LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Verne Science and Technology Charter School

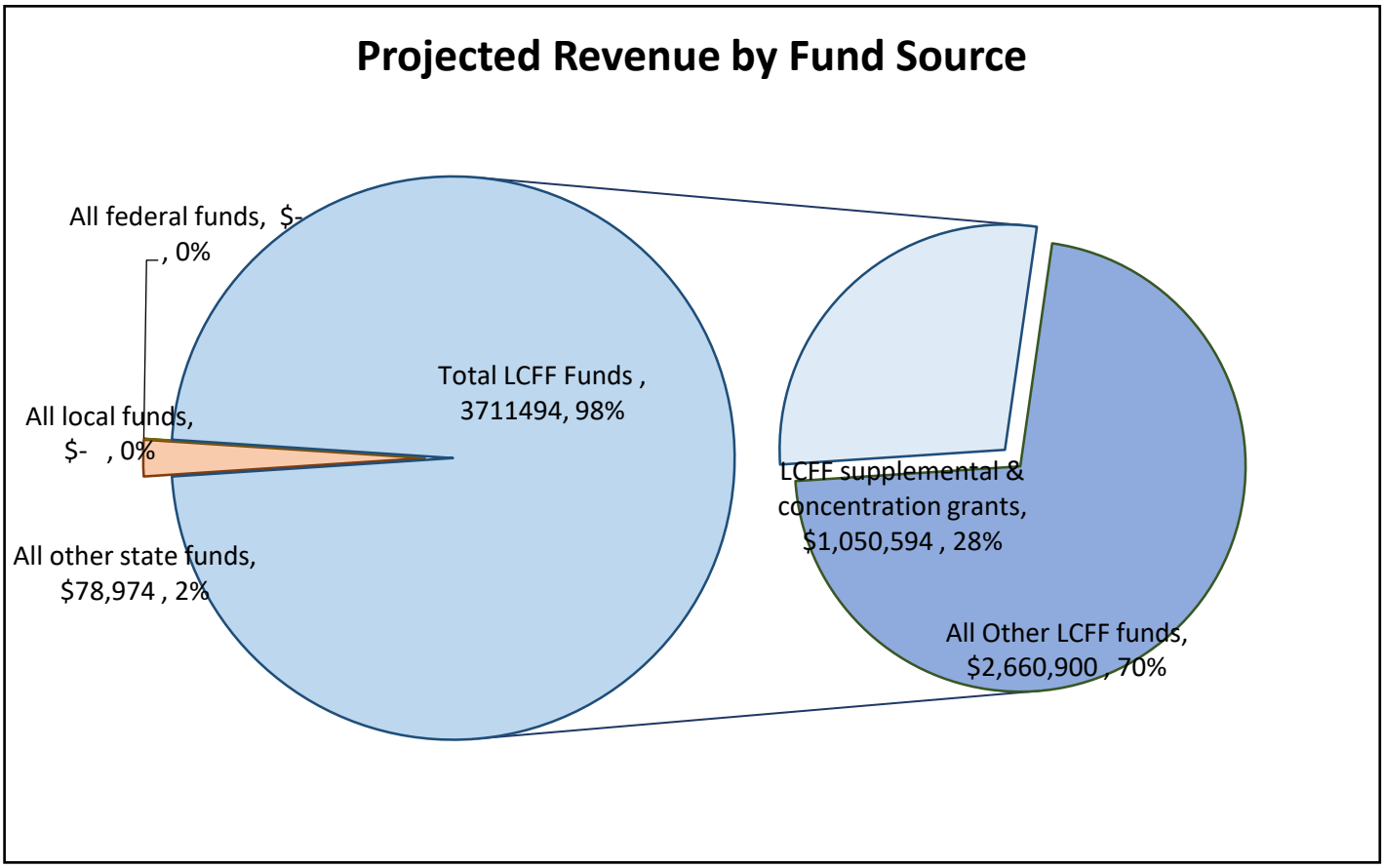
CDS Code: 19-64907-6021984-1578

School Year: 2025-26

LEA contact information: Sarai Costley, Principal

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

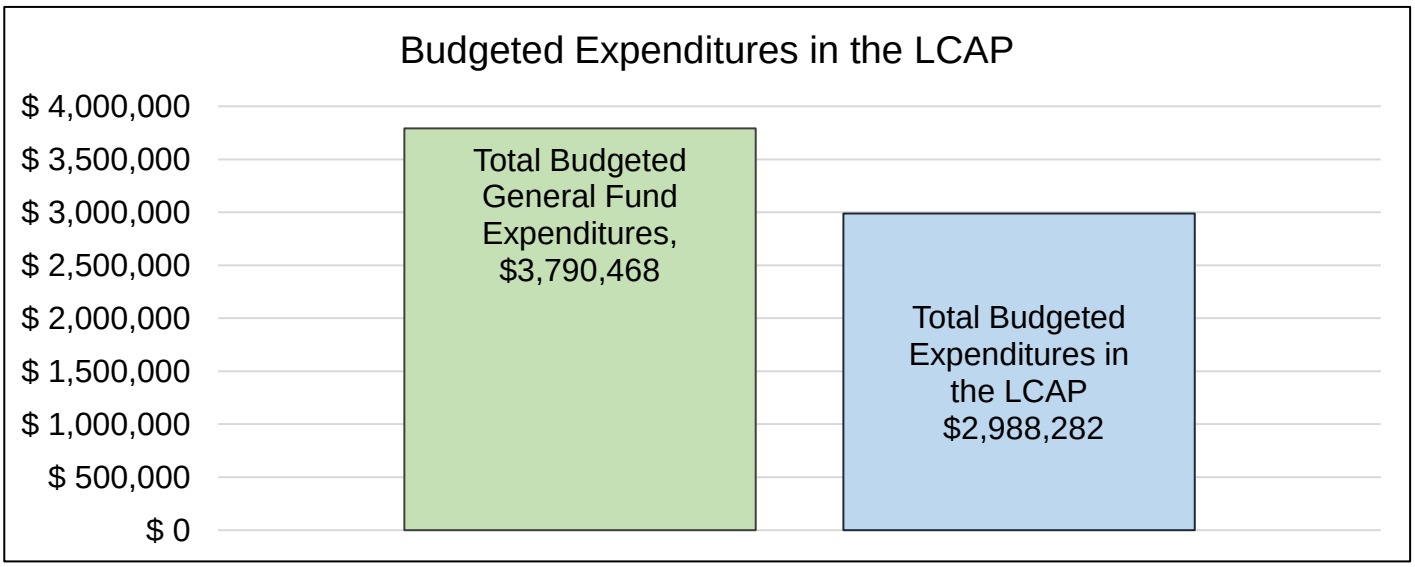


This chart shows the total general purpose revenue La Verne Science and Technology Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Verne Science and Technology Charter School is $3,790,468.00, of which $3,711,494.00 is Local Control Funding Formula (LCFF), $78,974.00 is other state funds, $0.00 is local funds, and $ is federal funds. Of the $3,711,494.00 in LCFF Funds, $1,050,594.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much La Verne Science and Technology Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: La Verne Science and Technology Charter School plans to spend $3,790,468.00 for the 2025-26 school year. Of that amount, $2,988,282.00 is tied to actions/services in the LCAP and $802,186.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

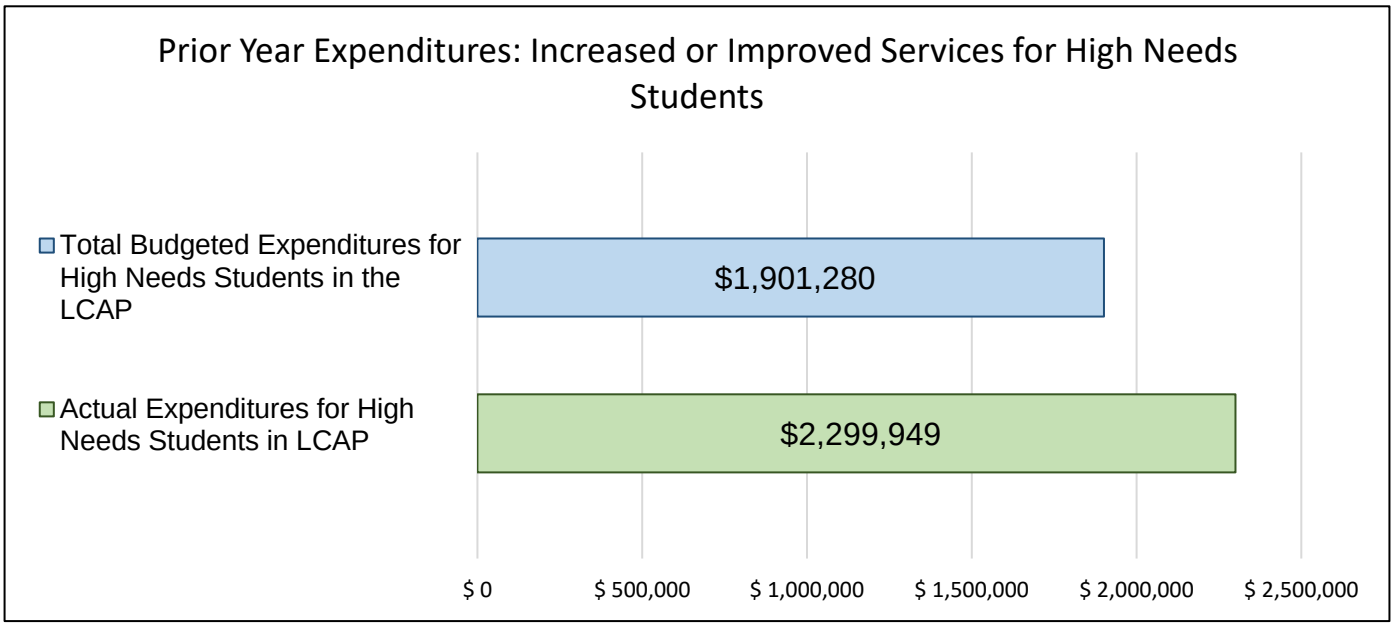
Expenditures not included in this LCAP consist of base-level classroom and site administrative costs such as certificated and classified salaries, materials, supplies, services, utilities and other outgoing expenditures. As a dependent charter, certain federal revenues are administered by the District.

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

In 2025-26, La Verne Science and Technology Charter School is projecting it will receive $1,050,594.00 based on the enrollment of foster youth, English learner, and low-income students. La Verne Science and Technology Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. La Verne Science and Technology Charter School plans to spend $1,952,884.00 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 La Verne Science and Technology Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what La Verne Science and Technology Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, La Verne Science and Technology Charter School's LCAP budgeted $1,901,280.00 for planned actions to increase or improve services for high needs students. La Verne Science and Technology Charter School actually spent $2,299,949.00 for actions to increase or improve services for high needs students in 2024-25.

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
La Verne Science and Technology Charter	Alejandro Villa Director, State & Federal Programs	alejandro.villa@pusd.org 909-397-4800 Ext. 23829

Plan Summary 2025-2026

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.

La Verne Science and Technology Charter, a K-6 affiliated conversion charter school within the Pomona Unified School District, was founded in 2013 with the mission of integrating science and technology to deepen learning experiences for underrepresented students in STEAM. Our diverse student population consists of 76.4% Hispanic, 12.3% African-American, 2.5% White, and 2.8% Filipino students. Additionally, our special populations include 16.3% English Learners, 11.1% Homeless Youth, 1.5% Foster Youth, 12.7% Students with Disabilities, and 87% Socioeconomically Disadvantaged students (California School Dashboard, 2024).
Pomona, where our school is located, has a Hispanic population of 71.4% and a poverty rate of 14.2% (U.S. Census Bureau, 2024). The city ranks in the 24th percentile for safety, meaning that 65% of cities are considered safer (Crime Grade). These socioeconomic and environmental factors pose significant challenges for our students and families, including an increase in homelessness, the rising cost of living due to inflation, and ongoing social and economic uncertainties.
La Verne Science and Technology Charter actively collaborates with educational and community partners to address these challenges. By prioritizing both academic excellence and holistic student well-being, La Verne Science and Technology Charter remains committed to ensuring that all students have the opportunity to thrive.

Reflections: Annual Performance

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

La Verne Science and Technology Charter consistently works alongside its educational partners (teachers, local bargaining units, other school personnel, SELPA administrators, students, parents/community members, and district personnel) to discuss student performance data, student's academic and social-emotional needs, overall site goals and outcomes, and professional needs of educators to meet the needs of students.

La Verne state and local data showed some SUCCESSES in overall student performance for 2024-2025.
Chronic Absenteeism continued to improve amongst most students in 2024. The work of attendance team (G5A5 Support for Chronic Absenteeism and G5A2 Monitor Attendance Patterns), Health Services staff (G5A1 Health Services & Support), Counselors (G5A3 School Counselor), Consultants (G6A1 Positive School Climate), and other school staff student options (G6A3 Extracurricular Activities, G6A4 Crisis Intervention, G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM), G7A3 Visual and Performing Arts) resulted in almost all students groups showing improvement in Chronic Absenteeism on the Dashboard.

Chronic Absenteeism: There was a decline from 37% to 29.1%, indicating effective interventions and support systems for attendance.
English Learner chronic absenteeism declined by 6.4%,
Socioeconomically disadvantaged students decline by 6.7%,
Students with disabilities declined by 22.1%
Homeless youth declined by 8%
Hispanic students declined by 10.5%
Chronic Absenteeism decreased or maintained across all student groups, except for the African American student group
English learners showed improvements in English Language Arts (ELA).
Continued support from staff in building students' foundational literacy skills (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support),
Continued summer school programs for K-6 students (G4A6 Saturday and Summer School),
Implementation of literacy programs for English Learners (G4A5 English Language Development and Support),
Prioritizing data analysis in order to determine student academic needs (G4A2 Data Analysis by Staff,
Teachers and teacher leaders participated in professional development to grow their practice (G4A7 Equity - Culturally Sustaining Pedagogy)
Resource Teacher supporting with Designated ELD Implementation (G4A9 Resource Teacher Academic Support),
Sustainability of ongoing literacy programs and professional learning via Literacy Coach (G4A3 English Language Arts Support),
An increase in academic support via field trips (G4A10 Academic Contextualization),
Site support via small group instruction from classroom teachers and student interns. (G4A1 Literacy and Math Intervention).
The ELP indicator improved significantly going from red in 23-24 to the blue indicator during the 24-25 school year
English Learners increased by 7.2 points on the ELA CA Dashboard
English Learners are showing medium (yellow) performance in ELA
English Learners increased by 12 points on the Math CA Dashboard
English Learners are showing medium (yellow) performance in Math
Grades K, 2, 3, and 4 showed improvements in percent of students who mastered between DIA Math Benchmarks I and II.
Grades K, 1, 2, 3 and 6 showed improvements in average percent correct between DIA Math Benchmarks I and II.
English Learners in Grades K, 2, and 3 showed improvements in percent of students who mastered between DIA Math Benchmarks I and II.
English Learners in Grades K, 2, 3, and 6 showed improvements in average percent correct between DIA Math Benchmarks I and II.
Grades K, 1, 2, 4, and 6 showed improvements in percent of students who mastered between DIA ELA Benchmarks I and II.
Grades K, 1, 2, 4, and 6 showed improvements in average percent correct between DIA ELA Benchmarks I and II.
English Learners in Grades K, 2, and 6 showed improvements in percent of students who mastered between DIA ELA Benchmarks I and II.
English Learners in Grades K, 1, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II.
Actions within the LCAP allowed Resource Teacher (G1A2, G4A9) and Student Interns (G1A1, G2A3, G4A1) to provide direct services to students in the classroom.
Literacy Coaches (G1A2 Teacher Support, G2A6 Professional Development & Classroom Support, G4A3 English Language Arts Support), Teaching Teacher Specialist (G1A2 Teacher Support, G2A8 Math and Science Instruction and Academic Support, G4A4 Math and Science Support), Professional Development Opportunities (G1A2 Teacher Support, G2A4 Technology Support and Services, G2A6 Professional Development & Classroom Support, Technology and Sensory Items for Students with Individual Education Plans, G4A5 English Language Development Support, G5A4 Professional Development, G6A1 Positive School Climate), and Technology Teacher Leads (G2A4 Technology Support and Services) provided classroom teachers the coaching and support they needed in order to improve instructional practices
Suspension rate remained low for all student groups, including foster youth, English Learners, Students with Disabilities, and Socioeconomically disadvantaged. Work from Counselors (G5A1 School Counselor) and Health Services & Support (G5A1 Health Services & Support) helped create stable learning environments and social emotional support systems to meet Foster Youth students' individual circumstances. Suspension Rate: Improved from orange to green, suggesting success in behavior and school climate strategies.
Mathematics Performance: Improved from orange to yellow with a gain of 6.7 points, indicating progress due to enhanced instructional strategies and student support.
Socioeconomically Disadvantaged students increased by 9.1 points and are also showing medium at the yellow performance level indicator
Hispanic student group showed growth of 3.7 points in math

While there were improvements in student performance, some CHALLENGES and areas of need were identified:

Chronic absenteeism rates continue to present significant challenges for students and families. Continuity of instruction and social-emotional support remain areas of major concern. Additionally, families continue to face challenges with unemployment, an increase in homelessness, rising inflation, and economic uncertainty. These factors heavily influence how we have responded to students' needs not only in terms of academic learning and social-emotional well-being but also in providing enrichment programs for students. Continuity of instruction and the social-emotional well-being of students will continue to be a priority for La Verne Charter. We believe in providing a culturally

responsive program that is safe, and equitable in creating a positive school climate based on strong relationships, safety, and care for our students and families. Ongoing consultations and communication between the district and site will help ensure meaningful conversations and support around ATSI plans to increase student academic outcomes based on data, educational partner input, root causes issues, evidence-based interventions, and the effectiveness of the ATSI integrated plan. La Verne exited ATSI during this school year.

California School Dashboard for La Verne Science and Technology Charter 2023
La Verne was identified as an additional targeted support and improvement (ATSI) eligible school based on the California Dashboard for the following student groups and indicators:
Both Homeless and Students with Disabilities were in the red performance level in the area of chronic absenteeism
Both Homeless (Math -86.5 distance from standard) and Students with Disabilities (Math -123.4 & ELA -85.98 distance from standard) were in the red performance level in the area of academic performance

California School Dashboard for La Verne Science and Technology Charter 2024
The California Dashboard data for 2024 with student groups within the RED for engagement (Chronic Absenteeism) at 27.5% for our African American youth. An analysis of La Verne's Dashboard data is included below.

The release of the California School Dashboard Data for La Verne in 2024 indicated several points of significance for student groups in:
Multiple student groups are showing low (orange) performance in ELA (Socioeconomically Disadvantaged & Hispanic)
All student groups increased and moved from the orange level to the yellow level in 2024 in Mathematics.
Suspension Rate improved with a .8 decrease, moving from the orange level to the green level at 1.1% rate.
Performance of Student Groups in PUSD according to the California Dashboard:
Students with Disabilities increased by 31.3 points in English Language Arts and 30.9 points in Mathematics.
Hispanic students are in the orange level (indicating low performance), decreasing by 10.3 points, and improving from orange to yellow level in Mathematics by an increase of 3.7 points.
English Language Arts (ELA): Slight decline in performance (.6 points), highlighting an area needing further focus.
English Learners are in the yellow level (indicating medium performance) in English Language Arts and in the yellow level (indicating medium performance) in Mathematics.
ELs grew in both ELA (7.2 points) and Math (12 points).
African American students increased by 66.1 points in English Language Arts and increased by 51.1 points in Mathematics. Suspension Rate improved by moving from the orange level to the yellow level with a decrease of .5%.
Homeless Youth decreased 10.4 points in English Language Arts and increased 5.9 points in Mathematics.
Socioeconomically Disadvantaged Students are at the orange level and decreased by 3.4 points in English Language Arts and increased by 9.1 points in Mathematics.
African American students are the lowest-performing (red level) in Chronic Absenteeism with an increase of 6.4 points.

Local Data: District Interim Assessments (DIAs)
Students take two district interim assessments every year: Benchmark I and Benchmark II. The following points are a summary for the 2024-2025 school year of increases and decreases in students meeting the standard in both ELA and Mathematics; they are listed by grade level.
English Language Arts:
Kindergarten ELA District Interim Assessment (DIA) Data:
DIA BM1 Proficient & Above = 80% Approaching & Not Proficient = 20%
DIA BM2 Proficient & Above = 81% Approaching & Not Proficient = 19% Increase of 1% proficient & above
First Grade Diagnostic Data:
DIA BM1 Proficient & Above = 29.3% Approaching & Not Proficient = 70.7%
DIA BM2 Proficient & Above = 34.1% Approaching & Not Proficient = 65.9% Increase of 4.8% proficient & above
Second Grade Diagnostic Data:
DIA BM1 Proficient & Above = 7% Approaching & Not Proficient = 93%
DIA BM2 Proficient & Above = 15.6% Approaching & Not Proficient = 84.4% Increase of 8.6% proficient & above
Third Grade Diagnostic Data:
ELA CAASPP - Met or Exceeded = 43.8% Std. Nearly Met = 16.7% Std. Not Met = 39.6%
Increase of 14.53% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 14.7% Approaching & Not Proficient = 85.3%

DIA BM2 Proficient & Above = 5.4% Approaching & Not Proficient = 94.6% Decrease of 9.3% proficient & above
Fourth Grade Diagnostic Data:
ELA CAASPP - Met or Exceeded = 37.8% Std. Nearly Met = 21.6% Std. Not Met = 40.5%
Decrease of 11.18% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 4.8% Approaching & Not Proficient = 95.2%
DIA BM2 Proficient & Above = 16.7% Approaching & Not Proficient = 83.3% Increase of 11.9% proficient & above
Fifth Grade Diagnostic Data:
ELA CAASPP - Met or Exceeded = 40.81% Std. Nearly Met = 36.7% Std. Not Met = 22.4%
Decreased .1% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 5.4% Approaching & Not Proficient = 94.6%
DIA BM2 Proficient & Above = 2.9% Approaching & Not Proficient = 97.1% Decrease of 2.5% proficient & above
Sixth Grade Data:
ELA CAASPP - Met or Exceeded = 40.5% Std. Nearly Met = 28.6% Std. Not Met = 31%
Increase of 7.2% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 43.9% Approaching & Not Proficient = 56.1%
DIA BM2 Proficient & Above = 73.8% Approaching & Not Proficient = 26.2% Increase of 29.9% proficient & above

La Verne Science and Technology Charter will continue to build on the ELA successes and provide targeted support for areas of need, by continuing the implementation of literacy support (G2A3), providing student tutors for additional support (small group and 1-on-1 intervention) in reading comprehension and the foundational literacy skills for student in all grades (G4A1), and having a literacy coach to provide support for classroom teachers in English Language Arts and Literacy (G2A6, G4A1, and G4A3).

Mathematics:
La Verne Charter uses Cognitively Guided Instruction (CGI) where problem-solving and student thinking are at the center of our instructional approach. Local interim assessments were administered twice during the 2024-25 school year. While assessment results do not reflect the progress students have made, they do provide data to determine the next steps for improving math instruction.

Kindergarten DIA Benchmark Data:
DIA BM1 Proficient & Above = 85% Approaching & Not Proficient = 15%
DIA BM2 Proficient & Above = 95.2% Approaching & Not Proficient = 4.8% Increase of 10.2% proficient & above
First Grade DIA Benchmark Data:
DIA BM1 Proficient & Above = 60% Approaching & Not Proficient = 40%
DIA BM2 Proficient & Above = 58.5% Approaching & Not Proficient = 41.5% Decrease of 1.5% proficient & above
Second grade DIA Benchmark Data:
DIA BM1 Proficient & Above = 16.3% Approaching & Not Proficient = 83.7%
DIA BM2 Proficient & Above = 38.6% Approaching & Not Proficient = 61.4% Increase of 22.3% proficient & above
Third grade DIA Benchmark Data:
Math CAASPP - Met or Exceeded = 25% Std. Nearly Met = 27.1% Std. Not Met = 47.9%
Decrease of 1.8% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 0% Approaching & Not Proficient = 100%
DIA BM2 Proficient & Above = 59.5% Approaching & Not Proficient = 40.5% Increase of 59.5% proficient & above
Fourth grade DIA Benchmark Data:
Math CAASPP - Met or Exceeded = 32.4% Std. Nearly Met = 29.7% Std. Not Met = 37.8%
Decrease of 4.3% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 23.8% Approaching & Not Proficient = 76.2%
DIA BM2 Proficient & Above = 34.9% Approaching & Not Proficient = 65.1% Increase of 11.1% proficient & above
Fifth grade DIA Benchmark Data:
Math CAASPP - Met or Exceeded = 8% Std. Nearly Met = 26% Std. Not Met = 66%
Decrease of 5.6% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 19.4% Approaching & Not Proficient = 80.6%
DIA BM2 Proficient & Above = 2.7% Approaching & Not Proficient = 97.3% Decrease of 16.7% proficient & above

Sixth grade DIA Benchmark Data:
Math CAASPP - Met or Exceeded = 16.7% Std. Nearly Met = 26.2% Std. Not Met = 57.1%
Increase of 1.7% for Met or Exceeded from the previous year
DIA BM1 Proficient & Above = 31.7% Approaching & Not Proficient = 68.3%
DIA BM2 Proficient & Above = 25% Approaching & Not Proficient = 75% Decrease of 6.7% proficient & above

We will continue to support teachers with professional development for CGI (G2A7 and G4A4) to strengthen and deepen pedagogical content knowledge and build on the strengths of our students. In addition, a Teaching Teacher Specialist will provide (G2A8) teachers with job-embedded coaching, modeling, math support, and strategies to increase academic achievement. We will continue to support teachers who engage students in hands-on, STEM-related extended activities that empower them to cultivate math and problem-solving skills (G7A1).

English Learner Progress from the California Dashboard and Reclassification:
The CA Dashboard shows the ELPI indicator in the blue with 55.3% of ELs making progress toward English Language Proficiency. Out of 48 ELs, 7 were eligible for reclassification and 85 % were reclassified, or 87% of ELs. 51.5 % of ELs progressed at least one level on the ELPI, 18.2% maintained their level, and 30.3% decreased one level.

La Verne Science and Technology Charter Student Groups with the Highest Needs:
To support the student body of La Verne Science and Technology Charter and the student groups with the highest need as identified in the California School Dashboard, the school has decided to make the necessary changes to ADOPT (to add a new action or service) and ADAPT (to adjust or modify an action to increase effectiveness towards the Goal or Desired Outcome) actions in order to continue improving and increasing student academic achievement. Actions within the LCAP will address needs for students based on Educational Partner Input on the PUSD LCAP survey and the themes that emerged from their feedback: academic support and resources for students, mental health and emotional support, improvement of facilities and infrastructure, better communication and parent involvement, and improved consideration of all students. Actions are both directly implemented for the benefit of students, as well as supporting instruction to ensure academic improvement.

Basic Services:
ADOPT a new Secretary II (G1A1 Support for Staff Recruitment and Hiring)

Academic Support and Resources:
ADAPT the action for Teaching Teacher Specialist by converting it into a Math Academic Coach (G4A4 Math and Science Support)
ADOPT a new Science Academic Coach (G2A8 Math and Science Instruction and Academic Support)

School Climate:
Consideration of All Student Groups
The LCAP continues to take into account ALL student groups in its development process and gives an emphasis on increasing and improving services for All Students, specifically: English Learners, Long-Term English Learners, Foster Youth, Low-Income students, Homeless Students, Socioeconomically Disadvantaged Students, and Hispanic students.

LREBG Funding Balance: $469,216.91
ADOPT new action Behavioral and Mental Health Support Services (G6A7)- A school psychologist and behavioral specialist(s) will provide comprehensive behavioral and mental health support for students experiencing challenges in order to alleviate barriers to school attendance and improve student achievement and school connectivity. ($200,000)

ADOPT new action Behavior and Academic Support Paraeducators (G6A8) - Provide paraeducator support in general education classrooms to assist students with social-emotional and behavioral needs, promote academic engagement, and reinforce positive behavior interventions. Paraeducators will work collaboratively with teachers, counselors, and administrators to provide targeted classroom-based support, assist in implementing behavior and engagement strategies, and help maintain a positive, inclusive learning environment that fosters student connectivity and well-being. ($114,000)

ADOPT new action Inclusive Learning Support Specialist (G6A9) - Provide inclusive learning services to support students with various learning and behavioral needs within the general education setting, with a focus on increasing student connectivity, improving classroom engagement, and promoting an inclusive school culture. The Inclusive Learning Support Specialist will work in collaboration with teachers, paraeducators, and site administrators to provide classroom-based behavioral and social-emotional supports, model inclusive practices, and offer consultation on evidence-based strategies to help students thrive alongside their peers. Additionally, the specialist will assist in the development of individualized classroom accommodations, visual supports, and social skills opportunities, with the necessary materials and supplies provided to ensure effective implementation. ($155,216.91)

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Certificated Staff	Members of the Instructional Leadership Team (ILT), as well as the academic coaches (Literacy Coach, Teaching Teacher Specialist, Culture & Climate Team), have sought input from teachers on the effectiveness of professional development provided by our consultants (Momentum in Teaching) and teacher leaders throughout the school year to inform how our Professional Development (PD) opportunities impact the needs of our students. As part of the LCAP development process, teachers collaborated and engaged in reviewing and reflecting on data and LCAP items in March, April, and May 2025. In addition, teachers provided input through the LCAP survey in January-February 2024 and received 23 responses from certificated staff. Feedback from professional development and LCAP surveys indicated that teachers need ongoing academic support in Literacy, Cognitively Guided Instruction (CGI) in Math, Positive Behavior Intervention and Supports (PBIS), and Science Project-Based Learning (PBL). Teachers expressed a desire for continued professional development in these areas, facilitated by academic coaches, teacher leaders, and through site-led Professional Learning Communities (PLCs) to better address student needs. Additionally, teachers identified the importance of ongoing social-emotional learning (SEL) support, including professional development in culturally responsive practices. Crisis intervention services and increased counselor support were highlighted as critical priorities. Furthermore, teachers emphasized the need for academic interventions such as tutoring, small group instruction, and targeted support for English Learners to improve student outcomes.
Other School Personnel	La Verne engaged other school personnel (i.e. classified staff, and teacher coaches) through site-based advisory groups and job-alike meetings. The School Advisory Committee (SAC) meetings occurred 6 times throughout the school year to collaborate and provide feedback on the LCAP and through the LCAP Annual Survey. School Site Council (SSC) has classified representation and ELAC with Resource Teacher and Counselor participants. The Instructional Leadership Team (ILT) held monthly meetings, reviewed data, and provided feedback. The annual LCAP survey feedback indicated that students need more academic support and resources, such as small group and one-on-one intervention. It expressed the need for social-emotional/behavioral support both inside and outside of the classroom setting, all working toward improved student achievement.
Principals/Administrators	Collaboration among site and district administrators is a vital component of the continuous cycle of inquiry. The district's Instructional Leadership Team (ILT) provides dedicated opportunities for cross-district collaboration, allowing administrators to share best practices and align on instructional priorities. Focused administrative meetings with directors and site leaders are held regularly to assess the progress and effectiveness of site goals and actions. As a charter school, additional meetings are conducted with the Assistant Superintendent, Director of Elementary Education, and Director of State and Federal Programs. These collaborative discussions inform midyear reporting and guide the development of future LCAP iterations. A comprehensive LCAP survey is also administered to gather input from Principals and Administrators. Combined with ongoing collaboration, this feedback highlights key areas of need, including expanded academic support, targeted professional development for teachers, enhanced mental and behavioral health services, and increased college and career readiness opportunities. This structured, collaborative engagement process ensures that the LCAP reflects the shared vision and priorities of our school community, driving continuous improvement to support student success.
Students (Grades 3-6)	Student voices are heard throughout the year through our student council and student focus groups. Student council members took opportunities to receive feedback from classmates and put them into action at monthly student council meetings to develop fun school spirit days and events. In addition, students in Grades 3-6 were given the opportunity to provide feedback and suggestions through the Leader In Me annual survey and the 5th grade California Healthy Kids Survey on the current context of their school. The results of the students' voices revealed that they would like to continue to have access to various extracurricular activities such as robotics, maker space, and physical spaces conducive to these opportunities. They also stated that they would like continued support in conflict resolution and mediation with a focused review of behavioral expectations as a school - providing students with strategies for creating a safe school environment where students feel heard, diversity

	is celebrated and inclusion is promoted.
Parents/Community Members	Throughout the year, meetings are held with parents and community members to share school data, and information, and to listen to recommendations and suggestions. These meetings included the English Learners Advisory Committee (ELAC), School Advisory Committee (SAC), School Site Council (SSC), Coffee with the Principal, and monthly PTA meetings. Parents are continuously asked for their feedback through interactions at parent orientations, back-to-school nights, open houses, parent conferences, and PBL exhibitions. Along with these interactions, LVSTC gathers parent input through the LCAP survey pushed out to parents through LVSTC's monthly parent newsletter and Remind. There were 46 total responses on the La Verne annual LCAP survey. Our school community indicated that there was a need for: Goal 1 Recruitment and retention of qualified staff and offering teacher support on research-based practices. Goal 2 Offer intervention programs in math, English, and science — particularly for students identified as below grade level. Increase access to tutoring and small-group instruction, both during and after school. Utilize academic enrichment programs that extend learning beyond the classroom (STEM clubs, literacy circles, coding workshops). Goal 3 Parent engagement and building positive school family relationships. Goal 4 Focus on reading support to prepare for academic success. Goal 5 Invest in school counseling and SEL curriculum to address student wellness and peer relationships. Provide training for teachers and staff in trauma-informed practices and conflict resolution. Develop student leadership opportunities and peer mentorship programs to boost connectedness. Goal 6 Continue implementation of Culture and Climate initiatives to build a positive school wide community and Multi-tiered System of Support (MTSS). Goal 7 Increase access to STEAM (Science, Technology Engineering, Art, and Mathematics exploration/enrichment programs.
Site Advisory Groups	LVSTC participates alongside parents and community members in a number of school advisory groups, including the Site Advisory Committee (SAC), the English Learner Advisory Committee (ELAC), School Site Council (SSC), and the La Verne Charter Board. SAC, ELAC, SSC, and La Verne Charter Board consist of parent representatives and they learn about Title I programs and academic support programs for all students, including services for English Learners and Long-Term English Learners. All three committees discuss the overall implementation and effectiveness of state and federal programs at La Verne. Members of site-level advisory groups also provided input through the LCAP survey. They also gave input on the LCAP survey itself and its effectiveness, and ELAC and SAC gave input separately on the needs for academic remediation in order to close student achievement gaps for English Learners, Foster Youth, and Low-Income students. Site Advisory Groups indicated that the most important needs are more academic support and resources (small group and 1:1 attention and support for other student groups), behavioral support for students (inside and outside the classroom), communication preferences (alternative methods such as hard copy flyers and questionnaires), and continued offerings of after school extracurricular programs. SAC met five times throughout the school year and was composed of parents, classified, and certificated staff. Members learn about LCAP metrics, and see examples of the LCAP in-action at the school. SAC participants provide ongoing input on school programs/initiatives that inform the Goals and Actions within the LCAP. On January 24, 2025, La Verne launched the LCAP Survey to gather educational partner feedback via the annual survey. Instant messages, school newsletters, and follow up reminders were distributed in order to inform the community on what the LCAP is and why it is important. Community members had access to the survey via QR codes and the various messaging avenues. The LCAP survey was open for a total of two weeks to all educational partners. On January 24, 2025 the LCAP mid-year review was presented to the School Site Council (SSC) and February 13, 2025 to the La Verne Charter Board. On January 24, 2025 the results of the LCAP survey were presented to SSC. SSC met five times throughout the school year and was composed of parents, community members, classified, and certificated staff. Members learn about the eight state priorities and LCAP metrics, and see examples of the LCAP in-action at the

	school. The proposed LCAP changes for 2025-2026 were presented to the School Site Council (SSC) in May 2025. SSC members were provided an opportunity to ask questions prior to the LCAP Public Review and approval Board Meeting in July 2025. English Learner Advisory Committee (ELAC) parent representatives met six times through the school year and provided feedback on services for English Learners. Parent representatives indicated that more tutoring and interventions were needed at the school site and more support for small group instruction. La Verne's DELAC representative attended the District Advisory Committee meetings and shared learnings. They were invited to provide feedback on ongoing district-wide priorities and those specific to our school site to address achievement gaps. During group discussions, parents highlighted the importance of creating dedicated parent spaces at the school site. These spaces would offer access to workshops, resources, and information crucial for supporting students' academic success.

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

Engagement: The site's development of the 2025-26 LCAP was significantly shaped by the review of data along with the valuable input and insights provided by our educational partners throughout the year. We are committed to ensuring that the voices of our educational partners – students, certificated staff, classified staff, parents and community members, Instructional Leadership Team (ILT), School Site Council (SSC), and parent advisory committees are actively involved in informing our site's goals and actions within the LCAP and help with the evaluation of the Cycle of Continuous Improvement.

Themes such as more academic support, resources, and interventions, mental health and emotional support emerged from feedback provided by educational partners to help increase student academic achievement and well-being. The adaptation and adoption of actions can be found in:
G1A1 Support for Staff Recruitment and Hiring, adoption of 1 "new" Secretary II position to help in LCAP implementation,
G2A8 Math and Science Instruction and Academic Support, adoption of 1 "new" Academic Coach (Science) position to provide science support and sustain the implementation of project-based learning,
G4A4 Math and Science Support, adaptation, convert existing Teaching Teacher Specialist (TTS) for math and science into1 Academic Coach (Math), position to provide math support and sustain Cognitively Guided Instruction (CGI) in mathematics,
G6A7 Behavioral and Mental Health Support Services, adoption of mental health professional contracted services (psychologist and behavioral specialist) to support student social-emotional mental health needs,
G6A8 Behavior and Academic Support Paraeducators, adoption of paraeducator support services to assist with academic engagement and behavioral supports,
G6A9 Inclusive Learning Support Specialist, adoption of inclusive learning services to improve classroom engagement and social interactions.

Metrics: The feedback from educational partners also influenced the continuation and selection of specific metrics to monitor our progress in improving academic achievement, attendance, engagement of students, and parent involvement. In addition to state-required metrics, local metrics were incorporated to help measure the effectiveness and ineffectiveness of actions in order to support the Cycle of Continuous Improvement. These metrics emphasize the importance of a holistic approach to support the diverse needs of all students.

Proposed Expenditures: Based on the analysis of data and educational partners' input, funds were allocated to continue professional development opportunities to enhance teachers and staff capacities, focusing on low-performance areas such as ELA, Math, and Chronic Absenteeism as indicated on the California School Dashboard. La Verne Science and Technology Charter is committed to allocating resources that are targeted toward services and evidence-based strategies to address the needs of all students, with an emphasis on increasing and improving services for English Learners, Foster Youth, and Low-Income students.

Moving forward, we will continue to engage our educational partners in the development of the LCAP, regularly analyze the effectiveness of our goals and actions, and make the necessary adjustments to ensure increased and improved services for our student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: (Maintenance) All students will be taught by appropriately assigned and fully credentialed teachers and have access to standards aligned instructional materials and facilities that are in good repair.	Maintenance of Progress Goal

State priorities addressed by this goal.

1, 2

An explanation of why the LEA has developed this goal.

We developed this goal because our students need access to high-quality staff, proper instructional materials, and well-maintained facilities in order to develop the educational foundations needed to succeed in school and move toward graduation. The metrics identified in this goal will measure 1) the extent to which students will be taught by appropriately assigned and fully credentialed teachers, 2) the extent to which students will have access to standards-aligned instructional materials, 3) the extent to which students will have access to facilities in good repair, and the impact that these components will have on student academic achievement in ELA and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Report 4.1 Staff- Count and FTE by Job Classification	100%	100%		100%	0%
2	Facility Inspection Tool (FIT) School Facility Inspection Evaluation	100%	100%		100%	0%

3	Availability of Textbooks and Other Instructional Materials Report Percentage of Students Lacking Own Assigned Copy	100%	100%		100%	0%

Goal Analysis for 2024-2025

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.

G1A1, A2, A3, and A4 were fully implemented.
Successes in implementation were seen in G1A1 Support with Staff Recruitment and Hiring where the Human Resources clerk was able to monitor misassignments and support with the recruitment of personnel and in G1A2 Teacher Support where teacher leaders worked and supported beginning teachers, new teachers, and veteran teachers through the learning and implementation of site initiatives. G1A3 & G1A4 implementation of fully staffed custodial team in maintaining a safe, clean and positive learning environment.

The challenges in the implementation of this action was seen in the recruitment of staff to fill the various stipend/special assignment opportunities. Filling tutor positions is a challenge because the rate of pay is at the minimum wage amount. PUSD is working on adjusting the salary schedule for this position. La Verne has been able to contract with vendors to provide this service. Coordination and timing for facility updates and repairs.

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 actions that contributed to the difference in the budgeted expenditures and the estimated actuals were G1A1 Support with Staff Recruitment and Hiring, and G1A4 impacted by the coordination and scheduling for facility updates/repairs.

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

Overall, the evaluation of all Goal 1 metrics was fully effective, metrics remained exemplary.

The Facility Inspection Tool (FIT School Facility Inspection Evaluation) reflected 100% fully implemented at the exemplary level. The Availability of textbooks and other instructional materials report percentages of students lacking their own assigned copy, found that La Verne was 100% sufficient. The CALPADS report reflected a 100% highly qualified staff count.

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.

After reflection, this goal, metric, and the desired outcome will be maintained for the 2025-26 academic year and within the existing three-year cycle of the LCAP. G1A1 will be adjusted to adopt the creation of a Secretary II position to support the services of students, including English Learners, Foster Youth, and Low-Income students. The Action 1 description will remain that same, "With the support of the PUSD Human Resources Department, the Admin Team will recruit, and hire certificated, classified staff, and college tutors that are to be assigned to increase or improve support for English Learners, Foster Youth, and Low-Income students as described in the plan to ensure prompt access to services for our students."

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	Support for Staff Recruitment and Hiring	With the support of the PUSD Human Resources Dept., the Admin. Team will recruit, and hire certificated, classified staff, and college tutors that are to be assigned to increase or improve support for English Learners, Foster Youth, and Low-Income students as described in the plan to ensure prompt access to services for our students.	$101,000.00	Yes
2	Teacher Support	La Verne Charter Learning Partners (School Site Specialist, Literacy Coach, Resource Teacher, Teaching Teacher Specialist for Math & Science, Project-Based Learning Leads) and the Instructional Leadership Team, will receive stipends and use instructional materials, supplies, and professional development sessions to work with new teachers and staff focusing on high-effect size strategies that improve academic achievement. Special assignment hours will be provided for planning outside of the contracted time. This will allow them to better meet the academic and social-emotional needs of our English Learners and Low-income students.	$16,973.00	Yes
3	Custodial Staff	Custodial staff will work to provide a safe, clean, and positive learning environment for students. This will mitigate any interrupted instructional time for our English Learners and Low-income students.	$85,123.00	No
4	Custodial Staff and Facilities	Maintaining our facility updated and creating a positive learning environment is a priority for staff, students, parents, and the community to feel welcome and proud of attending school at La Verne Charter. Extra hours for custodial staff and Maintenance and Operations to complete special projects, repairs, and facility improvements such as painting, new carpets, and portables. Custodial materials, contracted services, equipment, supplies, and resources will be purchased.	$2,126.00	No

Goal

Goal #	Description	Type of Goal
2	Goal 2: (Broad) State adopted standards will be implemented through out La Verne Charter and they will be supported with professional development, materials and opportunities for staff to collaborate to ensure students have access to them.	Broad Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need additional services put in place that address their academic and behavioral needs in order to access the state academic standards, and in order to graduate and be college and career-ready. The metrics identified in this goal will measure 1) The LEA's Rating on how it is implementing policies and programs for students to access content standards, 2)The LEA's Rating on Professional Development and Teacher Support, 3) Students' academic progress on state and local assessments, in order to measure the impact on student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts District Interim Assessments BM1 and BM2 for ELA - Average Percent Correct	Grade K: 72.1%, 78.2% Grade 1: 63.6%, 64.9% Grade 2: 45.9%, 48.4% Grade 3: 43.3%, 48.1% Grade 4: 40.1%, 53% Grade 5: 44%, 39.4% Grade 6: 53.6%, 66.2%	Grade K: 80.7%, 82.7% Grade 1: 56.4%, 61.0% Grade 2: 38.3%, 48.3% Grade 3: 40.6%, 38.8% Grade 4: 38.5%, 47.5% Grade 5: 39.4%, 35.2% Grade 6: 66.0%, 77.3%		Grade K: 75.1%, 81.2% Grade 1: 65.6%, 67.9% Grade 2: 48.9%, 51.4% Grade 3: 46.3%, 51.1% Grade 4: 43.1%, 56.0% Grade 5: 47%, 41.4% Grade 6: 56.6%, 69.2%	Grade K: +8.6%, +4.5% Grade 1: -7.2%, -3.9% Grade 2: -7.6%, -0.1% Grade 3: -2.7%, -9.3% Grade 4: -1.6%, -5.5% Grade 5: -4.6%, -4.2% Grade 6: +12.4%, +11.1%

2	Mathematics District Interim Assessments BM1 and BM2 Average Percent Correct	Grade K: 83%, 76.4% Grade 1: 65.1%, 66% Grade 2: 52.3%, 45.4% Grade 3: 43.3%, 45.2% Grade 4: 54%, 55.6% Grade 5: 44.1%, 28.4% Grade 6: 32.4%, 41.2%	Grade K: 86.0%, 87.9% Grade 1: 68.3%, 71.5% Grade 2: 47%, 57.5% Grade 3: 36.1%, 67.7% Grade 4: 51.1%, 50.2% Grade 5: 46.6%, 24.3% Grade 6: 55.4%, 58.0%		Grade K: 86.0%, 79.4% Grade 1: 68.1%, 69.0% Grade 2: 55.3%, 48.4% Grade 3: 46.3%, 48.2% Grade 4: 57.0%, 58.6% Grade 5: 47.1%, 31.4% Grade 6: 35.4%, 44.2%	Grade K: +3.0%, +11.5% Grade 1: +3.2%, +5.5% Grade 2: -5.3%, +12.1% Grade 3: -7.2%, +22.5% Grade 4: -2.9%, -5.4% Grade 5: +2.5%, -4.1% Grade 6:+23%, +16.8%
3	Implementing policies or programs- State Standards Rubric Scale 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	ELA - 3 ELD - 3 Math - 3 NGSS - 3 HSS - 3	2024-25 Self Reflection Tool ELA: 4 ELD: 4 Math: 4 NGSS: 3 HSS: 3		ELA - 4, ELD - 4 Math - 4 NGSS - 4 HSS - 4	ELA: +1 ELD: +1 Math: +1 NGSS: 0 HSS: 0

4	Professional learning, teacher needs, and teacher support Rubric Scale 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	PD- 4 Teacher Needs- 3 Teacher Support- 3	2024-25 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support: 4		PD - 5 Teacher Needs- 4 Teacher Support- 4	PD: 0 Teacher Needs: 0 Teacher Support: +1

Goal Analysis for 2024-2025

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 2/Actions 1, 2, 3, 4, 5, 6, 7, 8, and 9 were fully implemented, and Action 10 was partially implemented with the opening of the school year orientation and enrollment in process for 2025 school year kindergarten students. Each had their share of successes and challenges.

There were several successes in implementation that ensured students continued to gain access to State Standards and Standards-Based Instruction:
Multicultural books and high-interest books were ordered and added to the library, increasing access to literacy materials (G2A1 Library Support),
Additional teachers reduced the need for combination classes, and led to growth in student performance on the District Interim Assessment (DIA) for Math this school year: between BM1 and BM2 in grades K, 1, 2, 3, and 6 for average percent correct (G2A2 Combination Class Reduction K-6)
English Learners increased by 7.2 points on the ELA state assessment,
Additional teachers reduced the need for combination classes and led to growth in student performance on the iReady progress monitoring diagnostic for mathematics. Beginning of Year (BOY) 7% green, 42% yellow, and 51% red. The Middle of Year (MOY), the following growth was observed: 13% green, 52% yellow, and 34% red.
The CA dashboard reflects an improvement from the orange level to the yellow level in 2024.
District Interim Assessment (DIA) for ELA this school year:
between BM1 and BM2 in grades K, 2, 3, and 6 (G2A2 Combination Class Reduction K-6),
Building relationships with new parents and Kindergarten teachers (G2A3 Orientation for Kindergarten Students) and coordination of student interns helping instruction through small-group and targeted support (G2A3 Orientation for Kindergarten Students),
There was an increase in tutoring services provided for students, allowing for more access and opportunity. Additional tutoring was offered to 2nd-grade and 5th-grade classes that had long-term substitutes for large portions of the school year. (G2A5 Extended Learning Opportunities for Literacy and Math),
Attending Project-Based Learning (PBL) camp and contracted services professional development resulted in the implementation of site-wide PBL during this school year in alignment with our site initiative as a Science and Technology Charter and implementation of Readers Workshop and refinement of Cognitively Guided Instruction in Math and Writers Workshop and other researched based instructional approaches, allowing for the training and calibration of school staff (G2A6 Professional Development and Classroom Support),
An increase in teacher leader development to plan and coordinate services that could provide tiered behavioral and academic support (G2A7 Improved Student Achievement),

There were also notable challenges in implementation within several actions, mainly due to competitive salaries, facility availability, and staff to provide services to students at school.
The salary schedule for PUSD tutors is set at the minimum wage rate of pay; other employers in the area have more competitive rates of pay. Therefore, it has been a challenge to fill the tutor positions (G2A3 Kindergarten & Classroom Instructional Support, G4A1 Literacy and Math Intervention).
Prioritizing collaboration time between teachers and Technology Teacher Leads (TTLs) has been challenging due to calendar conflicts (G2A4 Technology Support and Services).
Families enroll for Kindergarten all throughout the year. Not having a transitional kindergarten program impacts Kindergarten enrollment, therefore resulting in low orientation participation. An August orientation has been found to be more successful for families, as the majority of enrolled students who continue into the summer increase participation as a meet and greet at the beginning of the school year. (G2A10 Orientation for Kindergarten Students)

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

There were material differences for a majority of actions within Goal 2. G2A2 Combination Class Reduction K-6, G2A3 Kindergarten & Classroom Instructional Support, G2A4 Technology Support and Services, G2A5 Extended Learning Opportunities for Literacy and Math, G2A6 Professional Development & Classroom Support, G2A7 Improve Student Achievement, G2A8 Math and Science Instruction and Academic Support, G2A9 Technology and Sensory Items for Students with Individual Education Plans (IEPs), G2A10 Orientation for Kindergarten Students. Differences due to vacancies, the ongoing hiring of personnel, and calendar conflicts.

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

Overall, the evaluation of all Goal 2 metrics reflected partially effective, there were metrics that reflected positive overall growth from BM1 to BM2 in the area of Math (Grades K, 2, 3, and 4) and BM1 to BM2 in the area of ELA (Grades K, 2, and 3).

The Self-Reflection Tool reflected partial effectiveness with ELA, ELD, and Math being at level 3 (initial) implementation for the State Standards for the baseline. We saw progress in ELA, ELD, and Math to level 4 (full) implementation. Both HSS and NGSS were maintained at level 3 (initial) implementation.

Overall, Goal 2 was effective in that there were increased efforts and outcomes in student access to the state standards. Elementary students demonstrated growth in both ELA and Math DIAs (District Interim Assessments), there was an increase in support for teachers through professional development sessions, and there was support for students and families through Kinder Orientation/ Meet & Greet sessions. The actions were effective in supporting access to the State Standards through the following outcomes:
Students were able to access more books and digital literacy resources through their respective libraries and technology support/services, and library and technology staff provided academic and literacy support for students through interaction, ongoing access to resources, and the integration of Readers Workshop (G2A1 Library Support, G2A4 Technology Support and Services, G2A9 Technology and Sensory Items for Students with Individual Education Plans (IEPs)).
Reduction in combination classes led to improved instructional practices (G2A2 Combination Class Reduction K-6).
Student interns continued to provide support in elementary classrooms (G2A3 Kindergarten & Classroom Instructional Support).
Teacher-facilitated orientation/meet & greet for Kinder students and families resulted in the building of relationships and ease of transition to school (G2A10 Orientation for Kindergarten Students).
Teachers received support and coaching from Teacher Technology Leads (TTLs) throughout the year, which enabled teachers to incorporate EdTech tools into their instruction and classroom practices (G2A4 Technology Support and Services).
Teachers and school staff engaged in planning and coordination to provide interventions for students in math and science that led to ongoing support (G2A7 Improve Student Achievement, G2A5 Extended Learning Opportunities for Literacy and Math). The school site implemented Universal Access time during the first 45 minutes of the school day for the first time. Student data was analyzed and
Teachers continue to receive professional development aligned with site initiatives(G2A6 Professional Development & Classroom Support, G2A8 Math and Science Instruction and Academic Support). Continue to send staff to High Tech High for the Project-Based Learning (PBL) camp.

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

The goal will remain the same, the Teaching Teacher Specialist position will be eliminated, and an Academic Coach position will be created to support Science.
Adopt 1 Academic Coach position to provide coaching and training for teachers (G2A8 Math and Science instruction and Academic Support).
Goal 2A8 action description updated, previously (Teaching Teacher Specialist) to now: (Academic Coach) will work with classroom teachers to provide professional development, job-embedded coaching, modeling, planning, and collaboration to improve instructional strategies for Foster Youth, English Learners, and Low-income students in the area of mathematics and science. Opportunities to observe math and science instruction at other school sites, special assignment hours, substitute fees, structured teacher planning time (STPT), conference attendance, math and science, equipment, materials, supplies, and transportation to math events will be provided.

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	Library Support	The Library Clerk will allow students to access the La Verne Charter Library. District training will be offered to enhance the Library Clerk's ability to support English Learners and low-income students. This will increase students' literacy skills and academic vocabulary, by reading high-interest and engaging books. Extra hours will be provided to conduct an inventory of books. Materials, supplies, digital ebooks, and culturally responsive library books that represent our students and families will be purchased.	$59,176.00	Yes
2	Combination Class Reduction K-6	Additional teacher(s) who are highly qualified and fully credentialed teachers will help to reduce class size and the need for combination classes to better serve our Low-income students, Foster Youth, and English Learners who benefit from interventions and support to improve achievement on state and local assessments.	$220,827.00	Yes
3	Kindergarten & Classroom Instructional Support	College tutors and classified staff will provide access to the standards-based curriculum while students are in the Full-Day Kindergarten program and in the primary grades for small-group instruction. This will provide additional support for English Learners and Low-income students who would begin school in first grade. This will help increase literacy skills and social-emotional skills with the implementation of Conscious Discipline (SEL), Leader in Me (SEL), and Restorative Practices (SEL) programs. Contracted services, Instructional materials, and supplies including technology licenses and applications.	$96,416.00	Yes
4	Technology Support and Services	Technology Teacher Leads (TTLs) will plan and facilitate professional development for teachers and staff who will design rigorous and relevant learning opportunities and integrate technology for English Learners, Low-income and Foster Youth to actively engage students, enhance their academic growth, and prepare them to be college and career ready. TTLs and technology staff will receive stipends, special assignment hours, attend conferences to stay current on high-effect teaching strategies and tech tools, conference attendance fees, contracted services, and the purchase of software programs and applications will be provided.	$20,000.00	Yes
5	Extended Learning Opportunities for Literacy	After-school tutoring, intervention, and summer school taught by Intervention, Resource, and other certificated staff will provide English Learners, low-income, and Foster Youth students with extended opportunities to close the achievement gap in literacy and math. Special assignment hours for Certificated and Classified staff will be funded, in addition to contracted services in order to extend the school day and year for English Learners, Foster Youth, and Low-income students.	$11,337.00	Yes
6	Professional Development & Classroom Support	Certificated staff will participate in professional development and ongoing coaching via Literacy Coach contracted services for CGI Math, Reader, and Writers Workshop strategies, and other researched-based literacy and math resources and teacher leaders to support classroom instruction for all students including Low-income and Foster Youth students. Professional development topics include state standards, PBL/integrated learning, differentiated and small group instruction, balanced Literacy, and strategies for students with disabilities, high-effect strategies, and the use of restorative practices to increase academic growth and college and career readiness. Special assignment hours for teacher leaders, instructional materials, supplies and resources will be provided.	$78,214.00	Yes
7	Improve Student Achievement	ILT and Site Specialist will collaborate with certificated staff to plan and coordinate services for English Learners, Foster Youth, and Low-income students with teachers and classified staff to improve student academic achievement and SEL. This will include funding for conference attendance, extra hours, Unit Leader Stipends, instructional materials and supplies.	$188,409.00	Yes

8	Math and Science Instruction and Academic Support	Academic Coach will work with classroom teachers to provide professional development, job-embedded coaching, modeling, planning, and collaboration to improve instructional strategies for Foster Youth, English Learners, and Low-income students in the area of mathematics and science. Opportunities to observe math and science instruction at other school sites, special assignment hours, substitute fees, structured teacher planning time (STPT), conference attendance, math and science, equipment, materials, supplies and transportation to math events will be provided.	$112,969.00	Yes
9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	La Verne Charter special education staff will support students with disabilities in the moderate to severe program with access to technological devices, software applications, and sensory equipment specific to students receiving special education and related services. In addition, staff will participate in professional development and/or attend conferences related to special education. The use of these technology supports will allow students with disabilities to access a relevant educational curriculum in an equitable manner so they are able to grow, achieve success, self-regulate, and function more fully. This includes funding for technological devices, software, sensory equipment, professional development, conference attendance, materials, and supplies.	$5,648.00	No
10	Orientation for Kindergarten Students	Certificated and classified staff will provide English Learners, Foster Youth, and Low-income students entering Kindergarten a day of orientation before the end of the school year and just before the beginning of the new school year in order to improve students' transition to school and make it a positive experience. Materials, supplies, and extra hours will be provided to teachers and classified staff.	$2,214.00	Yes

Goal

Goal #	Description	Type of Goal
3	Goal 3: (Broad) Parents and Guardians will be invited to participate in the implementation and evaluation of programs designed to benefit students	Broad Goal

State priorities addressed by this goal.

2, 3, 5

An explanation of why the LEA has developed this goal.

We developed this goal because strong family-school partnerships lead to improved student academic achievement, increased student engagement and attendance, decreased suspension, and increased parent involvement in the educational decisions that benefit student outcomes. The metrics identified in this goal will measure 1) the extent of communication and resources for parent and family engagement, 2) the extent of parent and family engagement at the school and district levels, 3) students ' academic progress on state and local assessments, 4) students' engagement, and 5) attendance and chronic absenteeism data in order to enhance and increase parent involvement and student achievement.

Measuring and Reporting Results

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

1	Communication -Parent and Family Engagement Progress in developing multiple opportunities for the school to engage in two-way communication Rubric: 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research	5- 40.56% 4-23.78% 3- 22.38% 2- 8.39% 1- 4.90%	2024-2025 Self Reflection Tool 5: 50.00% 4: 33.33% 3: 0.00% 2: 16.67% 1: 16.67%		5- 43.56% 4- 27.78% 3- 21.38% 2- 5.39% 1- 1.90%	5: +9.44% 4: +9.55% 3: -22.38% 2: +8.28% 1: +11.77%

2	Resources- Parent and Family Engagement Progress in providing families with information and resources to support student learning and development in the home. Rubric: 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research	5- 31.58% 4- 24.81% 3- 26.32% 2- 11.28% 1- 6.02%	2024-2025 Self Reflection Tool 5: 41.67% 4: 33.33% 3: 16.67% 2: 8.33% 1: 0.00%		5- 34.58% 4- 28.81% 3- 25.32% 2- 8.28% 1- 3.02%	5: +10.09% 4: +8.52% 3: -9.65% 2: -2.95% 1: -6.02%

3	Engagement- Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels Rubric: 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research	5- 30.95% 4-13.49% 3- 32.54% 2- 15.08% 1- 7.94%	2024-2025 Self Reflection Tool 5: 25.00% 4: 25.00% 3: 33.33% 2: 8.33% 1: 0.00%		5- 33.95% 4-17.49% 3- 31.54% 2- 12.08% 1- 4.94%	5:-5.95% 4: -11.51% 3: +0.79% 2: -6.75% 1: -7.94%

Goal Analysis for 2024-2025

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.

All planned actions, G3A1 Parent Training & Workshops, G3A2 Parent Support and Involvement, and G3A3 Building Positive School Family Relationships were partially implemented.

Successes in implementation were seen in several actions that engaged and increased Parent Involvement:
Training and support for parents and community members with the evaluation of student data and participation in the decision-making process to advocate for student groups (G3A1 Parent Training & Workshops, G3A2 Parent Support and Involvement),
Workshops for parents to support the academic achievement of students (G3A1 Parent Training & Workshops),
Community engagement events were well attended by various educational partners (G3A3 Building Positive School Family Relationships).
100% of parents reported that the school responds promptly to their calls, emails, or messages (G3A3 Building Positive School Family Relationships).
80% of parents reported on the California School Parent Survey that they are encouraged to be active partners (G3A3 Building Positive School Family Relationships).
100% of parents reported on the California School Parent Survey that the school has a quality program for their child's talents, gifts, or special needs (G3A3 Building Positive School Family Relationships).

A challenge in implementation was seen in all three planned actions: G3A1 Parent Training & Workshops, G3A2 Parent Support and Involvement, and G3A3 Building Positive School Family due to limited parent participation and other funding sources.

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.

Material differences between budgeted expenditures and actual expenditures were observed due to other funding sources being utilized and invited participants not availing themselves to engage in off-site training opportunities (G3A1 Parent Training & Workshops, G3A2 Parent Support and Involvement, and G3A3 Building Positive School Family Relationships).

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

Overall, the evaluation of Goal 3 metrics reflected full effectiveness. The self-reflection tool showed 83% full implementation for "Communication - Parent & Family Engagement", showing a growth of 18.99%. The "Resources - Parent & Family Engagement" metric showed 75% full implementation, with a growth of 18.61%. The "Engagement - Parent & Family Engagement Rate" reflected a metric of 50%, reflecting a growth of 5.56%. This showed noticeable gains and reflected meeting the target outcomes.

The Leader in Me survey showed an overall satisfactory score on the annual Measurable Results Assessment (MRA). There was an increase of 6 points for school climate and a 7-point increase for school and family partnerships.

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

The goal and metrics will remain the same, aligned to the LCAP survey question for priority 3, the Leader In Me Survey question on Family and Community Engagement, and the California School Parent Survey - Promotion of Parental Involvement components (active partner, input, and respect).

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	Parent Training & Workshops	La Verne Charter will work with parents and community members to increase their knowledge and understanding of social-emotional strategies, trauma, student data, standards, legal rights and responsibilities, and college and career readiness, etc. to advocate for Foster Youth, English Learners, and Low-income students. Contracted services and special assignment hours for teacher facilitators, presenters, materials, and supplies will be provided.	$3,738.00	Yes
2	Parent Support and Involvement	The La Verne Charter administrator, counselor, certificated and classified staff will collaborate and plan school activities and events to support English Learners, Foster Youth, and Low-income students. The school will also coordinate with the District Community Liaison and Parent Center to assist with training to parents and community members. Conference fees and transportation will be provided for parents to participate in activities and events that support their children's academic achievement and social-emotional growth. Resources, materials, and supplies will also be funded to support activities and events.	$0.00	Yes
3	Building Positive School Family Relationships	La Verne Charter certificated staff will regularly communicate with families to build positive, meaningful relationships, to get a deeper understanding of a student’s identity & culture, to encourage involvement in student’s growth and to invite families to participate in school events specifically for parents of English Learners and Low-income students. Communication shall be over the phone or in person. Funding for special assignment hours for communication with families after contracted hours and for staff training on parent and community involvement. Resources, supplies, and materials will also be provided.	$11,084.00	Yes

Goal

Goal #	Description	Type of Goal
4	Goal 4: (Broad) Students will be provided support in order to access academic content and performance standards. The support will include language acquisition strategies that will assist English Learners to access English-only content and prepare students to participate in post secondary education and pursue career pathways.	Broad Goal

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

We developed this goal because our students need interventions and programs that will help them improve academically and on state and local assessments. English Learners need services that will address their language acquisition and literacy needs, while Foster Youth need academic and social-emotional support to be on par with all students in accessing the standards and improving in academic achievement. The metrics identified in this goal will measure progress on state and local assessments in order to monitor overall student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts District Interim Assessments BM1 and BM2 for ELA - Average Percent Correct	Grade K: 72.1%, 78.2% Grade 1: 63.6%, 64.9% Grade 2: 45.9%, 48.4% Grade 3: 43.3%, 48.1% Grade 4: 40.1%, 53% Grade 5: 44%, 39.4% Grade 6: 53.6%, 66.2%	Grade K: 80.7%, 82.7% Grade 1: 56.4%, 61.0% Grade 2: 38.3%, 48.3% Grade 3: 40.6%, 38.8% Grade 4: 38.5%, 47.5% Grade 5: 39.4%, 35.2% Grade 6: 66.0%, 77.3%		Grade K: 75.1%, 81.2% Grade 1: 65.6%, 67.9% Grade 2: 48.9%, 51.4% Grade 3: 46.3%, 51.1% Grade 4: 43.1%, 56.0% Grade 5: 47%, 41.4% Grade 6: 56.6%, 69.2%	Grade K: +8.6%, +4.5% Grade 1: -7.2%, -3.9% Grade 2: -7.6%, -0.1% Grade 3: -2.7%, -9.3% Grade 4: -1.6%, -5.5% Grade 5: -4.6%, -4.2% Grade 6: +12.4%, +11.1%

2	Mathematics District Interim Assessments BM1 and BM2 Average Percent Correct	Grade K: 83%, 76.4% Grade 1: 65.1%, 66% Grade 2: 52.3%, 45.4% Grade 3: 43.3%, 45.2% Grade 4: 54%, 55.6% Grade 5: 44.1%, 28.4% Grade 6: 32.4%, 41.2%	Grade K: 86.0%, 87.9% Grade 1: 68.3%, 71.5% Grade 2: 47%, 57.5% Grade 3: 36.1%, 67.7% Grade 4: 51.1%, 50.2% Grade 5: 46.6%, 24.3% Grade 6: 55.4%, 58.0%		Grade K: 86.0%, 79.4% Grade 1: 68.1%, 69.0% Grade 2: 55.3%, 48.4% Grade 3: 46.3%, 48.2% Grade 4: 57.0%, 58.6% Grade 5: 47.1%, 31.4% Grade 6: 35.4%, 44.2%	Grade K: +3.0%, +11.5% Grade 1: +3.2%, +5.5% Grade 2: -5.3%, +12.1% Grade 3: -7.2%, +22.5% Grade 4: -2.9%, -5.4% Grade 5: +2.5%, -4.1% Grade 6:+23%, +16.8%
3	CAASPP -ELA Dashboard Points Below Standard (PBS)	24.5 PBS	25.1 PBS		21.5 PBS	-0.6 points
4	CAASPP -Math Dashboard Points Below Standard (PBS)	76.3 PBS	69.6 PBS		73.3 PBS	+6.7 points
5	CAASPP-Science Dashboard Percent of students at each of the 4 levels	Level 1 - 15.56 Level 2 - 68.89 Level 3 - 11.11 Level 4 - 4.44	Level 1 - 12.24 Level 2 - 77.55 Level 3 - 8.16 Level 4 - 2.04		Level 1 - 6.44 Level 2 - 14.11 Level 3 - 66.89 Level 4 - 12.56	Level 1: -3.32 Level 2: +8.66 Level 3: -2.95 Level 4: -2.40

Goal Analysis for 2024-2025

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.

The actions were fully implemented, allowing La Verne to continue to make progress towards the goal of expanding access to the academic standards, laying a strong foundational base, and including supports for students academically and in their language development across all content areas.

Successes in implementation include:

Continued support from staff in building students' foundational literacy skills, especially with the implementation of Universal Access Time (UA Time), where students worked in homogenous groups, targeting their specific learning needs (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support),
Continued summer school programs for K-6 students (G4A6 Saturday and Summer School),
Technology support for all classrooms (G4A8 Technology Maintenance, Internet Support, & Services),
Implementation of literacy programs for English Learners (G4A5 English Language Development and Support),
Prioritizing data analysis in order to determine student academic needs (G4A2 Data Analysis by Staff,
Teaching Teacher Specialist supporting all teachers and implementing Cognitive Guided Instruction in Math (CGI) and Project-based Learning (PBL focus in Science) (G4A4 Math & Science Support),
Teachers and teacher leaders participated in professional development to grow their practice (G4A7 Equity - Culturally Sustaining Pedagogy)
Resource Teacher supporting with Designated ELD Implementation (G4A9 Resource Teacher Academic Support),
Sustainability of ongoing literacy programs and professional learning via Literacy Coach (G4A3 English Language Arts Support),
An increase in academic support via field trips (G4A10 Academic Contextualization),
Site support via small group instruction from classroom teachers and student interns. (G4A1 Literacy and Math Intervention).

Challenges in implementation were mainly due to vacancies, especially among student interns (G4A1 Literacy and Math Intervention). Limited staff for Saturday and Summer school programs (G4A6 Saturday and Summer School). Various new teachers and long-term substitutes.

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.

Material differences between budgeted and estimated actual expenditures were due to vacancies, unspent funds in special assignment hours, and materials and supplies (G4A4 Math & Science Support, G4A4 English Language Development Support). There were challenges in hiring tutors (G4A1 Literacy and Math Intervention), filling positions, and fulfilling special assignment hours during Saturday school and summer school (G4A6 Summer and Saturday School, G4A2 Data Analysis by Staff, G4A4 Math and Science Support).

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

Overall, the evaluation of all Goal 4 metrics reflected partially effective; there were noticeable gains in grades Kindergarten and 6th grade for the ELA District Interim assessment. Both of these grade levels met or exceeded the target for year three. On the District Interim Assessment in the area of Math, grades Kindergarten, First, and Sixth grew and exceeded the three-year target. In evaluating Mathematics performance on District Interim Assessments (BM1 and BM2), there were noticeable gains in several grade levels. Specifically, Grade 6 improved by +23% on BM1 and +16.8% on BM2 compared to baseline, and Grade 3 increased by +22.5% on BM2. Grade K also made consistent growth, with +3.0% on BM1 and +11.5% on BM2. Grade 5 exceeded the math BM1 three-year target. On the California Dashboard, math reflected an improvement of 6.7 points. On the Science CAASPP, the percentage of students in Level 1 (not met) decreased by 3.32%.

However, areas of concern remain: ELA BM1 to BM2 was ineffective in grades 1st - 5th. On the CAASPP, there was a slight decrease of .6 points. In mathematics for Grade 2 (BM1: -5.3%) and Grade 4 (BM1: -2.9%), performance dipped from baseline levels. In evaluating Science proficiency (CAASPP CAST), outcomes were partially effective, with notable fluctuations across the three years. At baseline, 68.89% of students scored at Level 2 (Nearly Met Standard), with only 11.11% meeting or exceeding the standard (Levels 3 and 4). In Year 1, overall performance regressed, with Level 2 increasing to 77.55% while students meeting or exceeding standard dropped to 10.2% combined (Level 3: 8.16%, Level 4: 2.04%).

La Verne made progress towards this goal in several ways, from increased participation in professional development opportunities and improved student performance on district-level assessments.

Student participation in Summer academic programs (GA6 Saturday and Summer School).
Quick turnaround service to student chromebooks and increased efficiency in tech support for teachers (G4A8 Technology Maintenance, Internet Support, & Services),
Timely and responsive Technology Support Services (G4A8 Technology Maintenance, Internet Support, & Services),
Increased coaching opportunities from Literacy Coach and Teaching Teacher Specialist (G4A1 Math Support, G4A3 English Language Arts Support),
Improvement in literacy and math among some grade levels on the DIA (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support, G4A4 Math and Science Support),
100% of students who received a 4 on the ELPAC reclassified (G4A9 Resource Teacher Academic Support

While staffing challenges continue within several of the actions under this goal, students still made positive gains in various areas, and staff learning and classroom environments continue to move forward towards improving student achievement.

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

The goal will remain the same, the Teaching Teacher Specialist position will be eliminated, and an Academic Coach position will be created to support Mathematics.
Adopt 1 Academic Coach position to provide coaching and training for teachers (G4A4 Math and Science Support).
G4A4 action description updated, previously (Teaching Teacher Specialist) to now: (Academic Coach) will coach, mentor, model, support, and collaboratively plan with teachers and staff to improve instruction in Math and Science and the design of standards-based lessons aligned to Math and Science (NGSS) standards. Special assignment hours and training costs will be funded for teachers to attend CGI Math, math modeling, and science training and/or conferences to deepen pedagogical knowledge, which will benefit English Learners, Foster Youth, and Low-income students. Instructional materials, supplies, contracted services, and resources will also be provided.

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	Literacy and Math Intervention	Intervention teacher, classroom teachers, and college tutors will provide small-group instruction and one-to-one intervention during the school day to support English Learners, Low-income and Foster Youth students to accelerate proficiency in foundational reading skills, reading comprehension, math, and access to grade-level curriculum.	$2,698.00	Yes
2	Data Analysis by Staff	Extra hours will be provided for teachers and staff to collaborate, analyze data for English Learners, Foster Youth, and Low-income students, and to interpret, develop lessons, plan instruction, and communicate student performance and progress. Materials and supplies will also be provided.	$0.00	Yes
3	English Language Arts Support	Literacy Coach will work with teachers to provide job embedded coaching to enhance instructional strategies for English Learners, Foster Youth, and Low-income students in the areas of balanced literacy, small group instruction, Readers and Writers Workshop. Site will provide teacher training on literacy practices that align with school initiatives with accompanying planning days (STPT) to support student achievement. Contracted services, instructional materials, supplies, and attendance fees to literacy workshops and conferences will be provided.	$116,586.00	Yes
4	Math and Science Support	Academic Coach will coach, mentor, model, support, and collaboratively plan with teachers and staff to improve instruction in Math and Science and the design of standards-based lessons aligned to Math and Science (NGSS) standards. Special assignment hours and training costs will be funded for teachers to attend CGI Math, math modeling, and science training and/or conferences to deepen pedagogical knowledge which will benefit English Learners, Foster Youth, and Low-income students. Instructional materials, supplies, contracted services, and resources will also be provided.	$3,870.00	Yes
5	English Language Development Support	The implementation of a comprehensive systematic ELD instructional program that includes funding for curriculum and professional development for resources, intervention, and classroom teachers to provide support in the implementation of designated and integrated English Language Development (ELD) to accelerate English language acquisition of English Learners. Special assignment hours for planning and monitoring of English Learner student progress, contracted services, and instructional materials and supplies will be provided.	$7,950.00	Yes
6	Saturday and Summer School	Funding will be provided for certificated staff, clerical staff, and campus supervisors to provide extended learning opportunities on selected Saturdays, after school, and summer school for English Learners, Foster Youth, and Low-income students enrolled in K-6 who are struggling with foundational literacy skills and math achievement. Special assignment hours, supplemental instructional materials and supplies will be made available.	$96,641.00	Yes
7	Equity - Culturally Sustaining Pedagogy	La Verne Charter staff will engage and challenge themselves critically, inquire into their own beliefs, and practices about teaching and learning, and together explore the kind of teaching that advances the work of equity and culturally responsive pedagogies. Teachers will demonstrate instructional strategies that honor linguistically and culturally diverse student populations, optimize student achievement, and positively reinforce students' cultural backgrounds. Provide special assignment hours for staff training on practices that align with culturally responsive practices. Supplemental instructional materials, professional	$15,148.00	No

		books, supplies, attendance fees to equity workshops/conferences, and funding for increasing culturally relevant classroom/school libraries.		
8	Technology Maintenance, Internet Support, & Services	Computer Service Technician will support technology needs providing access to Internet hot spots, maintaining, updating, and repairing technology to minimize the technology access gap thus providing access to career and college readiness for Foster Youth and low-income students. Extra hours, contracted services, materials, supplies, computer software, computers, Hot Spots, and computer-related equipment and services will be provided.	$72,469.00	Yes
9	Resource Teacher Academic Support	Resource teacher will work with students in small groups to close the educational gaps and accelerate learning. English Learners and Low-income students will be provided with support in order to improve academic achievement/progress, increase English Language Development and increase reclassification of ELs.	$155,289.00	Yes
10	Academic Contextualization	School staff will work in collaborative teams to provide enriched academic experiences for Low-income students by coordinating field trips aligned to the content standards and real-life experiences in order to expand the academic needs of students and support grade-level academic achievement and a college and career-going culture. Transportation and fees will be provided.	$14,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	Goal 5: (Broad) Attendance rates will be monitored and opportunities for students to engage and participate in their course of study will be supported to promote college and career readiness for all students.	Broad Goal

State priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need to feel connected to the school to be more motivated and engaged in their academic achievement. The metrics identified in this goal will measure 1) attendance rate, 2) chronic absenteeism, 3) suspension rate, and 4) student expulsions in order to monitor students' outcomes through attendance and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate Pupil Services Report Percent of students who are not absent more than 10% of the year	2023-24 District Attendance Rates Report All: 91.48% ELs: 91.39% FY: 92.68% LI: 91.12% 2023-24 District Chronic Absenteeism Report All: 24.60% ELs: 22.45% FY: 25.00% LI: 26.56%	2024-25 District Attendance Rates Report All: 93.09% ELs: 93.30% FY: 97.43% LI: 93.09% 2024-25 District Chronic Absenteeism Report All: 18.79% ELs: 21.89% FY: 0.00% (2 students) LI: 16.82%		District Attendance Rates Report All: 92.98% ELs: 92.89% FY: 94.18% LI: 92.62% District Chronic Absenteeism Report All: 22.60% ELs: 20.45% FY: 23.00% LI: 24.56%	2024-25 District Attendance Rates Report All: +1.61% ELs: +1.91% FY: +1.32% LI: +0.25% 2024-25 District Chronic Absenteeism Report All: -6.64% ELs: -3.40% FY: -25.00% LI: -9.84%

2	Chronic Absenteeism Dashboard Percent of students who are chronically absent	2023 CA Dashboard 37.0%	2024 CA Dashboard 29.1 %		34.0%	-7.90%
3	Suspension Rate Dashboard Percent of students who are suspended	1.9%	0%		1.6%	-1.9%
4	Expulsions EdSource Percent of students expelled	0.0%	0%		0.0%	0%

Goal Analysis for 2024-2025

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.

All G1A1, 2, 3, 4, and 5 were fully implemented to ensure student engagement and participation in their course of study, to increase attendance.

The successes in implementation were seen in the following actions:
Referrals were offered for basic medical and dental care (G5A1 Health Services & Support).
Increase in attendance from previous years at a rate of 29.1% from 37% in 2024, which was an improvement of 7.9%. English learners also reflected an improvement of 6.4%. Low-income student moved from the red level with 54% to the yellow level with a rate of 32.6%. Office staff and counselor monitored attendance & followed up with families to support. (G5A2 Monitor Attendance Patterns)
Counselor provided support to 97% of students, including Foster Youth, homeless, English Learners, and Low-income students, by providing individual and small group check-ins. The counselor had 2,688 documented counseling contacts. (G5A3 School Counselor)
100% of certificated teachers received professional development with SEL partners. (G5A4 Professional Development)

The challenges in implementation were seen in the following actions, which were partially implemented due to a lack of interest in parent workshops (G5A3 School Counselor & G5A5 Support for Chronic Absenteeism).

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.

Material differences between budgeted expenditures and estimated actual expenditures were evident in two actions. The material differences in GA4 Professional Development were due to agreement, special assignment hours, and training being covered by additional funding sources.

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

Overall, the evaluation of Goal 5 metrics was fully effective. All metrics met or exceeded year three target outcomes. The suspension rate was 0%. The expulsion rate remained at 0%. The attendance rate for local data reflected an improvement of 5.9%. Exceeding the target year percentage for all students. English Learners improved by .56% and Low Income students improved by 9.74%, also exceeding the year three target. The CalPads Chronic Absenteeism was 29.1%, improving by 7.9%, exceeding the target year three rate goal of a 3% improvement.

These successes were seen through the following:
Decrease by 6.7% in chronic absenteeism for Socioeconomically Disadvantaged students on the CA Dashboard (G5A2 Monitor Attendance Patterns)
Decrease by 8% in chronic absenteeism for Homeless students on the CA Dashboard (G5A2 Monitor Attendance Patterns)
Counselor provided an increase in students receiving services (G5A3 School Counselor)
Implementation of Year 1 Positive Behavioral Interventions and Supports (PBIS) as a result of professional development and Culture/Climate development (G5A4 Professional Development)

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

The goal and metrics will remain the same.

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	Health Services & Support	The Nurse and Health Assistant will support Foster Youth and Low-income students by coordinating access to counseling, to basic medical and dental care, referrals for health, and other services that improve social-emotional and health outcomes which lead to improved attendance. Special assignment and in-service hours will be provided for learning outside the contracted time. Health services, materials, supplies, and contracted services will be utilized to support this program.	$53,611.00	Yes
2	Monitor Attendance Patterns	Office staff and Counselor will collaborate, develop an attendance plan, follow-up, report and track attendance patterns to identify resources and support for Low-income and Foster Youth students who are chronically absent and who are at risk of becoming chronic absentees in order to increase overall school attendance for our unduplicated populations, improve attendance and academic achievement. Extra hours, materials, and supplies will be provided.	$61,410.00	Yes

3	School Counselor	School Counselor will support Foster Youth, Homeless, English Learners, and Low-income students by providing individual and small group check-ins, and counseling to address the social-emotional, attendance, and behavioral needs of students. School Counselor will provide training to classroom teachers, workshops for parents, and targeted lessons to increase academic achievement, improve attendance rates while decreasing behavior referrals, and raise college and career readiness awareness. Extra hours, materials, and supplies will be used to support lessons, training, and workshops for the school community.	$106,992.00	Yes
4	Professional Development	Certificated teachers will work with SEL and restorative partnerships and other agencies to provide professional development and coaching for certificated and classified staff to support all students with self-regulation skills, leadership skills, restorative practices to strengthen teaching and learning strategies to meet the needs of our students especially English Learners, Foster Youth, and Low-income students. Contracted services, special assignments and in-service hours as well as materials, supplies, and resources will be provided.	$0.00	Yes
5	Support for Chronic Absenteeism	Office staff, counselor, kindergarten and first-grade teachers will collaborate in providing additional support for Low-income students who experienced chronic absenteeism in order to ensure access to grade-level content standards. Extra hours will be provided to develop lessons to bridge academic gaps, training, and follow-up with families for support and to maintain positive relationships to improve attendance and academic achievement.	$41,721.00	Yes

Goal

Goal #	Description	Type of Goal
6	Goal 6: (Broad) Behavioral support and academic counseling will be made available to students to increase their connectivity to school and improve school culture.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

We created this goal because there is a need to address the school climate for our students and to put systems in place that will be conducive to improving school environments and fostering students' sense of belonging. The metrics identified in this goal will measure 1)connectedness and safety according to the California Healthy Kids Survey, and 2) Attendance, Suspension, and Expulsion rates in order to see progress in perceptions of school climate and improved student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CHKS- Connectedness California Healthy Kids Survey (CHKS) Percentage of students, staff and parents that feel School Connectedness	Students Grade 5- 53% most of the time Staff Strongly Agree-22% Agree- 44% Disagree- 33% Strongly Disagree- 0% Parents Strongly Agree- 13% Agree- 73% Disagree- 13% Strongly Disagree- 0%	2024-25 CHKS Survey Students Grade 5: 63% Grade 7: 51% Grade 9: 47% Grade 11: 52% NT: 68% 2024-25 CSSS Survey (A5.4) Staff All: 39% 2024-25 CSPS Survey Parents All: 85%		Students Grade 5- 56% most of the time Staff Strongly Agree-24% Agree- 41% Disagree- 30% Strongly Disagree- 0% Parents Strongly Agree- 13% Agree- 73% Disagree- 13% Strongly Disagree- 0%	2024-25 CHKS Survey Students Grade 5: +2% Grade 7: +2% Grade 9: +4% Grade 11: +8% NT: +15% 2024-25 CSSS Survey (A5.4) Staff All: +7% 2024-25 CSPS Survey Parents All: +1%

2	CHKS- Safety California Healthy Kids Survey (CHKS) Percent of students, staff and parents that feel safe at school	Students Grade 5- 54% Staff Strongly Agree-0% Agree- 87% Disagree- 13% Strongly Disagree- 0% Parents Strongly Agree- 33% Agree- 56% Disagree- 11% Strongly Disagree- 0%	2024-25 CHKS Survey Students Grade 5: 65% Grade 7: 47% Grade 9: 49% Grade 11: 52% NT: 77% 2024-25 CSSS Survey (A5.2) Staff All: 91% 2024-25 CSPS Survey Parents All: 83%		Students Grade 5- 57% Staff Strongly Agree-2% Agree- 89% Disagree- 9% Strongly Disagree- 0% Parents Strongly Agree- 35% Agree- 59% Disagree- 6% Strongly Disagree- 0%	2024-25 CHKS Survey Students Grade 5: +3% Grade 7: 0 Grade 9: +5% Grade 11: +11% NT: +18% 2024-25 CSSS Survey (A5.2) Staff All: +7% 2024-25 CSPS Survey Parents All: -1%

Goal Analysis for 2024-2025

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.

All of the actions within this goal were fully implemented.

The actions within this goal were successful due to:
Providing all students with Culture & Climate pep rallies, recognition for academics, and Leader in Me skills at assemblies, and school events. (G6A1 Positive School Climate),
A maintenance of zero expulsions (G6A2 Multi-tiered Systems of Support (MTSS),
Higher student participation rates in extracurricular activities (G6A3 Extracurricular Activities),
All students benefited from a data-driven counseling program that focuses on academic, college and career, and social-emotional success. (G6A4 Crisis Intervention),
Providing training for supervisors to support with Positive Behavioral Interventions and Supports (PBIS), Culture & Climate, and Leader in Me (G6A5 Elementary Campus Supervisors), and
Increased staff support at elementary schools to support a positive school climate (G6A6 Site Specialist - School Support).
91% of staff feel safe at school. (CHKS Survey)
83% of parents feel that their child is safe at school. (CHKS Survey)
A 10% increase in 5th-grade students stating that they feel connected to school.
85% of parents feel connected to school

Some of the challenges experienced in implementation dealt with the Year 1 roll out of the PBIS/Leader in Me/Conscious Discipline integrated Social-Emotional Learning initiative on a consistent basis by all staff (G6A1 Positive School Climate), finding sufficient time to provide training for campus supervisors and coordinating with the Culture & Climate Team (G6A5 Elementary Campus Supervisors).

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.

Material differences in expenditures were due to extra training that staff required to meet this goal (G6A1 Positive School Climate), increasing the amount of club opportunities being offered to students (G6A3 Extracurricular Activities), and salary for staff based on step/column (G6A6 Site Specialist - School Support). G6A2 Multi-Tiered Systems of Support (MTSS) is also funded by other funding sources in alignment with this action.

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

Overall, the evaluation of Goal 6 was partially effective. There were noticeable gains in students feeling connected to school, with 63% of 5th graders expressing this, resulting in a 2% gain. Also exceeding the 3-year target outcome by 7%. Staff reflected a 7% increase from the year prior, and parents reflected a 1% decrease. As it relates to metric 2, feeling safe at school, our 5th-grade students reported a 3% increase, with 65% expressing they feel safe at school, followed by a 7% increase by staff, and a 1% decrease by parents.

Parents reported increased need for mental health and SEL supports in the school setting. The LREBG funds were integrated to create three new actions to address these additional supports at the site level.

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

The goal and metrics will continue on into the 2025-26 school year with the following changes integrating the Learning Recovery Effectiveness Block Grant (LREBG) funds:
Adopt new action G6A7 Behavioral and Mental Heath Support Services : A school psychologist and behavioral specialist(s) will provide comprehensive behavioral and mental health support for students experiencing challenges in order to alleviate barriers to school attendance and improve student achievement and school connectivity.
Adopt new action G6A8 Behavior and Academic Support Paraeducators: Provide paraeducator support in general education classrooms to assist students with social-emotional and behavioral needs, promote academic engagement, and reinforce positive behavior interventions. Paraeducators will work collaboratively with teachers, counselors, and administrators to provide targeted classroom-based support, assist in implementing behavior and engagement strategies, and help maintain a positive, inclusive learning environment that fosters student connectivity and well-being.
Adopt new Action G6A9 Inclusive Learning Support Specialist: Provide inclusive learning services to support students with various learning and behavioral needs within the general education setting, with a focus on increasing student connectivity, improving classroom engagement, and promoting an inclusive school culture. The Inclusive Learning Support Specialist will work in collaboration with teachers, paraeducators, and site administrators to provide classroom-based behavioral and social-emotional supports, model inclusive practices, and offer consultation on evidence-based strategies to help students thrive alongside their peers. Additionally, the specialist will assist in the development of individualized classroom accommodations, visual supports, and social skills opportunities, with the necessary materials and supplies provided to ensure effective implementation.

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	Positive School Climate	La Verne Charter will provide a safe and caring learning environment in an equitable manner to create opportunities for students to participate, build positive relationships, and leadership skills especially for Foster Youth and Low-income students. Student participation in school activities, recognition assemblies, multi-cultural assemblies, restorative practices, LIM events, and other events will help promote school spirit and a sense of belonging. Contracted services for the Leader in Me program, Conscious Discipline, and other services will be utilized for staff professional development and learning opportunities for students. Materials, classroom furniture, supplies and resources will also be provided.	$147,218.00	No
2	Multi-tiered Systems of Support (MTSS)	The Multi-Tiered Systems of Support team and staff will provide support to Foster Youth, English Learners, and Low-income students by using and facilitating restorative justice practices that develop students' empathy, problem solving skills, positive relationships, etc. which will improve attendance, decrease behaviors, office referrals and suspensions in order to develop student's self-regulation, collaboration skills, and increase college and career readiness. Contracted services for training, modeling, coaching, and materials and supplies will be provided.	$0.00	Yes
3	Extracurricular Activities	La Verne Charter Staff will collaborate, plan, facilitate and advise Student-led Clubs (Student Council, Broadcast Team, sports, dance, etc.) that are available to ALL students specifically for Low-income students during the school year and in summer. Establish partnerships with local businesses, universities, and organizations to expand opportunities for students in order to promote student, family, community, and school connectedness. Special assignment hours for staff, contracted services, materials, supplies, field trip transportation and fees, and resources for culminating events will be provided.	$15,353.00	Yes

4	Crisis Intervention	Crisis Intervention team and Student Support Services staff member will work collaboratively with the MTSS team to support English Learners, Foster Youth, and Low-income students to meet their social-emotional, behavioral needs, and attendance support. Training will be provided to staff to address the needs of the targeted populations. Contracted services, extra hours, materials, and supplies will be used and provided as needed.	$10,127.00	Yes
5	Elementary Campus Supervisors	Elementary Campus Supervisors will help create a safe environment and assist Foster Youth and Low-income students with self-regulation, behavior strategies, and social skills through restorative practices and conflict resolution thus building positive relationships and improving school climate and culture.	$107,809.00	Yes
6	Site Specialist - School Support	La Verne Charter's Site Specialist will work collaboratively with certificated and classified staff, families and the school community to support Foster Youth, English Learners, and Low-income students to increase connectivity to school, improve school climate and culture, and provide social-emotional and behavioral support thereby decreasing office referrals and suspensions.	$90,178.00	Yes
7	Behavioral and Mental Health Support Services	A school psychologist and behavioral specialist(s) will provide comprehensive behavioral and mental health support for students experiencing challenges in order to alleviate barriers to school attendance and improve student achievement and school connectivity.	$200,000.00	Yes
8	Behavior and Academic Support Paraeducators	Provide paraeducator support in general education classrooms to assist students with social-emotional and behavioral needs, promote academic engagement, and reinforce positive behavior interventions. Paraeducators will work collaboratively with teachers, counselors, and administrators to provide targeted classroom-based support, assist in implementing behavior and engagement strategies, and help maintain a positive, inclusive learning environment that fosters student connectivity and well-being.	$114,000.00	Yes
9	Inclusive Learning Support Specialist	Provide inclusive learning services to support students with various learning and behavioral needs within the general education setting, with a focus on increasing student connectivity, improving classroom engagement, and promoting an inclusive school culture. The Inclusive Learning Support Specialist will work in collaboration with teachers, paraeducators, and site administrators to provide classroom-based behavioral and social-emotional supports, model inclusive practices, and offer consultation on evidence-based strategies to help students thrive alongside their peers. Additionally, the specialist will assist in the development of individualized classroom accommodations, visual supports, and social skills opportunities, with the necessary materials and supplies provided to ensure effective implementation.	$155,217.00	Yes

Goal

Goal #	Description	Type of Goal
7	Goal 7 (Maintenance) Students will have opportunities to enroll in a broad course of study to support them as they become college and career ready.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 7

An explanation of why the LEA has developed this goal.

We created this goal because there is a need to provide students with a well rounded education, providing options for them to expand their interests and college and career readiness skills. The metrics identified in this goal will measure 1) the percentage of students participating in the robotics program, 2) attendance rate, and 3) progress on state and local assessments in order to monitor overall student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Robotics Program - Percentage of students participating in the Robotics Program	All: 0% EL: 0% FY: 0% LI: 0%	All: 8.7% ELs: .7% FY: 0% LI: 6.6%		All: 15% EL: 15% FY: 15% LI: 15%	All: 8.7% ELs: .7% FY: 0% LI: 6.6%

Goal Analysis for 2024-2025

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.

All the actions were fully implemented to allow students the opportunities to enroll in a broad course of study and better prepare for post-secondary education and their career choices.

The actions within this goal were successful in:
Increasing the number of students participating in after-school Science & Engineering opportunities through the Science team (G7A1 Science, Technology, Engineering, Art, and Mathematics STEAM),
Providing students with opportunities to collaborate and create standards-based projects through Project-Based Learning and providing teacher professional development and additional hours for planning PBLs (G7A1 Science, Technology, Engineering, Art, and Mathematics STEAM),
Increased access to robotics kits (G7A2 Computer Science, Video Design, and eSports Gaming)
Increased access to music supplies for students (G7A3 Visual and Performing Arts)
Increased access to Visual and Performing Arts (G7A3 Visual and Performing Arts)
Providing students with opportunities for after-school tutoring programs to support targeted intervention (G7A4 Tutoring, Enrichment, and Social Emotional Support)
Increased SEL services through The Club and Brothers Forum (G7A4 Tutoring, Enrichment, and Social Emotional Support)

Challenges were seen in providing students with e-Sports, due to district-level coordination on the approval of elementary-level e-gaming curriculum (G7A2 Computer Science, Video Design, and eSports Gaming).

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.

Material differences between the Budgeted Expenditures and Estimated Actual Expenditures were due to increased services provided to students in contracts (G7A3 Visual and Performing Arts, G7A4 Tutoring, Enrichment, and Social-Emotional Support).

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

Overall, the evaluation of Goal 7 was fully effective as evidenced by the successful implementation and growth of our student robotics program. Participation increased from a baseline of 0% to 8.7% of our total student population. Of those students, 0.7% were English Learners and 6.6% were Low-Income students, reflecting meaningful progress in expanding access to STEM enrichment opportunities for these historically underserved groups.

In addition, while we observed strong participation from Low-Income students and some progress with English Learners, metrics confirmed that no Foster Youth participated in the program during this cycle. This remains a key area for growth, and future actions will include targeted outreach and support to improve representation for Foster Youth in our enrichment opportunities.

Most of the actions in this goal were effective in providing students with a well-rounded education and expanding their post-secondary career options, as evidenced by:
The amount of professional development provided to elementary teachers was consistent and ongoing. The site continued implementation of Project-Based Learning exhibition and Back to School Reimagined Event with students reflecting application of what staff learned (G7A1 Science, Technology, Engineering, Art, and Mathematics STEAM),
Student participation and placement in district-level and county-level competitions remained steady. (G7A1 Science, Technology, Engineering, Art, and Mathematics STEAM, G7A4 Tutoring, Enrichment, and Social Emotional Support),
Increased access to robotics experiences(G7A2 Computer Science, Video Design, and eSports Gaming)
Classroom teachers were trained on how to incorporate more student-centered learning experiences with Project-Based Learning (PBL) (G7A1 Science, Technology, Engineering, Art, and Mathematics STEAM),
Increase in participation in the arts and music programs (G7A3 Visual and Performing Arts),
Increased mentoring partnerships through Brothers Forum and The Club(G7A4 Tutoring, Enrichment, and Social Emotional Support),

The actions that were ineffective were seen in G7A2 Computer Science, Video Design, and eSports Gaming. Due to district-level approval of the elementary eGaming curriculum.

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.

After reflection, the goal, metric, and desired outcomes will be maintained for the 2025-26 LCAP.

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	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Science, Technology, Engineering, Art and Mathematics (STEAM) teachers and staff will receive special assignment hours to provide Low-income and Foster Youth students with real world, hands-on learning experiences during extended learning time to research, collaborate and create projects to prepare for presentations and competitions (Math, Robotics, etc.). Materials, supplies, fees, and resources to ensure activities/events are provided to support students in developing critical thinking, leadership skills and academic interests in the STEAM field.	$5,588.00	Yes

2	Computer Science, Video Design and eSports Gaming	Classroom teachers will research, collaborate, and plan to facilitate and advise extracurricular activities with a focus on computer science, video design, e-sports gaming to Low-income students and provide these learning opportunities based on their interests to promote leadership skills, creativity, problem solving, conflict resolution, collaboration and communication skills. Supplemental materials, supplies, field trips, contracted services, sub release time for staff to observe e-sports program in other districts, and resources will be provided.	$0.00	Yes
3	Visual and Performing Arts	s Training and workshops in the Visual and Performing Arts for staff will enable us to provide extracurricular (after school) and summer enrichment activities to Low-income and Foster Youth students by integrating the Arts (Art, Dance, Music, Instrumental, etc.) and opportunities for students to attend field trips to expand their life experiences. Uniforms, instrument repair and maintenance will allow students to access multi-cultural and artistic resources, musical instruments, and participate in art exhibits, school murals, etc. to promote school connection, healthy competition, school spirit, attendance, engagement, and academic achievement. VAPA related materials, supplies, transportation, insurance, fees, extra hours for staff, and contracted services will be provided.	$45,400.00	Yes
4	Tutoring, Enrichment, and Social Emotional Support	La Verne Charter will provide afterschool tutoring, academic growth, enrichment, sports, and social emotional support for Low-income and Foster Youth students who struggle with academics, social skills, and self-regulation so they can learn the value of teamwork and develop the confidence to explore unfamiliar concepts and strategies at their own pace within a supportive and fun environment. This includes contracted services, equipment, resources, materials and supplies.	$333,753.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,049,594.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.36%	0.00%	$0.00	39.36%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
G1 A1 Support for Staff Recruitment and Hiring	Our English Learners, Foster Youth, and Low-Income students need timely services and qualified personnel to provide academic and social-emotional support, especially given that 87% of our students are socioeconomically disadvantaged. Families face challenges such as unstable resources (i.e. housing, care, and income). Through outreach with parents/ guardians, students, and teachers, we learned that many of our English Learners, Foster Youth, and Low-Income students lack stability and resources at home which impacts our students' academic performance and social well-being.	Our district will continue to have a human resources clerk and teacher specialist focused on the recruitment and hiring process of qualified personnel to ensure that our English Learners, Foster Youth, and Low-Income students receive timely services and support at school. This action addresses the timely academic and social-emotional support our English Learners, Foster Youth, and Low-Income students need in order to minimize academic gaps and strengthen foundational skills. It will be provided on a schoolwide basis because all our students will benefit from having qualified staff to increase engagement and academic achievement.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - CALPADS Report 4.1. Staff-Count and FTE by Job Classification((G1, Metric 1) - DIA English Language Arts: District Interim Assessments (G2, Metric 6) - DIA Mathematics: District Interim Assessments (G2, Metric &)
G1 A2 Teacher Support	Based on the California School Dashboard, our English Learners and Foster Youth are medium performing in the area of English Language Arts (ELA). English Learners are also medium performing in Mathematics. Our Low-Income students are low performing in mathematics. Our Englidh Learners and Low-income students are often struggle to meaningfully connect fundamental academic concepts in the curriculum to their own experiences. For this reason, these students need teachers who understand their unique needs and challenges in order to provide effective instructional strategies and teaching modalities to increase engagement and comprehension. The results of data and educational partner feedback informed us that our student groups need academic support and interventions to increase academic outcomes. The results of data and educational partner feedback informed us that our student groups need academic support and interventions to increase academic outcomes.	Teacher leaders will support site staff in the implementation of research-based instructional strategies. Staff will engage in the coaching cycle of inquiry to support the needs of student groups in order to increase student engagement and academic outcomes. This action addresses the needs of English Learners, Foster Youth, and Low-Income students to engage in the use of high-effect size strategies to support both the academic and social-emotional needs of students. It will be provided on a schoolwide basis because all students will benefit from having teachers who have effective instructional practices.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - California Healthy Kids Survey-School Staff Survey - CALPADS Report 4.1. Staff-Count and FTE by Job Classification (G1, Metric 1) - DIA English Language Arts: District Interim Assessments (G2, Metric 6) - DIA Mathematics: District Interim Assessments (G2, Metric &)

G2 A1 Library Support	Many of our English Learners and Low-Income students need access to books and reading materials in order to close the literacy gap since Pomona only has access to one public library, and instability in housing and resources creates barriers to the development of literacy skills for students. ELA District Interim Assessments indicate that support is needed for 3rd and 5th-grade for English Learners. English Learners also have the lowest performance category (red) on the Dashboard on the English Learner Progress Indicator (ELPI). In consultation with parents, staff, and other educational partners, Pomona continues to need access to literacy spaces at the elementary level.	Library support for our students, English Learners, and Low-Income students to have access to books and digital texts. The Library clerk will continue to support literacy initiatives by making a variety of literature books and culturally responsive books available and receive ongoing training to best support the academic and literacy needs of English Learners and Low-Income students. It will be provided on a schoolwide basis in order for all students to gain access to the state standards. This action addresses literacy gaps in our English Learners and Low-Income student and will help English Learners in response to the red indicators in the ELPI on the California Dashboard.	We will monitor progress for English Learner and Low Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - CAASPP ELA English Language Arts Dashboard (G4 Metric 3) - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4)
G2 A2 Combination Class Reduction K-6	As a small school with the potential of having several combination classes, it would make it a challenge for students to receive the interventions they need. Our English Learners, Foster Youth, and Low-Income students need access to grade-level specific instruction, interventions, and differentiated instruction. Based on ELA and Math CAASPP Dashboard data, English Learners and Low-Income students are low-performing in mathematics and low-performing in ELA for low income. Educational Partners expressed a need for academic support, intervention, and tutoring. They also expressed a need for academic and mental health support.	The purpose of this action is to provide resources that aid in reducing class sizes and the likelihood of combination classes. Additional teachers at the elementary schools help keep staff-to-student ratios low in order to ensure an optimal classroom environment for students, and it allows teachers to focus more time on grade-level standards. With fewer students, teachers can provide increased differentiated instruction to their students with the highest needs, and ensure academic support where it is needed. This action addresses the need for fewer combination classes that would ensure increased intervention and targeted support where it is needed. It will be implemented on a schoolwide basis to keep staff-to-student ratios low to maximize academic support.	We will monitor progress for English Learners, Foster Youth, and Low-Income, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4) - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4)
G2 A3 Kindergarten & Classroom Instructional Support	English Learners and Low-Income students in Kindergarten often come to school with gaps in their academic skills and have limited academic language. Educational partners indicated that academic support and intervention are needed across all grade levels. They also indicated a need to provide social-emotional support for all students, building a foundation at the lower elementary grade levels.	With the addition of teachers and student interns in Kindergarten classrooms, staff will be better prepared to implement small-group instruction, class-size reduction, and the academic interventions needed to see consistent increases in DIA percentages across early grade levels. This action addresses the need for additional staff and resources for English Learners and Low-Income students in the Kinder program. It will be implemented on a schoolwide basis in order to provide early education and intervention. This will give students equitable access to content consistent with the state standards.	We will monitor progress for English Learners and Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2)

G2 A4 Technology Support and Services	Math and Science progress continues to be a challenge. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards. On the CAST 89.79% scored at the not met or nearly met level. Our Local Math Interim Assessment indicates that only a few grade levels grew between Benchmarks I and II (4th and 1st). Dashboard data shows English Learners (12 points) and Low-Income (9.1 points) students increased in their Math performance. Our students need teachers who can implement evidence-based strategies to improve academic outcomes and continue the closing of the achievement gap. Educational partner feedback indicated a need for academic support, especially in Math and Science, by continuing a focus on professional development focused on building the capacity of our educators through the use of high-impact instructional strategies. Educational partners expressed a need for more job-embedded coaching, and professional development opportunities where they learn effective instructional strategies and integration with technology during classroom instruction.	For students to receive instruction consistent with the state standards, La Verne incorporates professional development models that allow for peer-coaching and district-led professional development. Technology Teacher Leads (TTLs), will continue to support their peers with learning about new educational technology tools and will support teachers who want to weave technology into their instruction and the activities they do with students. This allows teachers to better differentiate student tasks in the classroom for our English Learners and Low-Income students. This action addresses the need for our English Learners and Low-Income students to receive instruction that integrates technology to raise the rigor and relevance of content activities. It will be implemented schoolwide to support teachers and to help all students improve their overall academic achievement.	We will monitor progress for English Learners and Low-Income students and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)
G2 A5 Extended Learning Opportunities for Literacy and Math	Low-income students, Foster Youth, and English Learners have a wide gap in their academic achievement in Math and English Language Arts and therefore need extended learning opportunities. Dashboard CAASPP Math and ELA data shows that students are low performing for all students. Additionally, English Learners were low-performing in Math and Medium performing in ELA. Our educational partners indicated a need for intervention, academic support, and tutoring, especially for English Learners and Low-Income students in the area of mathematics and literacy.	Because our students need more dedicated time for math and literacy support, La Verne utilizes a teacher coaching model with embedded academic support for students. Math/Science Teaching Teacher Specialist will teach part of the day and will dedicate the rest of the instructional day coaching teachers, sharing high-impact strategies, and also providing support to students, including English Learners and Low-Income students, during instruction. The Literacy Coach will support with ELA. Teachers will also receive training to support the implementation of site practices, to build the capacity This action addresses the need for additional math and literacy support with opportunities for math and literacy comprehension for our English Learners and Low-Income students. This action will be implemented schoolwide in order to extend the school day and year for the identified student groups. There will also be opportunities during the summer and intervention during the school year in order to minimize achievement gaps in Mathematics and ELA.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G2 A6 Professional Development and Classroom Support	Low-income students have limited access to additional academic support. They struggle with the foundational background in mathematics and English Language Arts. Dashboard CAASPP Math and ELA data shows that students are low-performing. Educational partners indicated a need for targeted intervention in small groups and 1-on-1 support.	Because our students need targeted support, Teachers will receive training in research-based instructional strategies and practices. Utilizing project-based learning (PBL), restorative practices, and high effect strategies to meet the needs of our students through a whole-child approach. This action addresses the need for additional resources and time for Low-Income students. This action will be implemented schoolwide to provide increased academic support for the identified student group.	We will monitor the progress of Low-Income students and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)
G2 A7 Improve Student Achievement	Our English Learners, Foster Youth, and Low-income students experience a lack of equitable learning opportunities which creates achievement gaps. Dashboard data indicates that Low-Income students are low-performing in ELA, and English Learner Progress (ELPI) increased to the blue level by 14.8% for English Learners. Local District Interim Assessments (DIAs) reflect that students meeting the Benchmark decreased from BM1 to BM2 for both ELA (1st - 5th graders), and Math (4th & 5th graders). Students need resources and services that will aid in their academic achievement, and they need staff to manage and monitor those services. Educational Partner feedback indicated that professional development is needed for teachers and increased support for student academic achievement.	PUSD Staff will coordinate and manage services for English Learners, Foster Youth, and Low-Income students, including bilingual services to support students and families and administrative services to support the implementation of LCAP in order to improve overall academic achievement, including a focus on social-emotional well-being for students. This action addresses the need for students to have access to academic support services. It will be implemented schoolwide so that English Learners, Low-Income, Foster Youth students, and all students have access to services that will improve their academic outcomes and have equitable access to the state standards.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP ELA English Language Arts Dashboard (G4, Mertric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G2 A8 Math and Science Instruction and Academic Support	Our English Learners, Low-Income and Foster Youth students experience instability in housing, schooling, and instruction. California Science Test Data indicate that Low-Income students are at 76.19% nearly met and low performing in Math. English Learners are low-performing in Math. Our educational partners expressed a need for professional learning for teachers, and to continue providing academic support for students struggling academically. Providing opportunities in the math and sciences for students to expand and grow in these areas.	Teaching Teacher Specialist will work with classroom school staff, providing professional development, coaching, and collaborating in the area of mathematics and science. Supporting the creation of engaging math and science instruction to meet the needs of Foster Youth, Low-Income, and English Learner students. This action addresses the need for Low-Income, Foster Youth, and English Learner students to receive evidence-based instruction that is tailored to their academic, behavioral, and social-emotional needs. It will be implemented schoolwide in order to best serve Low-Income students with the greatest needs. and for them to continue to have access to the state standards.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAST California Science Test (G4, Metric 5)
G2 A10 Orientation for Kindergarten Students	English Learners and Low-Income students in Kindergarten struggle with the adjustment of attending school consistently. Students often have instructional gaps in their academic skills and have limited academic language. Educational partners indicated that academic support and interventions are needed to provide social-emotional and academic support for all students.	With the provision of orientation time at the end of the school year and the beginning of the new year, staff engage incoming parents and students to support a positive transition into elementary school This action addresses the need for additional time for staff to engage students into the Kinder program and providing resources for English Learners and Low-Income students. It will be implemented on a schoolwide basis to provide early education and intervention. This will give students equitable access to content consistent with the state standards.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2)
G3 A1 Parent Training & Workshops	Our students and families have limited resources at home which impacts academic achievement. This is evident in the data shared in the Annual Performance section as our English Learners, Foster Youth, and Low-Income students are low-performing in English Language Arts (ELA) and Math. To support these student groups, we need to increase parent involvement to increase academic achievement and connectivity to school. The need to bridge the academic gap by providing support and training to parents/ guardians is pivotal in building rapport with families and providing resources, information, and support to their unique circumstances. Educational partner feedback indicated a need to increase parental support and involvement at the site level to bridge academic gaps.	Teacher leaders, principal, and classified staff will engage parents in meaningful dialogue to better understand site-level plans for student academic achievement, provide resources and training to understand student data and available services, and inform them on support and strategies that can be implemented at home to better support English Learner, Foster Youth, and Low-Income students. This action addresses the engagement of parents/ guardians to become involved in the evaluation of student data and participate in the decision-making process to support and advocate for English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to increase parent capacity and involvement, and access to available resources and information to increase student academic achievement for all students.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - The Parent and Family Engagement Self-Reflection Tool (G3, Metric 1, 2, and 3) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - Attendance Rates Pupil Resources Report (G5, Metric1)

G3 A2 Parent Support and Involvement	The needs of our English Learners, Foster Youth, and Low-Income students vary from language barriers and housing instability to limited resources. To better support these students at home, their parents/guardians need assistance, training, and knowledge on how to support their academic achievement and increase academic outcomes. This is evident in the feedback from educational partners at both district and site levels who are concerned with the lack of parent involvement, support, and participation. The feedback indicated the need for continued effort to provide relevant training and workshops for parents/guardians and families to help support student outcomes at both the district and school site levels.	La Verne will continue to collaborate with the district, parent liaison, and Parent Center to provide trainings and workshops to increase parent capacity and awareness to better support students' academic success. Site-led workshops will also be provided for the La Verne community related to site initiatives. This action will allow parents/ guardians to learn about the academic services and resources available to students and how to support them at home. This action addresses the assistance and training for parents/ guardians of English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to support all families with a variety of services such as workshops, enrollment support, and content training. Efforts are being considered to expand accessible workshops and support to parents/ guardians and families to further increase parent involvement and participation.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - The Parent and Family Engagement Self-Reflection Tool (G3, Metric 1 , 2, and 3) - Attendance Rates Pupil Resources Report (G5, Metric 1) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2)
G3 A3 Building Positive School Family Relationships	Our English Learners, Foster Youth, and Low-Income students and families often face many challenges, and a partnership between home and school with an open line of communication is needed to best meet the educational, socio-emotional, and physiological needs of our students. Through communication, our families have expressed their unique circumstances that have caused limitations to student engagement and academic success.	School staff will communicate with families regularly to build positive and meaningful relationships. Support is provided so families can access resources, supplies, and transportation, to support and strengthen a positive educational environment for students and families. This action enhances our Low-Income students and families. It will be provided on a schoolwide basis to support families with resources and help increase parent/ family and student engagement.	We will monitor the progress of low-income students and for all students using: - The Parent and Family Engagement Self-Reflection Tool (G3, Metric 1, 2, and 3) - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G 5, Metric 2) - Suspension Rate (Dashboard) (G5, Metric 3)

G4 A1 Literacy and Math Intervention	La Verne students, including English Learners, Foster Youth, and Low-Income students enter school with limited access to literacy materials and environments at home and in the community. English Learners are at the medium level in both ELA and Math, student account for Foster Youth is low, therefore, no data is displayed, and low income is low in ELA and medium in Math. English Learners showed improvement between Benchmark (BM) 1 and 2 this past school year in all grades except sixth grade. Some grades showed a decrease in Math between BM1 and BM2 (1st, 4th, & 5th). The data shows a need for continued literacy and math intervention across all grade levels for all students. Educational Partners indicated that English Learners need resources and academic support in order for them to improve their language proficiency. They also indicated the need for one-on-one and small-group instruction.	Teachers and student interns will provide small-group and one-to-one intervention to support English Learners, Foster Youth, and Low-Income students to improve their literacy skills, reading comprehension, math, and access to grade-level standards. This targeted support will help increase students' reading levels and help them gain equitable access to grade-level curriculum. This action addresses the need for literacy and math intervention for English Learners, Foster Youth, and Low-Income students. It will be implemented schoolwide to improve literacy and mathematical reasoning. Targeted scaffolding will be implemented so that students may improve on their local and state assessments.	We will monitor the progress of English Learners, Foster Youth, Low-Income students, and all students using: - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2)
G4 A2 Data Analysis by Staff	All of the needs, conditions, and circumstances of our English Learners, Foster Youth, and Low-Income students require systems for data analysis and response. English Learners have language acquisition goals, Foster Youth need resources to stay in school and monitor their well-being, and Low-Income students need access to learning materials. Dashboard data indicated that some of our student groups are Low-performing in ELA and Math. Educational partner feedback indicated that there is a need for maintaining and improving multiple services to students, from academic support to social-emotional support. In order to manage those services, student data should inform the implementation of services. Educational partners, including SELPA, also expressed a need to reinforce Multi-Tiered Systems of Support (MTSS) so that all students receive the interventions that they need, and so that educators can better monitor and diagnose student gaps.	La Verne staff will analyze student data and improve upon data infrastructure systems in order to maintain an informed Multi-Tiered Systems of Support (MTSS) that meets the varying needs of our students. These systems will ensure that MTSS is ongoing to evaluate the effectiveness of programs. They will also assist in monitoring student progress, including English Learners, Foster Youth, and Low-Income students in order for staff to interpret, plan, adjust, and communicate student academic achievement. This action addresses the need for targeted academic interventions for English Learners, Low-Income, and Foster Youth. It will be implemented schoolwide in order to ensure that La Verne implements consistent systems for all students to grow academically.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2)

G4 A3 English Language Arts Support	Our English Learners, including Long-Term English Learners, Foster Youth, and Low-Income students lack resources, creating barriers to them making connections to the English Language Arts (ELA) curriculum. Local ELA Interim Assessment data indicated that Low-Income students and English Learners show improvement between Benchmarks I and II. However, all three identified student groups are low-performing in ELA according to the Dashboard. Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as professional learning for teachers and educators.	The Literacy Coach will continue to provide classroom teachers with coaching and guidance to help with monitoring student progress and to help students make meaningful connections in English Language Arts. This action addresses the need for targeted instruction in English Language Arts for all students, including English Learners, Foster Youth, and Low-Income students. It will be provided schoolwide to in ELA and in building the capacity of teachers to improve students' ELA academic performance.	We will monitor the progress of English Learners, Foster Youth, Low-Income students, and all students using: - Dashboard CAASPP (ELA) English Language Arts (G4, Metric 3) - DIA English Language Arts: District Interim Assessments (G2, Metric 2)
G4 A4 Math and Science Support	Math and Science progress continues to be a challenge. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards. On the CAST 84.45% scored at the not met or nearly met level. Our Local Math Interim Assessment indicates that only a few grade levels grew between Benchmarks I and II (4th and 1st). Dashboard data shows English Learners and Low-Income students decreased in their Math performance. Our students need teachers who can implement evidence-based strategies to improve academic outcomes. Educational partner feedback indicated a need for academic support, especially in Math and Science, by continuing a focus on professional development focused on building the capacity of our educators through the use of high-impact instructional strategies.	The Teaching Teacher Specialist will continue to coach and model for classroom teachers on effective instructional strategies in mathematics, science, and Project-based learning (PBL). They will provide support to teachers to improve the overall math/science performance of our students, including Low-Income students. This action addresses the need for targeted math and science instruction for our Low-Income students. It will be provided schoolwide to support all of our schools in improving teacher support, building capacity, and improving math/science student academic performance.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - CAASPP Mathematics Dashboard (G4, Metric 4) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAST California Science Test (G4, Metric 5)

G4 A6 Saturday and Summe School	Our English Learners, Foster Youth, and Low-Income students experience gaps in academic support due to language barriers, working parents, and inconsistencies in housing and school attendance. The identified student groups were medium-performing in ELA and Math, except for low-income that was low in ELA according to the Dashboard. While English Learners made gains in Local ELA and math assessments, they need continued support in Mathematics and ELA. Educational partner input indicated that students need additional support in literacy and math. Educational partner input indicated that students need additional support in literacy and math.	Teachers, Clerks, Campus Supervisors, Teaching Teacher Specialist, and Literacy Coaches will provide extended learning opportunities during the summer for K-6th English Learners, Foster Youth, and Low-Income students who are struggling with establishing foundational literacy skills and mathematical achievement. This action will provide the support needed to students and teachers in order to see progress within intervention programs during the school year. This action addresses the intervention and extended learning needs of English Learners, Foster Youth, and Low-Income students. It will be implemented schoolwide for students in Kinder through 6th Grade in order to provide students with the early intervention needed for them to not fall behind and close the achievement gap	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2)
G4 A8 Technology Maintenance, Internet Support, & Services	Our Foster Youth and Low-Income students do not have access to the technology necessary to learn and interact with the curriculum in their classrooms. According to the Dashboard, our Low-Income students are low-performing in ELA, and while they showed improvement in local assessments, their performance in math needs continued improvement. Students need maintenance and support with their devices at all schools in order to bridge achievement gaps. Educational partners expressed a need for more targeted interventions. Students need current and up-to-date resources in order to bridge academic gaps. Educational partners expressed a need for more targeted interventions. Students need current and up-to-date resources in order to bridge academic gaps.	The Computer Service Technician will continue to provide support to both students and teachers so that they have functioning devices and staff are able to implement the tools necessary to integrate the use of technology. This will ensure that we continue to reduce the gap in access to technology for Foster Youth and Low-Income students. This action addresses the need for access to technology of our Foster Youth and Low-Income students. It will be implemented schoolwide to ensure that the systems currently in place remain consistent – making sure that students have working devices and that teachers and staff can have consistency in services and access to their technology tools.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - DIA English Language Arts: District Interim Assessments (G2, Metric 21) - CAASPP Mathematics Dashboard (G4, Metric 4) - DIA Mathematics: District Interim Assessments (G2, Metric 2)

G4 A9 Resource Teacher Academic Support	Our English Learners and Low-Income students often require additional academic support and access to resources that are limited at home. These students need targeted academic interventions and small-group instruction designed to meet their needs to develop English language proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as low-performing in Math and continue to improve in ELA from medium-performing on the Dashboard. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundational literacy skills.	Resource Teachers will work with students in small groups and provide support in order to improve academic progress, and increase English Language Development, and reclassification rates. These actions support English Learners and Low-Income students who need to minimize academic gaps. It will be on a schoolwide basis to help address the resource gap students face and ensure that all students can access grade-level content and support language acquisition.	We will monitor progress for English Learners and Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP Mathematics Dashboard (G4, Metric 4) - CAASPP ELA Dashboard (G4, Metric 3) CAASPP- Science Dashboard Percent of students at each of the 4 levels (G4, Metric 5)
G4 A10 Academic Contextualization	Our Low-Income students lack opportunities to experience learning outside the classroom. Our data indicates that our Low-Income students are low-performing in English Language Arts (ELA) and Math, therefore they need enriched academic experiences such as field trips to make relevant real-world connections/applications. Feedback from parents and students have shared the need and appreciation for field trips to provide students the opportunity to enhance their learning and engagement.	School staff will work in cross-curricular teams to develop relevant learning experiences and align field trips to the content standards and learning objectives in order to increase the academic needs of our Low-Income students and foster a desire to pursue college or post-secondary career options. This action addresses the need for Low-Income students to have access to learning experiences outside of the classroom. This action will be implemented on a schoolwide basis to integrate field trips into the curriculum to enhance student's overall educational experience.	We will monitor the progress of Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP Mathematics Dashboard (G4, Metric 4) - CAASPP (ELA) English Language Arts Dashboard (G4, Metric 3)

G5 A1 Health Services & Support	Our Low-Income (16.82%) students are chronically absent and in need of health services beyond required screenings. These student groups and their families have various unmet health needs due to a lack of resources, language, and support. For these reasons, the accessibility to Nurses and Health Assistants at school ensures equitable access to health services and resources and minimizes health disparities. Our parents and guardians have shared the importance and impact of prioritizing the health and well-being of our Low Income and Foster Youth students, and the profound impact these services have on students' academic performance and attendance.	The Nurse and Health Assistants in this action will continue to provide health screenings in addition to coordinating access to basic medical care referrals for health and mental health services. This action addresses access to health services beyond required screenings for Foster Youth and Low-Income students. It will be provided on a schoolwide basis to connect these student groups, along with other students and their families to essential medical care and minimize barriers families may have in order to increase student engagement and attendance.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)
G5 A2 Monitor Attendance Patterns	Although attendance has improved (yellow performance level - medium on the CA Dashboard), attendance monitoring still plays a crucial role in supporting the academic success of our Foster Youth and Low-Income students. Our African American students are in the red (very low) at 27.5%. These student groups often face unique challenges such as housing instability, trauma, and limited access to resources and transportation that can hinder their regular attendance in school. For these reasons, Foster Youth and Low-Income students need additional services in place to monitor attendance. Through outreach with parents and families of Foster Youth and Low-Income students, they shared the need for support to help with their unique circumstances in order to better support student attendance.	Office staff, Counselor, and attendance team will provide outreach to students and families through ongoing communication and technical assistance. The team will monitor attendance patterns and strengthen rapport with students in order to decrease chronic absenteeism. This action addresses the support for Foster Youth and Low-Income students who are chronically absent and who are at-risk of becoming chronic absentees. It will be provided on a schoolwide basis to increase school attendance for these student groups, as well as all students in order to strengthen students' connectivity to school.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Suspension Rate (Dashboard) (G5, Metric 3) - Expulsions- Local data from Pupil Resources (G5, M4)

G5 A3 School Counselor	Our English Learners, Foster Youth, and Low-Income students arrive at school with social-emotional needs that significantly influence their academic performance. Creating a safe and supportive learning environment is crucial for these students, providing them not just with coping mechanisms and strategies, but also fostering the development of personal and academic goals, a growth mindset, and organizational skills. Educational partners have shared the importance of having social-emotional (SEL) and mental health staff to support students with their SEL needs. The support of the school counselor continues to positively enhance students' academic and personal growth– enabling them to be safe, supported, and connected to school.	The Elementary School Counselor will provide individual and small group counseling, and whole class targeted lessons to support the personal and social needs of English Learners, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. This action addresses the social-emotional needs of English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to address the social-emotional needs of all students as well as increase academic achievement, improve attendance rates, and college and career awareness.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates Pupil Resources Report (G5, Metric -Chronic Absenteeism (Dashboard) (G5, Metric -Suspension Rate (Dashboard) (G5, Metric 3) -Expulsions- Local data from Pupil Resources (G5, M4)
G5 A4 Professional Development	The need for continued professional development is essential for teachers to remain adept in effective instructional practices, subject-specific pedagogies, and tools/strategies for meeting the diverse needs of Foster Youth, and Low-Income students. Job-embedded coaching and ongoing professional growth are crucial in equipping educators with the skills to support these student groups, who frequently encounter distinctive challenges such as limited resources, academic support, and unstable home environments. Moreover, these efforts also enhance teachers' ability to integrate social-emotional learning and restorative practices into their classrooms, fostering a supportive environment conducive to the academic and personal development of all students. Feedback from teachers and staff who attend professional development share that they gain a deeper understanding of the needs these student groups require, enabling them to develop empathy, and be more mindful about their instructional practices to engage students and meet their various needs.	Professional development will continue in an effort to build teacher and staff capacity in the areas of social-emotional learning and restorative practices to address the needs and increase engagement of Foster Youth, and Low-Income students. This action addresses the ongoing and job-embedded professional development (i.e. training and coaching one-on-one) that transforms teaching and learning to meet the various needs of English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to increase academic achievement, and engagement, and improve attendance for all students.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - CAASPP Mathematics Mathematics Dashboard (G4, Metric 4) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3)

G5 A5 Support for Chronic Absenteeism	Many of our Low-Income students start school with limited content knowledge and literacy skills, which is further compounded when their attendance is inconsistent. Despite a 6.7% reduction in chronic absenteeism among Low-Income students, it remains crucial to maintain vigilant attendance monitoring to bolster foundational skills, implement early interventions, and mitigate academic disparities, particularly in Kindergarten and First Grade. Input from teachers and staff underscored the importance of offering early academic support to enhance student achievement, while also fostering connections with students and families to cultivate robust home-school collaborations.	Kindergarten and First Grade teachers will craft lessons aimed at closing academic disparities in content understanding among Low-Income students, while offering guidance and support to families with limited resources, fostering both academic and personal growth for all students. This initiative targets academic gaps in content knowledge for Low-Income students affected by chronic absenteeism. It will be implemented schoolwide, enabling primary teachers to collaborate, develop, and deliver foundational lessons aimed at enhancing literacy skills. This effort also seeks to cultivate a positive home-school relationship for Low-Income students and all others, with the goal of boosting school engagement and attendance.	We will monitteach4pusd or progress for Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard)(G5, Metric 2)
G6 A2 Multi-tiered Systems of Support (MTSS)	Our English Learners, Foster Youth, and Low-Income students face challenges stemming from unstable home and learning environments, compounded by limited resources for academic support. These groups require targeted, multi-tiered interventions tailored to their unique circumstances. Dashboard data reveals that English Learners have improved in both ELA and Math proficiency (yellow), still need supports to close the achievement gap, while Low-Income students exhibit low performance in both ELA. Educational partner feedback indicated that teachers need continued coaching and professional development to support culturally responsive and equitable practices. Educational partner feedback indicated that teachers need continued coaching and professional development to support culturally responsive and equitable practices.	Staff will continue to use the MTSS model to implement strategies and interventions for students in need of Tier 2 and Tier 3 support. This comprehensive approach not only supports the academic needs of English Learners, Foster Youth, and Low-Income students but also promotes a sense of belonging, school spirit, and restorative practices. Additionally, there will be a focus on ongoing professional development for staff to ensure the effective implementation of these initiatives. This action addresses the need for differentiated services that give English Learners, Foster Youth, and Low-Income students access to the academic and social-emotional support that they need. It will be implemented schoolwide in order for all teachers to use high-impact MTSS practices, and give students equitable access to the state standards.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Attendance Rates Pupil Resources Report (G5, Metric 1) - Suspension Rate (Dashboard) (G5, Metric 3) - Expulsions- Local data from Pupil Resources (G5, Metric 4)

G6 A3 Extracurricular Activities	Our Low-Income students have limited access to extracurricular activities due to a lack of resources within the community, including access to activities, sports, and competitions, during the regular school year. Both Chronic Absenteeism and Suspension Rate decreased for our Low-Income students. Educational partner feedback, particularly from parents and community members, indicated a need for improved school climates, including more extracurricular activities opportunities. Educational partner feedback, particularly from parents and community members, indicated a need for improved school climates, including more extracurricular activities opportunities.	La Verne will provide extracurricular opportunities during both the summer and school year to enhance overall school connectedness. Staff will plan, facilitate, and advise clubs while expanding opportunities to promote connections among students, families, the community, and the school. These activities will also include coordinated leadership and team-building opportunities for students through various other extracurricular activities. This action addresses the need to provide extracurricular opportunities specifically tailored for our Low-Income students. It will be implemented schoolwide to enhance student engagement and foster a sense of connectedness among both Low-Income students and the entire school community.	We will monitor progress for Low-Income students, and for all students using: - The California Healthy Kids Survey (CHKS) on school connectedness (G6, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Attendance Rates Pupil Resources Report (G5, Metric 1)
G6 A4 Crisis Intervention	Some of our English Learners, Foster Youth, and Low-Income students arrive at school having faced significant Adverse Childhood Experiences (ACEs). Our school is committed to cultivating a nurturing environment that meets the diverse needs of all our students. Given the challenges these students encounter, it is crucial they receive early intervention, continuous support, and a trauma-informed approach. This approach aims to reduce obstacles to learning, promote a sense of belonging, and equip them with the essential tools to succeed academically, emotionally, and socially. Feedback and outreach from educational partners recognize that these student groups often face additional emotional and behavioral challenges that affect their academic success. They have indicated the need to provide students with continued mental and social-emotional support.	The Crisis Intervention Team and Mental Health Support Staff will support English Learners, Foster Youth, and Low Income students who need additional emotional or behavioral support, and help them develop coping mechanisms. This action addresses the emotional and behavioral needs of English Learner, Foster Youth, and Low-Income students through a schoolwide approach. It aims to help all students manage emotional and behavioral challenges using trauma-informed practices to reduce barriers to learning. The Crisis Intervention Team, Administration, School Site Specialist, and Mental Health Support Staff will collaborate to create a safe and supportive environment, promoting increased student engagement and academic achievement.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)

G6 A5 Elementary Campus Supervisors	Our Low-Income students face challenges in developing social skills and accessing necessary resources to connect with peers and school staff. There is a clear need for resources that enhance their understanding of behaviors and improve school climate. As a result, both students and school staff encounter increased behavioral challenges. Data from the CA Dashboard highlights a decrease across the board in all student groups. Educational Partners, including parents, indicated that the school climate needs to improve, along with overall improved student engagement. Educational Partners, including parents, indicated that the school climate needs to improve, along with overall improved student engagement.	La Verne will add an additional campus supervisor to help nurture and maintain safe and stable learning environments for all students, especially for Low-Income students. Campus Supervisors are trained in behavior and social skills and use strategies to maintain a positive school environment. This action addresses the need for Low-Income students to learn strategies for improved behaviors and skills to resolve conflicts. It will be implemented on a schoolwide basis for all elementary schools in order to improve the overall school climate.	We will monitor the progress of Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism Rate (Dashboard) (G5, Metric 2) - The California Healthy Kids Survey (CHKS) on school connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G5, Metric 3)
G6 A6 Site Specialist - School Support	Our English Learners, Foster Youth, and Low-Income students have life experiences that impact their social-emotional and overall well-being. There is a need for increased social-emotional and behavioral support as reflected by the CA dashboard for chronic absenteeism that continues to improve post-Covid. Educational Partners indicated a need for continued support for behavior and social-emotional development. Educational Partners indicated a need for continued support for behavior and social-emotional development.	School Site Specialist will provide collaborative support with certificated and classified staff, families, and the school community to enhance connectivity to school, improve school climate and culture, and deliver essential social-emotional and behavioral support for Foster Youth, English Learners, and Low-income students. This action addresses the need to enhance school climate and culture while supporting Foster Youth, English Learners, and Low-income students. It will be implemented schoolwide to foster greater connectivity to school, deliver social-emotional and behavioral support, and ultimately reduce office referrals and suspensions.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Attendance Rates Pupil Resources Report (G5, Metric 1) - Suspension Rate (Dashboard) (G5, Metric 3) - Expulsions- Local data from Pupil Resources (G5, M4)

G7 A1 Science, Technology, Engineering, Art, and Mathematics (STEAM)	Our English Learners, Foster Youth, and Low-Income students often have limited resources and minimal enriching experiences that create barriers to problem-solving and critical thinking skills. The need for access to Science, Technology, Engineering, Art, and Mathematics (STEAM) education is essential to expose our English Learners, Foster Youth, and Low-Income students to opportunities for interactive, enriching, and hands-on learning experiences to prepare them for the future where STEAM skills are in high demand across various industries. Educational partner feedback has indicated the need for continued focus on science, STEAM education, and extracurricular opportunities to expand students' learning beyond core content programs and provide them opportunities to tap into their creativity and critical thinking skills in order to motivate and increase academic achievement.	Science, Technology, Engineering, Art, and Mathematics (STEAM) teachers will provide elementary English Learners, Foster Youth, and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competitions. Students will compete and collaborate on STEAM-centered projects, emphasizing team-building, critical thinking, and leadership skills. This action addresses the gap in skills and academic interest in the STEAM field for English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to enhance student learning and provide students the opportunity to access a broad course of study.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, M1) - CAST CA Science Test (G4, Metric 5)
G7 A2 Computer Science, Video Design and eSports Gaming	With limited resources due to financial constraints, our Low-Income students need the opportunity to develop essential skills and competencies that will help them enhance their academic achievement. Having computer science, video design, and eSports gaming supports the development of skills and competencies that Low-Income students need. These provide opportunities for students to think critically, collaborate, communicate, and problem-solve. Feedback from parents, families, and students have shared the desire to continue with the extracurricular options to motivate students to think outside the box and learn through hands-on experiences.	Classroom teachers will provide Low-Income students access to student-centered learning experiences using hands-on experiences during classroom instruction and after-school options, to enhance problem-solving skills. This action addresses access to collaborative experience and skills that will offer Low-Income students the opportunity to explore, create, and compete in the technology field. It will be provided on a schoolwide basis to enrich student's learning experience to apply theoretical concepts to practical applications, which cultivates critical thinking and analytical skills.	We will monitor the progress of Low-Income students and for all students using: - DIA Mathematics: District Interim Assessments (G2, Metric 2) -Robotics Program - Percentage of students participating in the Robotics Program (G7, Metric 1)

G7 A3 Visual and Performing Arts	With Foster Youth and Low-Income students having limited resources and often facing challenges, access to art and music programs can provide a safe platform for self-expression, creativity, and personal growth. The need for the art and music program for these students is imperative to address disparities they face and enhance their overall educational experience, and school engagement. Educational partners indicated the need to increase extracurricular activities and to continue providing students the opportunity to art and music programs. Dance was offered during the 2023-2024, and other music options will be provided during the upcoming school year.	Teachers and Teacher Leaders will provide Foster Youth and Low-Income students the opportunity to participate in art and music programs, and extracurricular programs to develop leadership, teamwork, and problem-solving skills. This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a schoolwide basis to provide the opportunity for students to enhance self-expression, personal growth, and their overall educational experience.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)
G7 A4 Tutoring, Enrichment, and Social-Emotional Support	Our Foster Youth and Low Income students often Our Foster Youth and Low-Income students often require additional academic support such as targeted intervention and resources which are limited at home. These students need academic interventions and small-group instruction tailored to their needs to help develop proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as low/medium-performing on the Dashboard. Need continued support to close the achievement gap. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy and math skills. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy and math skills.	Students will be provided opportunities for additional small group interventions/tutoring outside the school day to improve academic progress, develop confidence, explore new concepts, and learn new strategies. These actions address the support Foster Youth and Low-Income students need to minimize academic gaps. It will be on a schoolwide basis to help address the resource gap students face and ensure that all students can access grade-level content.	We will monitor the progress of Foster Youth and Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) -CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
G4A5 English Language Development Support	Limited access to resources and academic support that English Learner students have contributed to their academic gap. The unique circumstances of English Learners highlight the need to enhance English Language Development (ELD) instruction to bridge language acquisition gaps in order to move students towards reclassification and avoid the increase in long-term English Learners (LTEL). Educational partner feedback from our English Learner Advisory Committee (ELAC) shared the need for more academic support and tutoring for our English Learner students to increase reclassification rates and decrease Long-Term English Learners (LTEL).	Resource Teacher, Literacy Coach, and Teaching Teacher Specialist will provide classroom teachers with support in the implementation of Designated (Systematic ELD) and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, the Resource Teacher will work with staff to support Long Term English Learners (LTEL) and families in order to accelerate English Language Acquisition and Reclassification. This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills.	We will monitor the progress of English Learner and Long-Term English Learner students using: - DIA English Language Arts: District Interim - CAASPP ELA English Language Arts Dashboard - EL Progress on Language Proficiency Dashboard Data - Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

For the 2025-2026 school year, La Verne Science and Technology Charter remains committed to supporting a significant portion of unduplicated student groups. Our LCAP initiatives aim to expand and enhance schoolwide services, ensuring that our Low-Income, English Learners (including Long-Term English Learners), and Foster Youth students receive additional support. These efforts are strategically targeted to address academic barriers and socio-emotional/behavioral needs, prioritizing the holistic development of every student.

Through thorough analysis of state and local data, as well as feedback from educational partners, opportunities have been identified to maintain and bolster services tailored specifically to English Learners. The following actions represent a focused approach to meet the distinct needs of our English Learner population, categorized as Limited Actions:

Systematic ELD Implementation: Continued emphasis on Systematic English Language Development (ELD) to enhance English proficiency among English Learners, including Long-Term English Learners.
Professional Development for Teachers: Ongoing training for educators to effectively implement designated English Language Development strategies designed exclusively for English Learners, ensuring they can access academic content proficiently in English.
Designated and Integrated ELD: Continued support through both Designated and Integrated English Language Development programs aimed at accelerating English Language Acquisition, reducing Long-Term English Learner status, and increasing Reclassification rates.
Integration into Core Content: Enhancing language skills integration within core content lessons to facilitate effective interaction for English Learners.

These measures are designed to support English Learners in achieving reclassification prior to transitioning to middle school, thereby preventing Long-Term English Learner status. Additional resources and interventions will also aid Long-Term English Learners in expediting their path to Reclassification.

This proactive approach underscores our commitment to equity and excellence, ensuring that all students, especially those facing language and economic challenges, have the necessary support to thrive academically and socially at La Verne Science and Technology Charter.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$2,666,921.00	$1,049,594.00	39.36%	0.00%	39.36%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$2,208,147.00	$711,483.00	$0.00	$68,652.00	$2,988,282.00	$2,064,274.00	$924,008.00

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	Support for Staff Recruitment and Hiring	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$101,000	$0	$101,000	$0	$0	$0	$101,000	0.00%
1	2	Teacher Support	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$6,973	$10,000	$16,973	$0	$0	$0	$16,973	0.00%
1	3	Custodial Staff	All	No				3 Years	$85,123	$0	$85,123	$0	$0	$0	$85,123	0.00%
1	4	Custodial Staff and Facilities	All	No				3 Years	$330	$1,796	$2,126	$0	$0	$0	$2,126	0.00%
2	1	Library Support	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	All Schools	3 Years	$54,495	$4,681	$59,176	$0	$0	$0	$59,176	0.00%

2	2	Combination Class Reduction K-6	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$220,827	$0	$220,827	$0	$0	$0	$220,827	0.00%
2	3	Kindergarten & Classroom Instructional Support	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	3 Years	$77,676	$18,740	$96,416	$0	$0	$0	$96,416	0.00%
2	4	Technology Support and Services	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income	All Schools	3 Years	$10,000	$10,000	$20,000	$0	$0	$0	$20,000	0.00%
2	5	Extended Learning Opportunities for Literacy	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$11,337	$0	$0	$11,337	$0	$0	$11,337	0.00%
2	6	Professional Development & Classroom Support	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$64,743	$13,471	$74,743	$0	$0	$3,471	$78,214	0.00%
2	7	Improve Student Achievement	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$100,191	$88,218	$188,409	$0	$0	$0	$188,409	0.00%
2	8	Math and Science Instruction and Academic Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	3 Years	$102,214	$10,755	$112,969	$0	$0	$0	$112,969	0.00%
2	9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	Student with Disabilities (SWD)	No				3 Years	$0	$5,648	$5,648	$0	$0	$0	$5,648	0.00%
2	10	Orientation for Kindergarten Students	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$296	$1,918	$2,214	$0	$0	$0	$2,214	0.00%

3	1	Parent Training & Workshops	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$3,738	$3,738	$0	$0	$0	$3,738	0.00%
3	2	Parent Support and Involvement	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Building Positive School Family Relationships	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$11,084	$0	$11,084	$0	$0	$0	$11,084	0.00%
4	1	Literacy and Math Intervention	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$2,645	$53	$0	$0	$0	$2,698	$2,698	0.00%
4	2	Data Analysis by Staff	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
4	3	English Language Arts Support	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$110,494	$6,092	$116,586	$0	$0	$0	$116,586	0.00%
4	4	Math and Science Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$3,216	$654	$3,870	$0	$0	$0	$3,870	0.00%
4	5	English Language Development Support	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	3 Years	$7,759	$191	$7,950	$0	$0	$0	$7,950	0.00%

4	6	Saturday and Summer School	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$96,641	$0	$0	$96,641	$0	$0	$96,641	0.00%
4	7	Equity - Culturally Sustaining Pedagogy	All	No				3 Years	$15,148	$0	$15,148	$0	$0	$0	$15,148	0.00%
4	8	Technology Maintenance, Internet Support, & Services	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	All Schools	3 Years	$64,288	$8,181	$72,469	$0	$0	$0	$72,469	0.00%
4	9	Resource Teacher Academic Support	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	3 Years	$144,164	$11,125	$155,289	$0	$0	$0	$155,289	0.00%
4	10	Academic Contextualization	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$0	$14,000	$14,000	$0	$0	$0	$14,000	0.00%
5	1	Health Services & Support	Low Income, Foster Youth	Yes	Schoolwide	Foster Youth, Low Income	All Schools	3 Years	$51,393	$2,218	$53,611	$0	$0	$0	$53,611	0.00%
5	2	Monitor Attendance Patterns	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	All Schools	3 Years	$61,410	$0	$61,410	$0	$0	$0	$61,410	0.00%
5	3	School Counselor	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	3 Years	$106,992	$0	$106,992	$0	$0	$0	$106,992	0.00%
5	4	Professional Development	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	5	Support for Chronic Absenteeism	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$31,721	$10,000	$41,721	$0	$0	$0	$41,721	0.00%
6	1	Positive School Climate	All	No				3 Years	$0	$147,218	$147,218	$0	$0	$0	$147,218	0.00%
6	2	Multi-tiered Systems of Support (MTSS)	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
6	3	Extracurricular Activities	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$0	$15,353	$15,353	$0	$0	$0	$15,353	0.00%

6	4	Crisis Intervention	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$10,127	$0	$10,127	$0	$0	$0	$10,127	0.00%
6	5	Elementary Campus Supervisors	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$107,809	$0	$107,809	$0	$0	$0	$107,809	0.00%
6	6	Site Specialist - School Support	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$90,178	$0	$90,178	$0	$0	$0	$90,178	0.00%
6	7	Behavioral and Mental Health Support Services	All, Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	2 Years	$200,000	$0	$0	$200,000	$0	$0	$200,000	0.00%
6	8	Behavior and Academic Support Paraeducators	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2 Years	$114,000	$0	$0	$114,000	$0	$0	$114,000	0.00%
6	9	Inclusive Learning Support Specialist	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2 Years	$0	$155,217	$0	$155,217	$0	$0	$155,217	0.00%
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$5,588	$5,588	$0	$0	$0	$5,588	0.00%
7	2	Computer Science, Video Design and eSports Gaming	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%

7	3	Visual and Performing Arts	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$45,400	$45,400	$0	$0	$0	$45,400	0.00%
7	4	Tutoring, Enrichment, and Social Emotional Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$333,753	$136,982	$134,288	$0	$62,483	$333,753	0.00%

2025-2026 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
$2,666,921.00	$1,049,594.00	39.36%	0.00% - No Carryover	39.36%	$1,952,884.00	0.00%	73.23%	**Total:**	$1,952,884.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	$1,952,884.00

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	Support for Staff Recruitment and Hiring	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$101,000.00	0.00%
1	2	Teacher Support	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$16,973.00	0.00%
2	1	Library Support	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$59,176.00	0.00%
2	2	Combination Class Reduction K-6	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$220,827.00	0.00%
2	3	Kindergarten & Classroom Instructional Support	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$96,416.00	0.00%
2	4	Technology Support and Services	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$20,000.00	0.00%

2	5	Extended Learning Opportunities for Literacy	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
2	6	Professional Development & Classroom Support	Yes	Schoolwide	Low Income	All Schools	$74,743.00	0.00%
2	7	Improve Student Achievement	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$188,409.00	0.00%
2	8	Math and Science Instruction and Academic Support	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$112,969.00	0.00%
2	10	Orientation for Kindergarten Students	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,214.00	0.00%
3	1	Parent Training & Workshops	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,738.00	0.00%
3	2	Parent Support and Involvement	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	3	Building Positive School Family Relationships	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$11,084.00	0.00%
4	1	Literacy and Math Intervention	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$0.00	0.00%
4	2	Data Analysis by Staff	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
4	3	English Language Arts Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$116,586.00	0.00%
4	4	Math and Science Support	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,870.00	0.00%
4	5	English Language Development Support	Yes	Schoolwide	English learner (EL)	All Schools	$7,950.00	0.00%
4	6	Saturday and Summer School	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
4	8	Technology Maintenance, Internet Support, & Services	Yes	Schoolwide	Low Income, Foster Youth	All Schools	$72,469.00	0.00%
4	9	Resource Teacher Academic Support	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$155,289.00	0.00%
4	10	Academic Contextualization	Yes	Schoolwide	Low Income	All Schools	$14,000.00	0.00%
5	1	Health Services & Support	Yes	Schoolwide	Foster Youth, Low Income	All Schools	$53,611.00	0.00%
5	2	Monitor Attendance Patterns	Yes	Schoolwide	Low Income, Foster Youth	All Schools	$61,410.00	0.00%

5	3	School Counselor	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$106,992.00	0.00%
5	4	Professional Development	Yes	Schoolwide	Low Income, Foster Youth	All Schools	$0.00	0.00%
5	5	Support for Chronic Absenteeism	Yes	Schoolwide	Low Income	All Schools	$41,721.00	0.00%
6	2	Multi-tiered Systems of Support (MTSS)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
6	3	Extracurricular Activities	Yes	Schoolwide	Low Income	All Schools	$15,353.00	0.00%
6	4	Crisis Intervention	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$10,127.00	0.00%
6	5	Elementary Campus Supervisors	Yes	Schoolwide	Low Income	All Schools	$107,809.00	0.00%
6	6	Site Specialist - School Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$90,178.00	0.00%
6	7	Behavioral and Mental Health Support Services	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$0.00	0.00%
6	8	Behavior and Academic Support Paraeducators	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
6	9	Inclusive Learning Support Specialist	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	$0.00	0.00%
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$5,588.00	0.00%
7	2	Computer Science, Video Design and eSports Gaming	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
7	3	Visual and Performing Arts	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$45,400.00	0.00%
7	4	Tutoring, Enrichment, and Social Emotional Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$136,982.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,227,364.00	$2,582,752.15

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	Support for Staff Recruitment and Hiring	Yes	$50,000.00	$98,783.33
1	2	Teacher Support	Yes	$50,000.00	$7,342.95
1	3	Custodial Staff	No	$90,000.00	$89,634.46
1	4	Custodial Staff and Facilities	No	$15,000.00	$2,239.15
2	1	Library Support	Yes	$68,000.00	$62,312.26
2	2	Combination Class Reduction K-6	Yes	$101,000.00	$232,530.36
2	3	Kindergarten & Classroom Instructional Support	Yes	$61,000.00	$101,526.10
2	4	Technology Support and Services	Yes	$26,000.00	$55,458.13
2	5	Extended Learning Opportunities for Literacy	Yes	$60,000.00	$11,937.81
2	6	Professional Development & Classroom Support	Yes	$75,000.00	$89,858.14
2	7	Improve Student Achievement	Yes	$21,000.00	$198,394.17
2	8	Math and Science Instruction and Academic Support	Yes	$65,000.00	$11,324.96
2	9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	No	$3,000.00	$5,947.71
2	10	Orientation for Kindergarten Students	Yes	$15,000.00	$2,331.71
3	1	Parent Training & Workshops	Yes	$5,000.00	$3,936.43
3	2	Parent Support and	Yes	$3,584.00	$0.00

		Involvement			
3	3	Building Positive School Family Relationships	Yes	$6,280.00	$11,671.30
4	1	Literacy and Math Intervention	Yes	$140,000.00	$2,840.68
4	2	Data Analysis by Staff	Yes	$10,000.00	$0.00
4	3	English Language Arts Support	Yes	$110,000.00	$122,764.74
4	4	Math and Science Support	Yes	$80,000.00	$4,075.07
4	5	English Language Development Support	Yes	$75,000.00	$8,371.69
4	6	Saturday and Summer School	Yes	$33,000.00	$101,762.65
4	7	Equity - Culturally Sustaining Pedagogy	No	$8,500.00	$15,950.78
4	8	Technology Maintenance, Internet Support, & Services	Yes	$95,000.00	$76,309.71
4	9	Resource Teacher Academic Support	Yes	$160,000.00	$163,519.29
4	10	Academic Contextualization	Yes	$18,000.00	$14,742.00
5	1	Health Services & Support	Yes	$65,000.00	$56,451.88
5	2	Monitor Attendance Patterns	Yes	$80,000.00	$64,665.04
5	3	School Counselor	Yes	$80,000.00	$112,662.86
5	4	Professional Development	Yes	$30,000.00	$0.00
5	5	Support for Chronic Absenteeism	Yes	$30,000.00	$43,932.20
6	1	Positive School Climate	No	$40,000.00	$155,020.22
6	2	Multi-tiered Systems of Support (MTSS)	Yes	$38,000.00	$0.00
6	3	Extracurricular Activities	Yes	$10,000.00	$30,177.41
6	4	Crisis Intervention	Yes	$13,000.00	$10,663.92
6	5	Elementary Campus Supervisors	Yes	$150,000.00	$113,522.91
6	6	Site Specialist - School Support	Yes	$65,000.00	$94,957.20
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Yes	$8,000.00	$5,884.51
7	2	Computer Science, Video	Yes	$9,000.00	$0.00

		Design and eSports Gaming			
7	3	Visual and Performing Arts	Yes	$20,000.00	$47,806.20
7	4	Tutoring, Enrichment, and Social Emotional Support	Yes	$145,000.00	$351,442.22

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	$1,901,280.00	$2,299,949.43	($398,669.43)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Support for Staff Recruitment and Hiring	Yes	$50,000.00	$98,783.33	0.00%	0.00%
1	2	Teacher Support	Yes	$50,000.00	$7,342.95	0.00%	0.00%
2	1	Library Support	Yes	$68,000.00	$62,312.26	0.00%	0.00%
2	2	Combination Class Reduction K-6	Yes	$101,000.00	$232,530.36	0.00%	0.00%
2	3	Kindergarten & Classroom Instructional Support	Yes	$38,000.00	$101,526.10	0.00%	0.00%
2	4	Technology Support and Services	Yes	$26,000.00	$55,458.13	0.00%	0.00%
2	5	Extended Learning Opportunities for Literacy	Yes	$40,000.00	$11,937.81	0.00%	0.00%
2	6	Professional Development & Classroom Support	Yes	$75,000.00	$89,858.14	0.00%	0.00%
2	7	Improve Student Achievement	Yes	$21,000.00	$198,394.17	0.00%	0.00%

2	8	Math and Science Instruction and Academic Support	Yes	$65,000.00	$11,324.96	0.00%	0.00%
2	10	Orientation for Kindergarten Students	Yes	$15,000.00	$2,331.71	0.00%	0.00%
3	1	Parent Training & Workshops	Yes	$5,000.00	$3,936.43	0.00%	0.00%
3	2	Parent Support and Involvement	Yes	$2,000.00	$0.00	0.00%	0.00%
3	3	Building Positive School Family Relationships	Yes	$6,280.00	$11,671.30	0.00%	0.00%
4	1	Literacy and Math Intervention	Yes	$40,000.00	$2,840.68	0.00%	0.00%
4	2	Data Analysis by Staff	Yes	$10,000.00	$0.00	0.00%	0.00%
4	3	English Language Arts Support	Yes	$110,000.00	$122,764.74	0.00%	0.00%
4	4	Math and Science Support	Yes	$80,000.00	$4,075.07	0.00%	0.00%
4	5	English Language Development Support	Yes	$75,000.00	$8,371.69	0.00%	0.00%
4	6	Saturday and Summer School	Yes	$8,000.00	$101,762.65	0.00%	0.00%
4	8	Technology Maintenance, Internet Support, & Services	Yes	$95,000.00	$76,309.71	0.00%	0.00%
4	9	Resource Teacher Academic Support	Yes	$160,000.00	$163,519.29	0.00%	0.00%
4	10	Academic Contextualization	Yes	$18,000.00	$14,742.00	0.00%	0.00%
5	1	Health Services & Support	Yes	$65,000.00	$56,451.88	0.00%	0.00%
5	2	Monitor Attendance Patterns	Yes	$80,000.00	$64,665.04	0.00%	0.00%
5	3	School Counselor	Yes	$80,000.00	$112,662.86	0.00%	0.00%
5	4	Professional Development	Yes	$30,000.00	$0.00	0.00%	0.00%
5	5	Support for Chronic Absenteeism	Yes	$30,000.00	$43,932.20	0.00%	0.00%
6	2	Multi-tiered Systems of Support (MTSS)	Yes	$38,000.00	$0.00	0.00%	0.00%
6	3	Extracurricular Activities	Yes	$10,000.00	$16,167.01	0.00%	0.00%
6	4	Crisis Intervention	Yes	$13,000.00	$10,663.92	0.00%	0.00%
6	5	Elementary Campus Supervisors	Yes	$150,000.00	$113,522.91	0.00%	0.00%
6	6	Site Specialist - School Support	Yes	$65,000.00	$94,957.20	0.00%	0.00%

7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Yes	$8,000.00	$5,884.51	0.00%	0.00%
7	2	Computer Science, Video Design and eSports Gaming	Yes	$9,000.00	$0.00	0.00%	0.00%
7	3	Visual and Performing Arts	Yes	$20,000.00	$47,806.20	0.00%	0.00%
7	4	Tutoring, Enrichment, and Social Emotional Support	Yes	$145,000.00	$351,442.22	0.00%	0.00%

2024-2025 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)
		0.00%	0.00%	$2,299,949.43	0.00%	0.00%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$68,652.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Support for Staff Recruitment and Hiring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$101,000.00
1	2	Teacher Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,973.00
1	3	Custodial Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$85,123.00
1	4	Custodial Staff and Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,126.00
2	1	Library Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$59,176.00
2	2	Combination Class Reduction K-6	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$220,827.00
2	3	Kindergarten & Classroom Instructional Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$96,416.00
2	4	Technology Support and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00

		Services							
2	5	Extended Learning Opportunities for Literacy	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,337.00
2	6	Professional Development & Classroom Support	$3,471.00	$0.00	$0.00	$0.00	$0.00	$0.00	$78,214.00
2	7	Improve Student Achievement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$188,409.00
2	8	Math and Science Instruction and Academic Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$112,969.00
2	9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,648.00
2	10	Orientation for Kindergarten Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,214.00
3	1	Parent Training & Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,738.00
3	2	Parent Support and Involvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Building Positive School Family Relationships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,084.00
4	1	Literacy and Math Intervention	$2,698.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,698.00
4	2	Data Analysis by Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	English Language Arts Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,586.00
4	4	Math and Science Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,870.00
4	5	English Language Development Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,950.00
4	6	Saturday and Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$96,641.00
4	7	Equity - Culturally Sustaining Pedagogy	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,148.00

4	8	Technology Maintenance, Internet Support, & Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$72,469.00
4	9	Resource Teacher Academic Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$155,289.00
4	10	Academic Contextualization	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$14,000.00
5	1	Health Services & Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$53,611.00
5	2	Monitor Attendance Patterns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$61,410.00
5	3	School Counselor	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$106,992.00
5	4	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	5	Support for Chronic Absenteeism	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$41,721.00
6	1	Positive School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$147,218.00
6	2	Multi-tiered Systems of Support (MTSS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6	3	Extracurricular Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,353.00
6	4	Crisis Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,127.00
6	5	Elementary Campus Supervisors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$107,809.00
6	6	Site Specialist - School Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$90,178.00
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,588.00
7	2	Computer Science, Video Design and eSports Gaming	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7	3	Visual and Performing Arts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$45,400.00
7	4	Tutoring, Enrichment, and Social Emotional	$62,483.00	$0.00	$0.00	$0.00	$0.00	$0.00	$333,753.00

		Support							

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

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).