBG funds to ensure every student has access to resources.

This action contributed meaningfully to the overall school climate and student engagement, particularly for students needing SEL Tier 1–2 support.

Less Effective Area: Student Retention
While the actions described above showed strong effectiveness, student retention declined. This suggests that although school climate and instructional quality are high, additional support is needed to deepen students' long-term commitment, especially during key transition points and for new students. Strategic refinements in onboarding, connection-building, and early intervention are areas for improvement moving forward.

Conclusion

Most actions under Goal 2 were effective or highly effective in strengthening the school climate, increasing staff instructional capacity, and expanding SEL access. The only area where effectiveness fell short was student retention. This outcome does not undermine the strength of the overall program but indicates a need for deeper focus on engagement strategies tied to long-term student persistence. The foundation built through this year’s actions sets a strong trajectory for targeted improvements in the upcoming LCAP cycle.

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.

Goal 2, Action 4 has been strengthened through the integration of Learning Recovery Emergency Block Grant (LREBG) funding to expand staffing and enhance the delivery of social-emotional supports and intervention services. This strategic use of funds supports increased access to counselors, SEL sessions, and individualized outreach for students requiring additional support—reflected in Metrics 2.13 and 2.14.
This enhancement enables Sage Oak to proactively meet the needs of a growing number of students identified for Tier 2 and Tier 3 social-emotional and academic interventions. The goal is to ensure every student has access to timely, responsive services that foster well-being, increase readiness to learn, and contribute to long-term academic success. These adjustments affirm Sage Oak’s commitment to equity-driven, data-informed planning that empowers all students to thrive.

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	Enhancing Community Connection Opportunities	Increase opportunities for parents and students to connect with each other and with school leadership, fostering a sense of community and alignment with the school's mission and vision. This action is dedicated to increasing opportunities for meaningful engagement among parents, students, and school leadership. By fostering a deeper sense of community and ensuring alignment with the school's mission and vision, we aim to create an inclusive environment that supports professional growth and student success. Initiatives will include structured forums for feedback, engagement events, and clear communication channels that encourage active participation from all members of our school community. Metrics for Effectiveness: 2.1 Community Engagement Perception: Measurement of the community's perception regarding the school's efforts to provide opportunities for involvement and input. This will be assessed through surveys asking if participants believe Sage Oak makes a significant effort to foster community engagement. 2.2 Retention of Credentialed Teachers: Maintaining a 100% rate of credentialed teachers, ensuring that students have access to qualified and dedicated professionals. 2.3 Attendance Rate Stability: Maintenance of school attendance rates at optimal levels, reflecting student engagement and a supportive learning environment. 2.4 Low Chronic Absenteeism: Sustaining low rates of chronic absenteeism, indicating an engaging and welcoming school climate that motivates regular attendance.	$585,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.5 Low Suspension and Expulsion Rates: Keeping suspension and expulsion rates minimal, demonstrating effective behavior management and a positive school culture. 2.6 Connection to School's Mission: Proportion of the school community that feels connected to the school's mission of empowering students, as measured by targeted surveys. This metric gauges the alignment of community values with the school's objectives. 2.7 Student Retention Rate Improvement: An increase in the student retention rate, indicating success in creating a supportive and engaging environment that encourages students to continue their education at Sage Oak. 2.8 School Climate: Proportion of the school community that feels safe, respected and values, as measured by targeted surveys. This metric gauges the alignment of community values with the school's objectives. Through these targeted actions and metrics, we aim to not only enhance the sense of community and engagement within our school but also to ensure that our educational environment is conducive to professional growth, student success, and sustained participation from our entire school community.		
2.2	Development of Professional Growth Pathways	Develop purposeful pathways for growth and opportunities for professional development. This action focuses on creating purposeful pathways for professional growth, offering expansive opportunities for all staff members to develop. By initiating comprehensive leadership and professional development programs, we aim to equip our staff with the skills and confidence necessary to innovate and enhance their respective practices across the board. This initiative is designed to cultivate a culture that values continuous learning, adaptability, and professional excellence, contributing significantly to the overall effectiveness and sustainability of our educational environment.	$196,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics for Effectiveness: 2.9 Confidence and Integration of New Strategies: The proportion of staff involved in the Leadership Pathway reporting increased confidence in their ability to embrace and apply new strategies within their roles. This will be assessed through surveys that inquire about their readiness to incorporate these strategies into future practices, reflecting the professional development programs' impact on enhancing staff capabilities. 2.10 Retention Rates of Participating Staff: The retention rates of staff members who have participated in the professional development pathways will be closely monitored. A positive trend in these rates would indicate the success of the development opportunities in promoting job satisfaction, personal growth, and a strong commitment to the institution. This action underscores our dedication to fostering professional growth and development across all staff levels, enhancing our school's capacity to provide a high-quality, supportive, and engaging learning environment for all community members.		
2.3	Enhancement of Professional Development for Live Instruction	Increase professional development for live instruction. This action targets the expansion of professional development opportunities tailored to live instruction, aiming to empower our staff with the skills and techniques necessary for dynamic and effective real-time teaching. By providing a diverse array of training sessions, workshops, and seminars focused on live instructional strategies, we are committed to ensuring that all staff members feel confident and well-prepared to engage students in a live setting. This initiative is designed to elevate the quality of live instruction, ensuring that our educational delivery is both impactful and engaging. Metrics for Effectiveness: 2.11 Expansion of Professional Development Opportunities: Tracking the increase in professional development opportunities offered to staff, focusing on live instruction. This metric will encompass school-created	$34,753.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs and external training opportunities included in our professional development portfolio. 2.12 Staff Confidence in Job Performance: The percentage of staff who believe they are well-equipped by Sage Oak to perform their roles effectively, particularly in the context of live instruction, based on the professional development received. This will be measured through surveys assessing staff perceptions of their preparedness and the adequacy of professional development support provided by the school. Through this targeted approach to professional development, we aim to not only enhance the effectiveness of live instruction but also to foster a culture of continuous learning and adaptability among our staff. This action reaffirms our commitment to supporting professional excellence and student success in every live instructional encounter.		
2.4	Development of Social and Emotional Support Systems	Develop a system to increase access and consistency for social and emotional resources and interventions. This action is dedicated to developing a comprehensive system designed to increase access to and consistency of social and emotional resources and interventions for our school community. Recognizing the critical importance of social and emotional well-being in educational success, we aim to ensure that students, parents, and teachers are well-informed and have easy access to the support services they need. Through this initiative, we will enhance our existing resources, introduce new interventions, and expand synchronous support opportunities, such as groups or classes led by counselors, to address the diverse needs of our community effectively. Additionally, this action has been revised to reflect the strategic use of Learning Recovery Emergency Block Grant (LREBG) funds to expand staffing and improve teacher-to-student ratios within our counseling offerings. Metrics for Effectiveness:	$54,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.13 Awareness of Socio-Emotional Resources: The percentage of parents, students, and teachers that report feeling informed about the social and emotional resources provided by Sage Oak. This measure will assess the effectiveness of our communication strategies and the accessibility of our resources. 2.14 Expansion of Synchronous Support Opportunities: The increase in the number of synchronous support groups or classes with counselors, reflecting our commitment to providing real-time, interactive support sessions that cater to the emotional and social needs of our students. By implementing this action, we aim to create a nurturing and supportive environment that prioritizes the social and emotional well-being of our students. This comprehensive support system will not only address immediate needs but also contribute to the long-term resilience and success of our school community.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: Efficient Operations with a Focus on Sustainability Leverage technologies, specifically Artificial Intelligence, to enhance data-driven decision-making, automate routine operational processes, and provide personalized learning pathways for students, thereby establishing scalable systems that ensure long-term sustainability, promote academic growth, and increase operational efficiency.	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.

Understanding the importance of future-proofing its educational approach, Sage Oak integrates robust systems that prioritize sustainability and efficiency into its strategic plan. This initiative focuses on streamlining operations, optimizing resources, and adopting sustainable practices, aligning with the school's mission and values. By leveraging Artificial Intelligence and other advanced technologies, Sage Oak aims to provide personalized learning pathways, ensuring education is more accessible, engaging, and effective for students. This forward-thinking approach prepares the Sage Oak community for a rapidly evolving educational landscape, embodying the school's commitment to innovation and excellence.

Sage Oak's current staff-to-student ratio of 13:1 highlights our dedicated investment in staffing to ensure personalized learning. With efforts to enhance operational efficiency, we anticipate a more optimized staff-to-student ratio. This adjustment will enable us to extend our educational reach without compromising the quality of instruction. By streamlining administrative tasks, teachers can dedicate more attention to enriching student interactions, further improving the educational experience. This strategic approach ensures that resources are maximized for the direct benefit of our students, aligning with our mission to provide high-quality, focused education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Staff to Student Ratio Improvement staff to student ratio	13:1 Source: Internal 22-23	13:1		19:1	0
3.2	Improved Work Efficiency and Satisfaction % of staff reporting noticeable improvements in work efficiency and satisfaction	93% Source: Internal 23-24	92%		90% or higher	-1%
3.3	Increased Staff Confidence in Using AI Tools % of staff reporting confidence in their ability to use AI tools to improve learning outcomes	79% Source: 23-24	91%		90% or higher	12%

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.

Goal 3 was developed to promote efficient, sustainable school operations and innovative instructional systems through the strategic integration of Artificial Intelligence (AI) and other advanced technologies. These systems were designed to streamline internal processes, improve staff productivity, and empower educators to deliver personalized learning pathways for students. The focus for 2024–2025 was on establishing foundational tools and practices that enhance both operational efficiency and academic effectiveness.
Two primary actions drove implementation:

Technology Optimization for Enhanced Operations, targeting back-end systems and staff workflows.
AI-Driven Personalized Learning Implementation, aimed at increasing staff capacity to use AI tools for instructional planning and student support.

These efforts laid the groundwork for increased staff satisfaction, improved staff-to-student ratios, and an innovative educational model responsive to student needs.

While all major action steps were initiated, there were a few substantive implementation shifts and enhancements:
Focus on Foundational AI Training: Although AI tools were introduced with the intent of deep classroom integration, Year 1 focused more heavily on building staff confidence and familiarity with AI tools like MagicSchool AI and ChatGPT for lesson planning and data analysis, rather than direct instructional use. This adjustment was intentional and acknowledged the steep learning curve for many educators.
Technology Integration for Support Functions: Implementation also prioritized the automation of routine tasks (e.g., calendaring, internal form processing, survey analysis) before full integration into student-facing systems. This choice maximized short-term impact on operational efficiency while giving instructional teams time to build readiness.

Minor Challenges Encountered
Staff Learning Curve with AI Tools: A key challenge was the varying levels of technology comfort among staff, especially when shifting from traditional tools to AI-enhanced platforms. While professional development was provided, some staff required additional time and support to adopt new workflows.
Complexity of Measuring AI Impact on Student Learning: While staff confidence and operational workflows showed visible improvements, the direct impact of AI on student learning outcomes was harder to isolate and quantify within the first year. This limited the ability to fully assess the academic effectiveness of personalized AI-driven learning strategies.
System Integration and Scalability: Implementing scalable, unified platforms across all school sites proved more complex than anticipated. Aligning digital systems with existing workflows required ongoing coordination between technology, instruction, and administration teams.

Successes in Implementation
Positive Staff-to-Student Ratio Trends: The staff-to-student ratio remains at 13:1, consistent with the baseline from prior years. While the target ratio of 19:1 remains a future goal tied to long-term automation and operational streamlining, the metric has not yet shifted. This underscores that 2024–2025 was a foundational year, focused on building the systems and capacity necessary to enable future scaling.
Staff Satisfaction and Operational Efficiency Gains: Internal surveys showed that 92% of targeted staff reported improvements in work efficiency and satisfaction. Streamlining scheduling, attendance tracking, and instructional prep with AI-supported tools significantly reduced time on routine tasks.
Staff Confidence in AI Readiness: 91% of staff reported confidence in using AI tools to improve learning outcomes—a foundational win that sets the stage for more advanced applications in Year 2.
Instructional Adaptability: Staff began incorporating AI tools into lesson planning, progress monitoring, and assessment feedback. This adaptability helped align personalized learning strategies to individual student needs, especially in virtual and hybrid learning contexts.

The first year of Goal 3 implementation laid a strong operational and instructional foundation for long-term sustainability and innovation. While some of the deeper academic impacts of AI-driven personalization will require continued development and measurement, the

improvements in staff efficiency, tool readiness, and system scalability are already enhancing learning conditions across campuses. These successes confirm that Sage Oak is well-positioned to expand AI use and maximize its impact on teaching, learning, and operational excellence in the years ahead.

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.

The school spent materially more on actions 3.1 and 3.2 related to increased expenditures for enhancing the schools technology operations and development for artificial intelligence personalized learning.

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

The specific actions under Goal 3—focused on technology optimization and AI-driven personalized learning—were implemented and show emerging effectiveness. While most measurable outcomes are still in early stages or pending full implementation, important groundwork was laid to support future gains in operational efficiency, instructional innovation, and scalable systems.

Technology Optimization for Enhanced Operations - Strongly Effective
This action centered on streamlining Sage Oak's internal operations using automation and smarter technology workflows. While staff-to-student ratio improvements (from the baseline of 13:1) maintained from year 1, implementation of AI-assisted scheduling, form processing, and internal workflow tools significantly improved work satisfaction and productivity.
92% of staff surveyed reported improved work efficiency and satisfaction, indicating a continual shift toward more streamlined operations?.
Automation tools were deployed to reduce administrative burden, though longitudinal impact on staffing efficiency will be more visible in Years 2–3.

AI-Driven Personalized Learning Implementation - Foundational Progress with Early Signs of Impact
91% of staff reported confidence in using AI tools to support instruction—12 points up from the baseline, signaling strong early uptake?.
AI tools were successfully incorporated into lesson planning, formative assessment, and curriculum design in limited pilot settings.
Broader adoption into instructional practice is still in progress and will require additional professional development and model-sharing in Year 2. Staff confidence has grown substantially, positioning this action as effective in building capacity, though full implementation and measurable student outcomes are still forthcoming.

Actions under Goal 3 show early-stage effectiveness, particularly in building staff readiness and improving operational workflows. Staff satisfaction and AI tool adoption are trending positively, which lays a solid foundation for Year 2 impact. However, metrics like staff-to-student ratio and academic impact of personalized AI strategies remain aspirational targets, with outcomes expected to materialize as systems mature.

Continued professional development, targeted AI use cases, and a strategic focus on scalability will be essential to turning this year's investments into long-term, measurable improvements in both operations and learning outcomes.

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.

No changes were made to the planned goal, metrics, target outcomes, or action for the coming 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
3.1	Technology Optimization for Enhanced Operations	Evaluate, integrate, and optimize technology to streamline and automate operational processes and procedures. This action is centered on the critical evaluation, integration, and optimization of technology, with a particular emphasis on Artificial Intelligence (AI), to streamline and automate operational processes and procedures across our institution. By harnessing advanced technologies, we aim to significantly improve operational efficiency, reduce manual workload, and foster an environment that supports sustainable growth and academic excellence. This initiative will involve a comprehensive review of current technologies, identification of automation opportunities, and the strategic implementation of technological solutions to meet our operational goals. Metrics for Effectiveness: 3.1 Staff-to-Student Ratio Improvement: Monitoring changes in the staff-to-student ratio as a direct outcome of technological optimizations, aiming for a more effective and efficient distribution of resources. 3.2 Work Efficiency and Satisfaction: The percentage of staff reporting noticeable improvements in work efficiency and satisfaction following the implementation of new technology solutions. This metric will be assessed through surveys designed to capture staff perceptions of the impact of technological advancements on their daily operations and overall job satisfaction.	$414,398.00	No

Action #	Title	Description	Total Funds	Contributing
		Through this initiative, we aim to leverage cutting-edge technology to create a more streamlined, efficient, and sustainable operational framework that supports our educational mission and enhances the conditions of learning for our students and staff.		
3.2	AI-Driven Personalized Learning Implementation	Implement AI-driven personalized learning strategies to maximize student learning. This action aims to implement Artificial Intelligence (AI)-driven personalized learning strategies to maximize student learning outcomes. By harnessing the power of AI, we plan to tailor educational content and instruction to meet the individual needs of each student, thereby enhancing learning efficiency, engagement, and academic achievement. This initiative will involve training staff to effectively use AI tools and integrate them into our curriculum to provide a more adaptive and responsive learning experience for students. Metrics for Effectiveness: 3.3 Staff Confidence in Using AI Tools: The percentage of staff reporting confidence in their ability to use AI tools to improve learning outcomes, based on the training received. This metric will assess the effectiveness of professional development programs in equipping staff with the necessary skills to implement AI-driven instructional strategies. Through the adoption of AI-driven personalized learning strategies, we aim to create a more engaging, inclusive, and effective educational environment that caters to the diverse learning styles and needs of our students, thereby supporting our mission of fostering academic growth and operational efficiency.	$53,989.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$444,996	$0

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
$ 5,660,940	0.000%	$0.00	

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
1.1	**Action:** Integration of Career, Community, and Life Skills **Need:** All students, including unduplicated students, require enhanced access to career, community, and life skills education due to historical inequities and limited access to external resources.	This action provides enhanced access to career, community, and life skills education through dedicated synchronous courses and counseling supports (Action 1.1). While offered LEA-wide, the curriculum and support are intentionally designed with differentiated content and targeted outreach to ensure unduplicated students, who historically have less access to these resources, receive services that are increased in intensity and improved in quality and relevance compared to a universal offering without these targeted elements.	Completion of A-G Requirements, Career Technical Education (CTE) Pathway Completion, Percentage of Students Achieving a Score of 3 or Higher on AP Exams.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This is the most effective approach to ensure equitable access and outcomes across the geographically diverse LEA.	
1.2	**Action:** Refinement of Multi-Tiered System of Support **Need:** Unduplicated students demonstrate persistent academic achievement gaps and socio-emotional needs requiring intensified and differentiated support. **Scope:** LEA-wide	This action refines the LEA-wide MTSS to provide increased levels of targeted, small-group instruction and improved socio-emotional supports (Action 1.2), particularly for unduplicated students identified through data analysis. The LEA-wide scope ensures consistent access to these tiered interventions across all locations, but the design and resource allocation (including LREBG-funded staffing) are principally directed towards and intensified for unduplicated pupils to accelerate their academic growth and address well-being challenges more effectively than a universal support system.	Performance in iReady Assessments for ELA and Math, and CAASPP Achievement for English learners, foster youth, and low-income students.
2.1	**Action:** Enhancing Community Connection Opportunities **Need:** Foster youth, English learners, and low-income students often face barriers to full participation in school activities, which can affect their sense of belonging and engagement with the school community. **Scope:** LEA-wide	Increasing community connection opportunities addresses this need by creating inclusive, accessible engagement activities that encourage participation from all students and their families, regardless of background. This action aims to build a stronger, more cohesive school community where unduplicated students feel valued and supported.	Maintenance of Positive Community Engagement Perception, Maintenance of High Attendance Rate, Maintenance of Low Chronic Absenteeism.
2.2	**Action:**	Providing professional growth pathways for all educators ensures a high-quality educational	Increased Confidence and Integration of New

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
	Development of Professional Growth Pathways **Need:** Educators require ongoing professional development to effectively meet the diverse needs of all students, fostering an engaging and supportive learning environment. **Scope:** LEA-wide	experience for every student, including unduplicated students. This school wide action supports the continuous improvement of teaching strategies that directly benefit these groups by enhancing educators' skills and knowledge.	Strategies by staff, and retention rates of participating staff, which indirectly reflect the improved educational environment for unduplicated students.
2.3	**Action:** Enhancement of Professional Development for Live Instruction **Need:** Effective live instruction requires specific pedagogical skills, particularly to engage unduplicated students who may have varied learning needs and preferences. **Scope:** LEA-wide	Enhancing professional development for live instruction across the LEA ensures that all educators are equipped to deliver engaging, high-quality live instruction that caters to the diverse needs of all students, including unduplicated groups. This approach is crucial for maintaining student engagement and improving learning outcomes.	Expansion of Professional Development Opportunities focusing on live instruction, and improvement in staff confidence in job performance, particularly in engaging and instructing unduplicated students effectively.
2.4	**Action:** Development of Social and Emotional Support Systems **Need:** Unduplicated students, particularly foster youth, English learners, low-income, and homeless students, face significant socio-emotional barriers impacting their educational success.	This action develops an LEA-wide system to increase access to and improve the consistency and targeting of social and emotional resources and interventions (Action 2.4). While available to all, the system is designed with specific components, such as dedicated counselor support and tailored interventions (including LREBG-funded staffing), that are principally directed towards and intensified for unduplicated students to address their unique and heightened socio-	Awareness of Socio-Emotional Resources, Expansion of Synchronous Support Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	emotional needs more effectively than a universal approach. The LEA-wide scope ensures equitable access to these intensified supports across all locations.	
3.2	**Action:** AI-Driven Personalized Learning Implementation **Need:** English learners and low-income students, in particular, benefit from personalized learning strategies that tailor instruction to their unique needs and learning styles, addressing gaps in knowledge and accelerating progress. **Scope:** LEA-wide	Implementing AI-driven personalized learning strategies on a schoolwide basis ensures that all students, especially unduplicated students, receive customized educational experiences designed to maximize their learning potential. This approach is critical for closing achievement gaps and supporting the academic growth of each student.	Increased Staff Confidence in Using AI Tools, Staff to Student Ratio Improvement, Improved Work Efficiency and Satisfaction.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

n/a

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	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$ 5,660,940	$444,996	$ 5,660,940	0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,772,473.00	$1,908,538.00	$0.00	$100,756.00	$8,781,767.00	$6,511,683.00	$2,270,084.00

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	Integration of Career, Community, and Life Skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$5,202,367.00	$1,516,639.00	$5,366,240.00	$1,334,470.00	$0.00	$18,296.00	$6,719,006.00	
1	1.2	Refinement of Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$578,671.00	$43,217.00	$251,642.00	$287,786.00	$0.00	$82,460.00	$621,888.00	
1	1.3	Enhancement of Math Proficiency for Students with Disabilities	Students with Disabilities	No			All Schools	Fiscal 2025-26	$0.00	$101,536.00	$1,766.00	$99,770.00	$0.00	$0.00	$101,536.00	
1	1.4	Unified Articulation Process Development	All	No			All Schools	Fiscal 2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Enhancing Community Connection Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$537,009.00	$48,141.00	$582,986.00	$2,164.00	$0.00	$0.00	$585,150.00	
2	2.2	Development of Professional Growth Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$0.00	$196,288.00	$92,996.00	$103,292.00	$0.00	$0.00	$196,288.00	
2	2.3	Enhancement of Professional Development for Live Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$0.00	$34,753.00	$34,753.00	$0.00	$0.00	$0.00	$34,753.00	
2	2.4	Development of Social and Emotional Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$54,759.00	$0.00	$0.00	$54,759.00	$0.00	$0.00	$54,759.00	
3	3.1	Technology Optimization for Enhanced Operations	All	No			All Schools	Fiscal 2025-26	$138,877.00	$275,521.00	$404,764.00	$9,634.00	$0.00	$0.00	$414,398.00	

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
3	3.2	AI-Driven Personalized Learning Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Fiscal 2025-26	$0.00	$53,989.00	$37,326.00	$16,663.00	$0.00	$0.00	$53,989.00	

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
$ 5,660,940	$444,996	$ 5,660,940	0.000%		$6,365,943.00	0.000%	0.000 %	**Total:**	$6,365,943.00
								LEA-wide Total:	$6,365,943.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Integration of Career, Community, and Life Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,366,240.00	
1	1.2	Refinement of Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,642.00	
2	2.1	Enhancing Community Connection Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$582,986.00	
2	2.2	Development of Professional Growth Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,996.00	
2	2.3	Enhancement of Professional Development for Live Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,753.00	
2	2.4	Development of Social and Emotional Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	AI-Driven Personalized Learning Implementation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$37,326.00	

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 (%)
					Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,461,764.00	$6,805,652.00

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**	Integration of Career, Community, and Life Skills	Yes	$5,505,141.00	$5,496,672.00
1	**1.2**	Refinement of Multi-Tiered System of Support	Yes	$392,387.00	$287,986.00
1	**1.3**	Enhancement of Math Proficiency for Students with Disabilities	No	$4,881.00	$109,722.00
1	**1.4**	Unified Articulation Process Development	No	$150.00	$0.00
2	**2.1**	Enhancing Community Connection Opportunities	Yes	$412,437.00	$406,713.00
2	**2.2**	Development of Professional Growth Pathways	Yes	$5,977.00	$110,398.00
2	**2.3**	Enhancement of Professional Development for Live Instruction	Yes	$1,806.00	$29,349.00
2	**2.4**	Development of Social and Emotional Support Systems	Yes	$50,900.00	$105,015.00
3	**3.1**	Technology Optimization for Enhanced Operations	No	$86,600.00	$220,925.00
3	**3.2**	AI-Driven Personalized Learning Implementation	Yes	$1,485.00	$38,872.00

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)
$800,286	$5,049,800.00	$5,415,645.00	($365,845.00)	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	Integration of Career, Community, and Life Skills	Yes	$4,452,389.00	$4,656,517		
1	1.2	Refinement of Multi-Tiered System of Support	Yes	$177,336.00	$141,210		
2	2.1	Enhancing Community Connection Opportunities	Yes	$412,437.00	$406,713		
2	2.2	Development of Professional Growth Pathways	Yes	$4,276.00	$80,364		
2	2.3	Enhancement of Professional Development for Live Instruction	Yes	$1,806.00	$29,349		
2	2.4	Development of Social and Emotional Support Systems	Yes	$71.00	$62,620		
3	3.2	AI-Driven Personalized Learning Implementation	Yes	$1,485.00	$38,872		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,967,320	$800,286	0	13.411%	$5,415,645.00	0.000%	90.755%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-2026

Date of Board Approval
6/18/2025

LEA Name
Sage Oak Charter School- South

CDS Code:
37-75416-0139378

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Sage Oak Charter School strategically utilizes federal funds to supplement and enhance local priorities and initiatives funded with state funds, as detailed in our Local Control and Accountability Plan (LCAP). This strategic allocation ensures that federal resources are effectively supporting specific goals within our school community, aligning closely with our broader educational objectives.

Federal funds under Title I, Part A are targeted toward Goal 1 actions aimed at enhancing College and Career Readiness programs. These funds specifically support socioeconomically disadvantaged students by enhancing academic interventions and providing resources that facilitate both college and career readiness. For Goal 2, Title II, Part A funds are allocated to augment professional development programs, including extensive training for educators on differentiated instruction and effective strategies to engage students with diverse learning needs. This ensures that our teaching staff can implement the educational strategies identified in the LCAP effectively. Additionally, under Goal 3, Title IV, Part A funds align with the focus on leveraging technologies to enhance personalized learning pathways. These funds support the integration of advanced technological tools and programs that support a well-rounded education, including enhancing STEM education, supporting arts programs, and providing comprehensive mental health services.

The rationale behind these specific allocations of federal funds is supported by research that shows targeted interventions in areas such as reading and math can close achievement gaps, particularly for low-income students. Studies consistently indicate a strong correlation between teacher qualifications, their ongoing professional development, and student success. This underscores the necessity of equipping teachers with advanced skills and knowledge. Furthermore, engagement in arts and STEM has been linked to higher academic performance and motivation, while robust mental health support is essential for overall student success and well-being.

By ensuring that federal funds are aligned with the specific goals and actions outlined in our LCAP, Sage Oak Charter School maximizes the impact of these resources. This approach not only meets federal and state compliance requirements but also significantly advances our mission to provide a high-quality, equitable, and comprehensive education to all students, fostering both academic excellence and personal growth.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Sage Oak Charter School ensures the effective alignment of federal funds with activities funded by state and local funds, and where applicable, across different federal grant programs, through a series of strategic efforts:

We engage in an integrated planning and budgeting process that includes stakeholders from all levels of the organization. This collaborative approach ensures that all sources of funding—federal, state, and local—are considered collectively to create a unified resource allocation strategy. This integrated planning is crucial for aligning the objectives across different funding streams and maximizing the impact of each dollar spent.

In addition, we coordinate activities across different federal grant programs, such as Title I, Title II, and Title IV, to leverage synergies and amplify the effects of these funds. By identifying overlapping goals and complementary activities, resources from these programs can be pooled to support broader educational initiatives, enhancing the cohesion and effectiveness of our efforts.

Our decision-making process is strongly data-driven, relying on regular data collection and analysis to assess the effectiveness of funded programs and to adjust strategies as necessary. This allows us to align federal funds closely with the specific needs identified through state and local assessments, ensuring resources are targeted to areas of greatest need.

Stakeholder engagement is also a cornerstone of our approach. By involving a wide range of stakeholders, including parents, teachers, and community members, in the funding decision-making process, we ensure that the allocation of resources reflects the priorities and needs of our school community, thereby increasing the relevance and impact of the funded programs.

Lastly, continuous monitoring and regular reporting on the use and impact of funds ensure transparency and accountability. This not only helps in making necessary adjustments to align the use of federal, state, and local funds effectively but also ensures that activities across different federal grant programs are well-coordinated and directed toward our common educational goals.

Through these efforts, Sage Oak Charter School fosters a strategic and effective use of all funding sources, ensuring that federal funds not only meet regulatory requirements but also significantly enhance our educational initiatives funded by state and local revenues. This strategic alignment supports our overarching goal of providing high-quality, equitable, and comprehensive education to all students

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sage Oak utilizes specific poverty criteria under Section 1113, in compliance with the Every Student Succeeds Act (ESSA) provisions detailed in Title I, Part A. This process is part of our annual reporting through the Consolidated Application and Reporting System (CARS), ensuring transparency and adherence to federal guidelines.

As a nonclasroom-based charter school, we operate as a single LEA. We use the percentage of students eligible for the Household Data Collection (HDC) as our primary poverty criterion. Additionally, we consider other socio-economic indicators such as parental income levels. By combining these data points, Sage Oak can more accurately identify student groups that require additional support, allowing for more targeted resource allocation. This method provides a comprehensive measure of socio-economic disadvantage within our community.

This approach not only helps in directing resources to improve educational equity but also aligns with our broader commitment to providing supportive educational environments for all students, particularly those facing economic challenges. Through careful and systematic analysis of poverty indicators, Sage Oak ensures that federal funding is utilized effectively to enhance educational opportunities and outcomes for our most disadvantaged populations.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective:

	• **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Sage Oak implements effective parent and family engagement through strategic communication and collaborative initiatives under Section 1116. We have established a comprehensive engagement policy, developed with direct input from parents, ensuring that strategies are aligned with the needs and expectations of our school community. This policy guides our efforts to provide parents with clear, accessible information about academic standards, assessments, and student progress, empowering them to support their children's education effectively.

Our approach includes providing resources to help parents understand curriculum demands and enhance their ability to assist with learning activities. We also educate our staff on the importance of parental involvement, training them to engage with families as equal partners in education. Through regular updates and transparent communication, we keep parents informed and involved in school activities, decision-making processes, and the development of support plans for students.

Additionally, Sage Oak integrates parent and family engagement strategies with other federal, state, and local programs to enhance the educational support network available to our students.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sage Oak is dedicated to enhancing engagement through a comprehensive strategy that ensures the active participation of parents and families in their children's education. Our approach aligns with Section 1116 of ESSA, focusing on creating inclusive, supportive, and informative engagement practices that bridge communication gaps between the school and home environments. This alignment is seamlessly integrated with our LCAP educational partner engagement process, ensuring a unified approach to stakeholder involvement.

We have developed a robust parent and family engagement policy in close collaboration with families, ensuring it reflects their needs and perspectives. This policy is approved by the parent advisory committee and distributed annually emphasizing clarity and comprehensibility. To assist parents in understanding the challenging state academic standards, state and local academic assessments, and other educational requirements, we provide informational sessions that are crucial for empowering them to support their children's academic progress effectively.

At Sage Oak, we prioritize making education accessible and engaging. Our staff is trained to value and integrate parental contributions, working with parents as equal partners in the educational process. Our parent involvement programs are coordinated with other federal, state, and local services, enhancing the resources available to our families.

Through regular updates and proactive communication using various platforms—including emails, our website, and social media—we ensure that all families are well-informed and prepared to participate in school activities and decision-making processes. Our engagement strategies are aligned with our LCAP goals, ensuring that parental input is an integral part of our educational planning and evaluation processes.

In aligning these efforts with our LCAP educational partner engagement process, we ensure that parent and family engagement strategies are integral to our broader educational planning. This involves incorporating parent feedback into LCAP development and review, ensuring that our strategic planning reflects the community's voice and needs. By integrating the requirements of Section 1116 into our LCAP process, we enhance the educational experience for all students and foster a supportive community that is deeply involved in our educational mission. This approach is consistent with Sage Oak's educational model, which emphasizes personalized, flexible learning environments that engage and empower our students and their families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

At Sage Oak, we are committed to providing a wide array of programs under sections 1114 and 1115 of ESSA, designed to support and enhance the educational experiences of all students, including those who are neglected or delinquent. These programs are tailored to meet the diverse needs of our student population and are implemented with the goal of ensuring every student has access to high-quality education that prepares them for success in college, career, and life.

Our schoolwide programs focus on comprehensive strategies that improve the entire educational program, making them more responsive to the needs of our students, particularly those who are at risk of failing academic standards. These programs integrate various funding sources to support initiatives such as enhanced instructional methods, integrated technology, and expanded professional development for teachers. The overarching goal is to raise the academic achievement of all students by improving the entire school's instructional and operational effectiveness.

For students specifically identified as needing extra academic support, we have targeted assistance programs. These programs provide supplementary educational services to help raise the academic achievement of students at risk of failing. Services include personalized tutoring, intervention programs in reading and math, credit recovery courses, and additional support services tailored to the needs of individual students. These targeted efforts focus on students who are the furthest from meeting the standards the school sets for all children.

If applicable, for children living in local institutions for the neglected or delinquent, Sage Oak will offer educational services designed to address their unique educational and social-emotional needs. These services will include tailored curricula that focus on core academic subjects, life skills education, and social-emotional learning opportunities. We will collaborate with local agencies and institutions to ensure that these students receive a coordinated approach to support that includes academic tutoring, mentoring, and counseling services.

The implementation of these programs is closely monitored to assess their effectiveness in improving educational outcomes. Adjustments are made based on ongoing evaluations and feedback from students, parents, and educational staff. By aligning these initiatives with our LCAP goals, Sage Oak ensures that federal funds are used strategically to supplement and enhance our state-funded initiatives, thereby providing a cohesive and integrated educational experience for all students.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak Charter School, identifying students most in need of services under the targeted assistance school program outlined in Section 1115 is a collaborative and data-driven process, tailored to our independent study model. This

approach involves a broad spectrum of the school community to ensure that the support provided is comprehensively tailored to the individual needs of each student.

The identification process begins with an analysis of academic performance data, including standardized test results, progress in coursework, teacher evaluations, and other relevant assessments. We also consider factors such as engagement levels in learning activities, progress in personalized learning plans, and any social-emotional assessments to ensure a holistic view of each student's needs.

Teachers and school leaders work in consultation with parents, administrators, and specialized instructional support personnel to review and discuss the data collected. This collaborative dialogue is crucial as it helps integrate insights from various perspectives, particularly from parents who provide vital information about their child's learning environment and any external factors influencing their educational experience.

The team prioritizes students based on the urgency and severity of their needs. The criteria for this prioritization include the extent of academic challenges, the potential impact of additional support on the student’s educational outcomes, and the capacity of our resources to effectively address these needs.

This collaborative and data-informed approach ensures that the targeted assistance provided is directly responsive to the most pressing needs of our students. By maintaining regular communication and strategic meetings with all stakeholders involved, Sage Oak sustains a dynamic and adaptable support system that enhances educational outcomes and overall student well-being in a non-classroom based setting.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, we are committed to supporting the educational needs of homeless children and youth through a comprehensive approach that aligns with the McKinney-Vento Homeless Assistance Act. Our strategy ensures that these students have equal access to educational opportunities and are supported in their enrollment, attendance, and academic success.

To address the challenges faced by homeless students, Sage Oak provides specific services designed to remove barriers to their education. This includes ensuring immediate enrollment even when students do not have access to required documents typically necessary for school entry. We provide assistance with obtaining academic and medical records, and we offer school supplies and materials at no cost to the families. We also reserve a portion of our federal funds under Section 1113(c)(3)(A) to support additional services tailored to the needs of homeless students.

In collaboration with services provided under the McKinney-Vento Act, our school appoints a liaison for homeless students to help coordinate these efforts. This liaison works directly with students and families to identify their specific needs and connect them with available resources. They also work with school staff to raise awareness about the challenges faced by homeless students and to train staff on how to best support these students in an educational setting.

Through these coordinated efforts, Sage Oak Charter School strives to create a supportive environment that mitigates the impact of homelessness on students' education, ensuring that all students have the opportunity to succeed and thrive academically.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, we recognize the importance of smooth transitions for students moving from middle grades to high school and from high school to postsecondary education. Our strategies are designed to support these critical transitions, ensuring that our students are well-prepared for each new phase of their educational journey.

Key to facilitating the transition from middle grades to high school, Sage Oak ensures our curriculum aligns with the latest academic standards and opportunities. Additionally, we engage with local employers and community partners to provide students with relevant insights into various career paths and the skills required in the workforce, enriching our curriculum with practical applications and real-world relevance.

For students transitioning from high school to postsecondary education or careers, Sage Oak offers robust programs designed to enhance college and career readiness. This includes increased access to early college high school programs, dual or concurrent enrollment opportunities, and comprehensive career counseling services. Our educational advisors play a crucial role in this process, working individually with students to create personalized learning plans that reflect their academic and career goals. These plans are instrumental in navigating course selections, extracurricular activities, and appropriate early college opportunities, tailored to each student's unique interests and skills. Additionally, we are actively increasing our Career and Technical Education (CTE) pathways to include new areas such as Child Development, Sports Medicine, and Arts, Media, and Entertainment (AME), offering students practical and varied career training options that align with their personal interests and market demands. We maintain up-to-date knowledge of University of California (UC) and California State University (CSU) requirements, as well as offerings at community colleges, to guide our students effectively through their educational pathways.

In addition to these transition strategies, our commitment under LCAP Action 1:4 involves developing unified articulation processes that seamlessly transition students through each grade band. This includes integrating critical feedback from graduates and their families to enhance the continuity and relevance of our curriculum, further ensuring our students are prepared for the expectations and challenges of their subsequent educational stages.

Sage Oak’s proactive approach ensures that our students are not only aware of their postsecondary options but are also equipped to make informed decisions about their futures. By staying abreast of the latest educational requirements and offerings and implementing these strategies in coordination with higher education institutions, employers, and local partners, we prepare our students to successfully navigate the transitions between educational stages, fully equipped with the knowledge, skills, and qualifications needed to thrive in their chosen paths.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

At Sage Oak, our professional development strategy is crafted to support educators at every stage of their careers, ensuring they are well-prepared to meet the diverse needs of our student body. This strategy begins with induction for new teachers and extends through ongoing development opportunities, including participation in professional development conferences such as those provided by the California Charter Schools Association (CCSA) and Charter Schools Development Center (CSDC).

We also broaden our educators' training with specialized sessions such as AVID training to bolster college readiness and the UC conference to align with university standards. Also, our staff partakes in targeted professional development focused on special education, ensuring that they are proficient in the latest methodologies and practices.

Our efforts are further supported by Professional Learning Communities (PLCs) which foster collaborative learning and data-driven decision-making. This collaborative environment allows educators to share insights and strategies, enhancing educational practices. ??Live instruction training is another critical component of our professional development program, ensuring that our educators are proficient in engaging students effectively in a dynamic and increasingly digital learning environment.

In addition, we provide leadership development opportunities for advancement pathways, ensuring a continuous cycle of professional growth and leadership within our school community.

We continually assess the effectiveness of our professional development programs through regular feedback, allowing us to align our strategies closely with both our educational goals and the evolving needs of the school. This comprehensive approach not only supports the professional growth of our educators but also enhances the overall educational experience for our students, ensuring that every member of our school community is equipped to thrive in an ever-changing educational landscape.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

At Sage Oak, our approach to continuous improvement under Title II, Part A, revolves around a robust system of data analysis and ongoing consultation. We integrate Title II activities with our broader educational strategies, ensuring alignment with our holistic educational goals, such as those outlined in our Local Control and Accountability Plan (LCAP).

We employ a data-driven approach to monitor and refine professional development activities. This includes regular analysis of student performance data, staff feedback on professional development sessions, and other relevant metrics. Our Professional Learning Communities (PLCs) play a crucial role here, enabling educators to discuss and implement strategies based on data insights.

Sage Oak conducts evaluations of Title II, Part A activities throughout the academic year. This regular monitoring allows us to stay responsive to the needs of our educators and students, adapting our strategies to maximize effectiveness.

Our consultation process is inclusive, involving a wide range of stakeholders. We engage with teachers, principals, specialized instructional support personnel, and charter school leaders to ensure diverse perspectives are considered. Community partners and organizations with relevant expertise are also involved, enriching our professional development programs.

By systematically integrating feedback and data into our professional development initiatives, Sage Oak Charter School ensures that our educational practices are not only aligned with current needs but are also poised for future success, fulfilling our commitment to continuous improvement.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Sage Oak, our utilization of Title IV, Part A funds is closely aligned with LCAP Goal 3, which focuses on enhancing our technological capabilities to support personalized learning and operational efficiency. We invest in innovative educational technologies, including the development and integration of AI-driven tools. These technologies are designed to tailor learning experiences to individual student needs and streamline administrative processes, thereby enhancing educational outcomes and operational efficacy.

Our objective with these funds is to not only integrate cutting-edge technology into our curriculum but also to ensure these tools effectively support our educational goals. We periodically evaluate the effectiveness of these technological interventions by analyzing student engagement metrics, academic performance data, and operational efficiency indicators. This ongoing assessment helps us refine our technology strategy to ensure it remains aligned with the evolving needs of our students and the broader educational landscape, maintaining our commitment to providing a high-quality, future-ready education.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022