LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools Charter School of San Diego

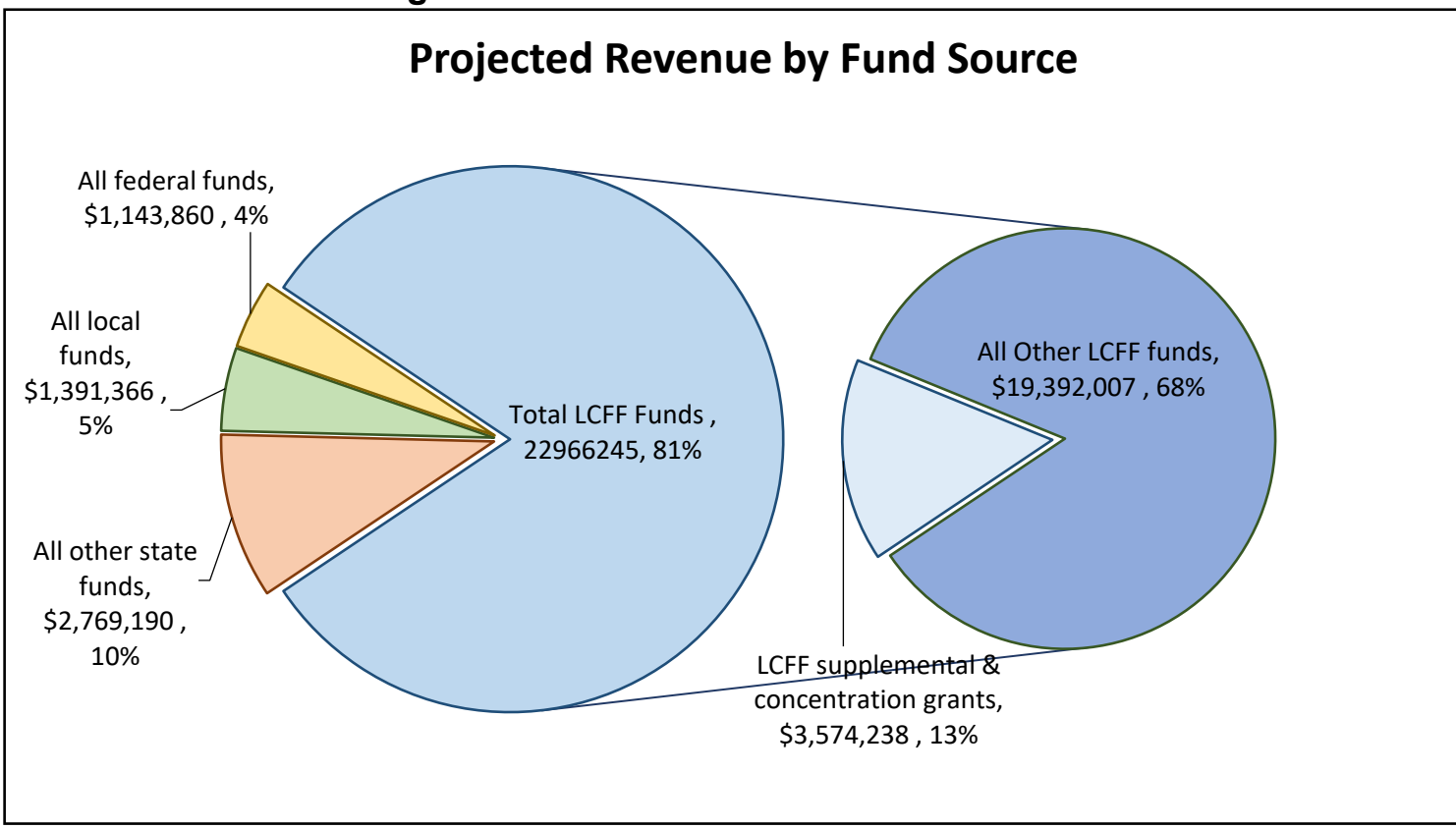
CDS Code: 37683383730959

School Year: 2025-26

LEA contact information: Jay Garrity, Ph: (858) 678-2051, Email: jgarrity@altusschools.net

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

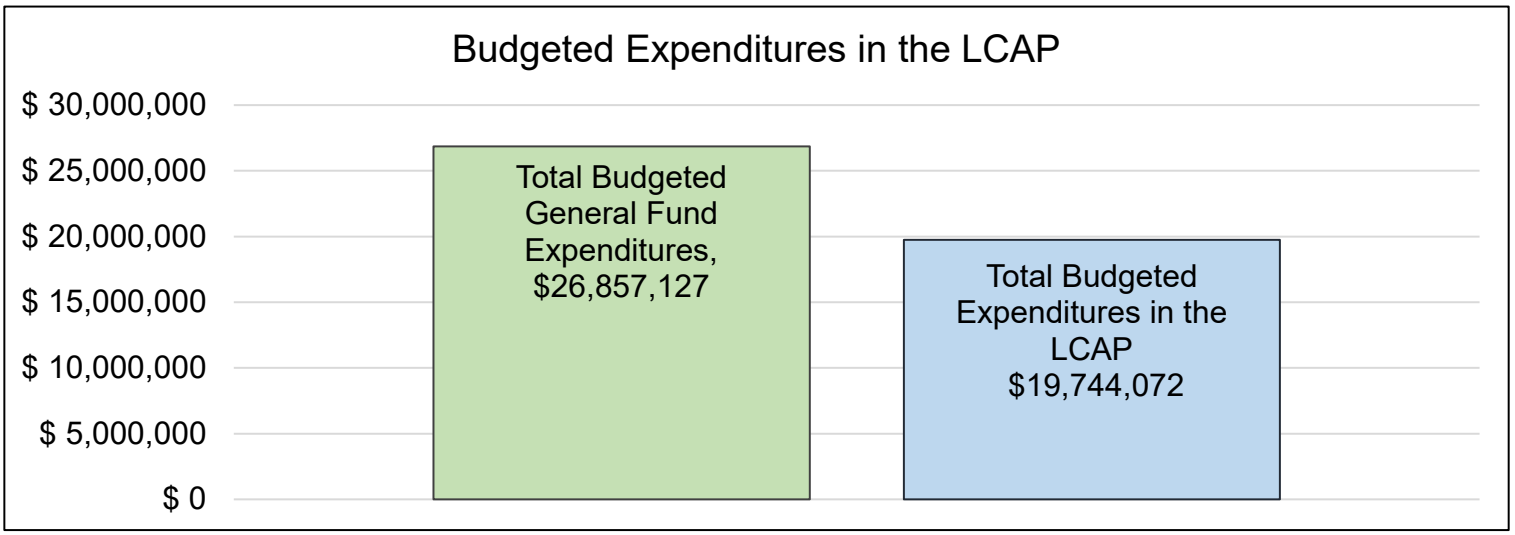


This chart shows the total general purpose revenue Altus Schools Charter School of San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools Charter School of San Diego is $28,270,661.00, of which $22,966,245.00 is Local Control Funding Formula (LCFF), $2,769,190.00 is other state funds, $1,391,366.00 is local funds, and $1,143,860.00 is federal funds. Of the $22,966,245.00 in LCFF Funds, $3,574,238.00 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 Altus Schools Charter School of San Diego plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

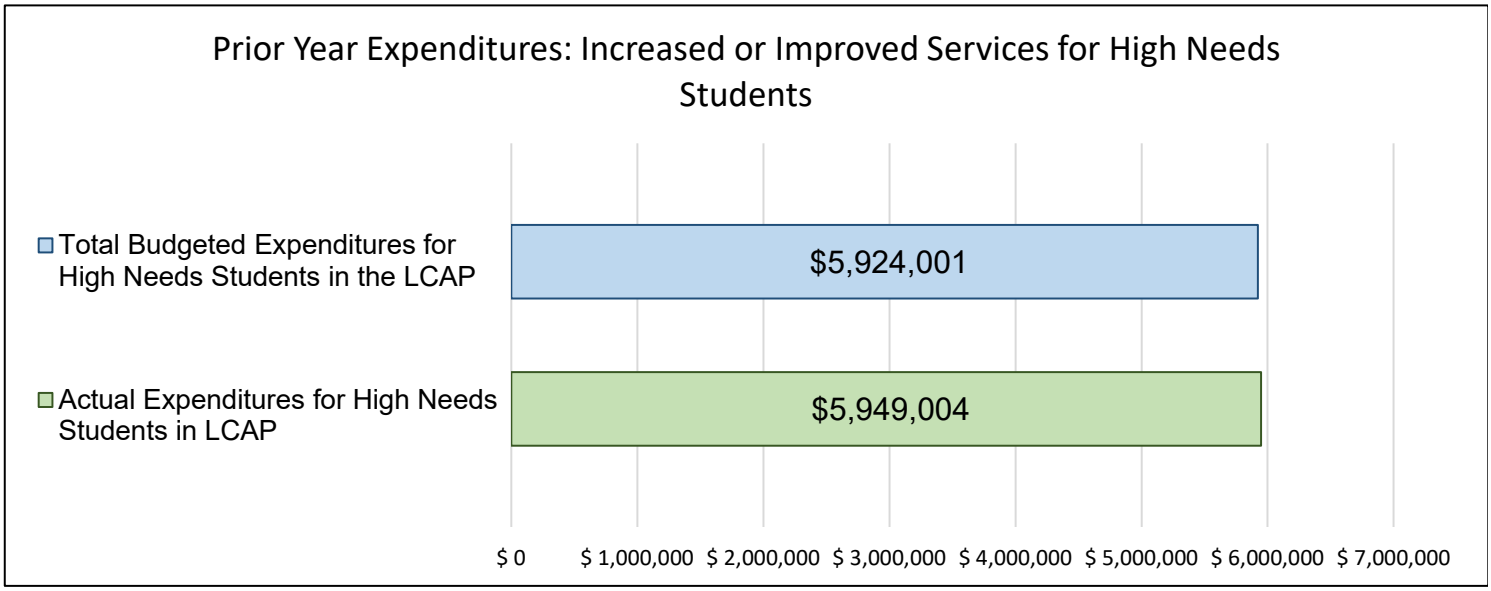
The text description of the above chart is as follows: Altus Schools Charter School of San Diego plans to spend $26,857,127.00 for the 2025-26 school year. Of that amount, $19,744,072.00 is tied to actions/services in the LCAP and $7,113,055.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Altus Schools Charter School of San Diego is projecting it will receive $3,574,238.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools Charter School of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools Charter School of San Diego plans to spend $5,378,160.00 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 Altus Schools Charter School of San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools Charter School of San Diego 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, Altus Schools Charter School of San Diego's LCAP budgeted $5,924,001.00 for planned actions to increase or improve services for high needs students. Altus Schools Charter School of San Diego actually spent $5,949,004.00 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
Altus Schools Charter School of San Diego	**Jay Garrity** *Administrator of Instructional Services*	jgarrity@altusschools.net (858) 678-2020

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.

The journey to create Altus Schools Charter School of San Diego (CSSD) began in 1993, when charter law was implemented in California. After a year of planning, charter revisions, and collaboration with San Diego Unified School District staff and members of the community, the SDUSD Board of Education unanimously approved CSSD's petition and charter as the **first approved charter school in San Diego**.

CSSD opened for student enrollment in 1994. It was established as a visionary model for educational reform. Specifically aimed at students whose futures are at risk because conventional schooling has failed them, CSSD provides a unique educational environment for students whose academic and social needs are not met by traditional approaches.

In 2015 and 2021, CSSD was the recipient of the **Malcom Baldrige National Quality Award** for performance excellence through innovation, improvement, and visionary leadership. This award establishes CSSD as a role model for education. This honor is a tribute to excellence across many sectors. It is awarded to organizations that demonstrate quality and performance excellence. Organizations are judged on their Leadership/ Governance, Strategic Planning, Customer Focus, Knowledge Management, Workforce Focus, Operations, and Results.

CSSD is an educational option for students in grades 6-12 and has received a Six-Year Accreditation Status by WASC through June 30, 2029. CSSD operates 17 neighborhood resource centers within San Diego Unified School District boundaries. Students and families visit their neighborhood resource center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free, and safe environment. CSSD is a non-classroom based, independent study program.

As an Altus School, CSSD is dedicated to fostering academic excellence through rigorous instruction, a secure and nurturing environment, and the promotion of educational reform models. We place a high value on the individual progress and academic success of each student.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are

considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Academic instruction is presented individually and in small groups. Courses at CSSD are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, CSSD works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

CSSD is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS). DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

a) Expelled
b) Suspended more than 10 days in a school year
c) Wards of the Court
d) Pregnant and/or parenting
e) Recovered Dropouts
f) Habitually Truant
g) Retained more than once in kindergarten through grade eight
h) Students who are credit deficient
i) Students with a gap in enrollment
j) Students with a high-level transiency
k) Foster youth
l) Homeless youth

In March 2025, CSSD had a total enrollment of 1,588 students. A summary of the school's demographics is provided below.

Socioeconomic Status:

- Socioeconomically Disadvantaged: 73%

Special Populations:

- Students with Disabilities: 24%
- Gifted and Talented Education (GATE): 8%
- English Learners: 14%

- Homeless: 11%
- Foster Youth: 0%

Ethnicity:

- Hispanic: 57%
- White: 24%
- Black or African American: 9%
- Other Ethnicities: 10%

These figures highlight the diversity and the specific needs of the student population in CSSD.

Reflections: Annual Performance

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

CSSD's educational partners consistently express satisfaction with the school's personalized instruction, which addresses the unique needs of each student. This commitment resulted in numerous **successes** reflected in the 2024 School Dashboard:

- **Chronic Absenteeism** was a **Green (Low) Performance Level**. There were no student groups performing at a Red level.
- **Suspension Rate** was a **Blue (Very Low) Performance** Level. There were no student groups performing at a Red level.
- **College/Carrer** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the Red (Very Low) Performance Level.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 91.2%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	374	341	91.2%
English Learners	43	39	90.7%
Long-Term English Learners	36	34	94.4%
Foster Youth	2	*	*
Homeless	39	36	92.3%
Socioeconomically Disadvantaged	259	235	90.7%
Students with Disabilities	92	85	92.4%
African American	32	30	93.8%
Asian	7	*	*
Filipino	13	13	100.0%
Hispanic	216	194	89.8%
Native Hawaiian or Pacific Islander	1	*	*
White	63	59	93.7%
Two or More Races	36	32	88.9%

Based upon a thorough analysis of the 2024 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **English Language Arts** was an Orange (Low) Performance Level. There was one Student Group that performed Very Low: English Learners. Driven by a shared vision for continuous improvement in English Language Arts (ELA), and in collaboration with educational partners, our school will implement a comprehensive literacy initiative in the 2025-26 school year. This initiative (Goal 2, Action 1a) will introduce a new ELA curriculum via Canvas for select grade levels, chosen for its academic rigor and its ability to better serve the unique needs of our students in an independent study setting. Alongside this, we will continue to provide targeted one-on-one tutoring for foundational skills and grade-level small group sessions featuring direct instruction, peer collaboration, and formative assessments. By strategically integrating Canvas and these targeted approaches, we are committed to ensuring measurable progress for all students.

- Recognizing that our **English Learner Progress** indicator is at a Red (Very Low) Performance Level, our school is proactively addressing this through Goal 2, Action 2. This initiative is specifically designed to enhance the English language development of our English Learner population. Our approach involves a detailed assessment of their language progression, followed by the development of a comprehensive support framework. To facilitate growth, instructional staff will deliver personalized Designated ELD instruction, utilizing resources such as Summit K12 and blended courses. This tailored instruction will focus on developing the language skills necessary for content mastery, considering each student's grade, proficiency, and learning style. We are dedicated to providing the necessary resources and implementing targeted strategies to ensure our English Learners make significant academic and linguistic gains.

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were nine Student Groups that performed Very Low: African American, English Learners, Hispanic, Homeless, Long-Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad Rate as a modified method for DASS schools. *However, beginning with the 2022 School Dashboard, the DASS one-year graduation rate is being reported for information purposes only to provide data for local planning and analyses. With the denial of California's waiver in 2022 by the U.S. Department of Education to continue the use of the DASS one-year graduation rate and modified methods, this rate is no longer being used to determine DASS high schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). Rather, the combined four- and five-year graduation rate is now applied.* While the school will continue to focus on improving the combined four- and five-year graduation rate, the school excelled in the DASS One-Year Grad Rate provided by the CDE: Graduation Rate by Student Group. Our school is dedicated to ensuring every student will graduate prepared for success. Our approach involves targeted initiatives to improve graduation rates through comprehensive support, including: individualized academic counseling; a robust tutoring program designed to boost student engagement and credit attainment; addressing the digital divide by providing home computers to students in need; and expanding opportunities in specialized programs like AVID, Character and Leadership Development, CTE Pathways, and Early College Credits, ensuring a well-rounded and supportive educational experience for all.

- **Mathematics** was a Red (Very Low) Performance Level. There were four Student Groups that performed Very Low: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Building on our commitment to mathematics achievement, the 2025-26 school year will see a focused, data-driven approach to enhance learning for all students, particularly identified subgroups. Recognizing mathematics as a critical area, we established a Math Study Group (MSG) at the start of the year. This collaborative team, including teachers, subject matter experts, and school leaders, meets regularly to analyze student data, share best practices, and monitor progress. Through a comprehensive Needs Assessment, the MSG identified key gaps in student performance and conducted root cause analysis, leading to the development of a targeted Math Instructional Plan. This plan prioritizes not only rigorous skill development but also the cultivation of student confidence and a growth mindset. We are committed to creating a transformative math culture where

students understand that proficiency is attainable through effort, engagement, and a willingness to learn from mistakes. Our instructional strategies are designed to connect mathematical concepts to real-world applications, fostering deeper understanding. We are leveraging innovative tools such as IXL Math for personalized learning, Desmos Math Classroom for visual and exploratory learning, and Virtual Reality for immersive, standards-aligned experiences.

Through a comprehensive analysis of our Annual Performance reflection, we have identified key areas for improvement and allocated **Learner Recovery and Emergency Block Grant** (LREBG) funds for the 2025-26 school year. These funds will strategically support the following goal-aligned actions: **Goal 1** (Actions 2, 4, 5, 6, and 7), **Goal 2** (Actions 1 and 2), **Goal 3** (Actions 1, 2, and 3), and **Goal 4** (Action 3). The rationale and detailed information for each LREBG-funded action is clearly articulated within the action descriptions, demonstrating our approach and commitment to continuous improvement.

Reflections: Technical Assistance

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

CSSD is eligible for technical assistance, referred to as Differentiated Assistance, due to recent results from the California State Dashboards. This determination is based upon student group performance on LCFF State Priority Areas.

As part of the Differentiated Assistance (DA) work, CSSD's instructional leadership analyzed historical Student Dashboard data, and identified the following student groups and prioritized improvement in specific State Priority Areas:

- African American: Graduation Rate
- English Learners: Mathematics, English Language Arts, English Learner Progress, Graduation Rate
- Long-Term English Learners: English Learner Progress and Graduation Rate
- Hispanic: Graduation Rate and Mathematics
- Homeless: Graduation Rate
- Socioeconomically Disadvantaged: Graduation Rate and Mathematics
- Students with Disabilities: Graduation Rate and Mathematics
- Two or More Races: Graduation Rate
- White: Graduation Rate

CSSD's instructional leadership partnered with the San Diego County Office of Education (SDCOE) for guidance and support regarding Differentiated Assistance. Throughout the 2024-25 school year, SDCOE provided professional learning opportunities, from which CSSD leaders gained valuable strategies and resources.

As part of this professional learning, CSSD leaders focused on analyzing data, particularly Satellite and Map data sources, to identify patterns of inequity, guide further investigation, and pinpoint necessary skills for both students and educators. This data analysis was crucial in developing the 2025-26 Local Control and Accountability Plan (LCAP), especially the Goals, Metrics, and Actions targeting all students

and specific student groups.

Based on root cause analysis, CSSD has incorporated the following three Actions into the 2025-26 LCAP to improve student outcomes:

- To elevate student **Mathematics** achievement for all students, particularly the lowest-performing groups, Goal 1 and Action 4 is designed to improve performance in this critical area. Key initiatives include hosting a Math Literacy Summit focused on data analysis and evidence-based instruction and partnering with experts for ongoing professional learning in culturally responsive practices. Regular Math Study Group meetings and staff training on utilizing the California Educators Reporting System (CERS) will support targeted instructional planning for underperforming students. Additionally, the school will utilize IXL Math, Amplify Math Desmos Curriculum, and Virtual Reality math. Implementing these resources, along with providing professional development to support unique learners, will enhance student engagement, access to grade-level content, and academic vocabulary, ultimately improving math achievement.

- In response to a **Very Low Combined Four- and Five-Year Graduation Rate**, Goal 1 Action 5 is focused on enhancing academic engagement and increasing the percentage of students graduating on time, particularly benefiting historically marginalized student groups. Key components of this action include the effective implementation of MTSS, the addition of school support staff to provide targeted tutoring, and partnerships with community-based programs to offer high-dosage tutoring. Additionally, counselors dedicated to college and career planning will address the comprehensive needs of each student, ensuring equitable support and resources for historically marginalized groups.

- To support **English Learner students' performance in English Language Arts and language development**, Goal 2, Action 1 will introduce a new English Language Arts (ELA) curriculum via Canvas for select grade levels, specifically chosen for its academic rigor and its capacity to serve our English Learner (EL) students in an independent study setting. The Canvas platform's digital format, with its multimedia support, scaffolding features like text-to-speech, and flexible learning modules, will significantly enhance EL students' language acquisition and ELA proficiency. Complementing this, targeted one-on-one tutoring will address foundational English language skills, while grade-level small group sessions will foster direct instruction, peer collaboration, and formative assessments to support their academic and linguistic development. By strategically integrating this accessible curriculum with these differentiated approaches, we are committed to ensuring measurable progress in English Language Arts performance for all students, accelerating the language and academic development of our English Learner population.

Moving forward, CSSD leaders plan to continue gathering and analyzing qualitative data throughout Spring and Fall 2025. The goal of this continued data analysis is to uncover growth opportunities within the system, delve into root causes from the community's perspective, and collect insights that will foster innovative, human-centered solutions. This approach is intended to enhance systemic changes and improve educational outcomes across our school.

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.

Altus Schools Charter School of San Diego (CSSD) is eligible for Comprehensive Support and Improvement (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.

CSSD has qualified for Comprehensive Support and Improvement (CSI) due to its three-year average Combined Four-Year and Five-Year Graduation Rate, as shown on the California School Dashboard. The 2024 School Dashboard further details a schoolwide Graduation Rate of 52.8%, which is categorized as a Red Performance Level. Moreover, nine student groups within the school are performing at the Very Low level.

The shift to this metric for DASS schools began with the 2022 School Dashboard. Previously, the One-Year Graduation Rate served as the accountability measure for these schools, acknowledging the unique challenges of their highly mobile and credit-deficient student populations. However, the U.S. Department of Education (ED) raised concerns regarding California's use of a modified graduation rate and academic indicator for DASS schools on the Dashboard, leading to its discontinuation.

Despite the potential challenges posed by the Combined Four-Year and Five-Year Graduation Rate calculation for a DASS school, **the school community remains dedicated to overcoming obstacles and achieving educational excellence**.

The school's Comprehensive Support and Improvement (CSI) Plans are the result of a **collaborative effort** involving diverse educational partners: teachers, staff, students, parents, and family members. The school actively sought meaningful feedback from key educational partners through surveys, school events, meetings, conferences, and training. This valuable input was systematically collected, organized, and analyzed to pinpoint the educational needs of all students and to strategically inform the development of programs, services, and resource allocation. The active involvement of educational partners was instrumental in several key stages of CSI Plan development:

- **Identifying and Refining Needs**: Through joint data analysis, partners identified areas needing improvement and gained a deeper understanding of student needs.
- **Creating Goals**: Collaborative discussions led to the establishment of clear goals aligned with identified needs and the aspirations of the school community.
- **Establishing Metrics**: Education partners jointly determined appropriate metrics and indicators to effectively track progress toward their goals.

- **Designing Activities**: Education partners contributed to the selection and design of specific interventions aimed at addressing identified needs and achieving desired outcomes.

- **Allocating Resources**: Education partner input informed decisions regarding resource allocation, ensuring that funds were directed toward initiatives with the greatest potential impact.

This collaborative approach extended to a comprehensive **Needs Assessment** process specifically targeting students not meeting or at risk of not meeting state academic standards. To guide this assessment, partners utilized an Improvement Science Protocol, providing a structured framework for identifying achievement gaps and developing targeted improvement strategies.

During this process, educational partners focused on the current state of graduation rates and established ambitious yet attainable growth targets as benchmarks for progress. Their analysis encompassed a broad spectrum of data and information related to student engagement and achievement, including:

- **School Dashboard Indicators**: These indicators provide a comprehensive overview of the school's performance and student outcomes across various domains.

- **Measures of Academic Progress by NWEA**: This assessment tool offers valuable insights into individual student growth and proficiency in core subject areas, highlighting both strengths and areas for improvement.

- **Monthly Storybook Reports**: These reports provide a rich blend of qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a nuanced understanding of student performance.

A key aspect of the Needs Assessment was the analysis of historical and trend data for both All Students and unduplicated student groups by all educational partners. This inclusive approach ensured that the assessment addressed the unique needs and challenges faced by the diverse student populations within the school.

Following a thorough and data-informed **review of resource allocation across various educational categories**, collaborative educational partners identified a crucial area necessitating focused and strategic investment. Their comprehensive analysis indicated a clear correlation between targeted support for the lowest-achieving student groups and the potential for significant improvement in overall graduation rates. Consequently, they determined that a strategic investment in providing additional resources and tailored support to **English Learners** (47.4%), **Students with Disabilities** (52.9%), and **students experiencing homelessness** (47.8%) is essential to achieve this goal. This explicit commitment to providing these necessary additional resources and support is clearly and formally articulated within the school's CSI Plan and the Local Control and Accountability Plan (LCAP), demonstrating a deliberate and documented prioritization of these student populations.

Importantly, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest-achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically recognized as a systematic framework providing instructional staff with the necessary tools and strategies to support the

academic and social-emotional well-being of all students.

The school has embraced a **Continuous Improvement Framework**, fostering a problem-solving culture and a focus on examining the systems that produce outcomes. This framework, essential for sustaining program improvement efforts, comprises five fundamental steps: Inform, Select, Plan, Implement, and Analyze. Evidence-based decision-making and reflection are central to each step of this ongoing improvement cycle, with active engagement from educational partners.

Adhering to this continuous improvement framework, educational partners developed a systematic plan to enhance the graduation rate. The initial analysis phase involved a thorough examination of school needs, historical trends, potential challenges and barriers, and current strategies and interventions. This process revealed several key themes impacting the school's graduation rate:

- **Credit Deficiency**: Many high school students enroll at the school with existing credit deficiencies, significantly impacting their ability to graduate on time. Some students require additional time to meet graduation requirements due to these shortfalls.

- **Academic Preparedness**: Entering high school students often demonstrate skills below grade level in English Language Arts and Mathematics, as indicated by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to effectively close potential achievement gaps.

- **Engaging Curriculum and Instruction**: Key educational partners have voiced a clear preference for a unified Learning Management System designed with entirely enhanced courses and activities created by Altus teachers and staff. The school visions this platform as user-friendly for teachers, engaging for students, and designed to cultivate authentic and challenging learning experiences through internally developed, context-specific resources.

- **Individualized Support**: Students need access to targeted small groups and one-on-one tutoring in core subjects to maintain the necessary pace for credit completion.

- **Access to Technology**: Equitable access to computers and home internet is crucial for all students and families, particularly those from socioeconomically disadvantaged backgrounds, to fully participate in the educational program.

- **Programs and Services**: Providing access to a range of programs and services, including Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit, is vital for engaging students and preparing them for diverse post-secondary pathways.

- **Role of Counselors**: School counselors play a critical role in supporting students with college and career planning, offering guidance in academic matters, college research, application processes, career exploration, financial aid, scholarships, personal/social support, and college transition.

- **Social-Emotional Learning**: Access to social-emotional learning opportunities and support resources is essential for fostering student engagement and academic achievement.

Based on the findings of the Needs Assessment, the school undertook a comprehensive selection process to identify allowable CSI activities that build capacity, are **evidence-based**, and directly address the school's need to increase the Graduation Rate. Consequently, CSSD has integrated specific actions and services into the 2025-26 LCAP that are strategically designed to improve Graduation Rate outcomes.

- **Goal 1, Action 1**: To closely monitor each student's academic journey and progress toward graduation, dedicated **school staff will systematically gather and analyze crucial academic data**, specifically pinpointing students who may be off track for advancement. These insights will be shared with educators in timely progress reports and Monthly Storybooks, facilitating proactive interventions to ensure every student stays on the path to graduation.

- **Goal 1, Action 3**: Recruit and hire **additional instructional support staff** that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.

- **Goal 1, Action 4**: Provide a **high dosage tutoring program** to students focused on intensive and targeted instruction over an extended period. This will involve one-on-one or small group instruction, allowing high-quality tutors to tailor their approach to individual needs.

- **Goal 1, Action 4**: Accelerate on-time student graduation rates by **increasing student math proficiency and confidence through IXL Math**. This program provides personalized learning paths, immediate feedback, and motivational rewards that can cater to diverse learning needs and enable students to master the required math concepts for graduation.

- **Goal 1, Action 5:** Promote, recruit, and **expand AVID Program** to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.

- **Goal 1, Action 5**: Counselors providing individualized student meetings focused on **collaborative course planning and goal setting** to increase the percentage of students earning a high school diploma by ensuring they select the appropriate courses and develop targeted strategies to meet all graduation requirements.

- **Goal 2, Action 2**: The school's curriculum, instructional, and technology leadership teams will collaboratively design, develop, and implement a phased rollout of a tailored **Learning Management System (LMS) on Canvas**. This initiative aims to cultivate a more engaging, interactive, and personalized learning environment for all students, while prioritizing equitable access and data-informed instruction.

- **Goal 2, Action 2**: Provide **Chromebooks and internet services** to students in need to enhance educational opportunities, create equal access to information, improve collaboration and communication, build digital literacy and technological skills, access personalized learning, and access career readiness tools and platforms.

- **Goal 2, Action 3**: Provide an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.

- **Goal 3, Action 1**: **Professional development** for staff focused on **implementing the school's MTSS** with fidelity to ensure that the 'Whole Child' is being supported.

- **Goal 3, Action 2**: **Specialized professional development** for staff focused on utilization of evidence-based instructional strategies and rigorous materials to quickly close potential achievement gaps that may exist in Math and ELA, specifically for historically underserved student groups.

- **Goal 4, Action 3**: The **Cadet Corps Program** will cultivate character and leadership, fostering health and wellness to empower students in exploring careers, increasing their motivation, and achieving academic success and graduation.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

Monitoring and Evaluating Effectiveness

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

To effectively measure the impact of our Comprehensive Support and Improvement (CSI) strategies, a key component of Goal 1, we will closely monitor and evaluate the school's Combined Four-Year and Five-Year Graduation Rate Metric. Our analysis of the 2023 Dashboard data, conducted by our Data Department staff, provided important context: the State DASS school average was 54.2%, and the San Diego County DASS school average was 49.3%. Our desired outcome is to demonstrate continuous growth in this critical metric on an annual basis, with the intention to exceed either the state or county DASS school averages. We recognize that our lowest-achieving student groups include English Learners, Students with Disabilities, and students experiencing homelessness, and our CSI efforts are particularly focused on their progress.

As we move forward with the Continuous Improvement Framework for the 2025-26 school year, school leadership is committed to the ongoing implementation, rigorous analysis, and strategic enhancement of the strategies and supports detailed within our CSI Plan. To thoroughly evaluate the effectiveness of these services and support, we will employ a multifaceted approach that includes multiple assessment tools, clearly defined data analysis protocols, and the active involvement of our key educational partners. These partners will play a vital role in reviewing data derived from the School Dashboard, our internal Monthly Storybook Reports, and various Survey Results. This comprehensive review will allow us to determine the extent to which the CSI Plan is effectively addressing the diverse needs of all our students, with a particular emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. To ensure a cycle of continuous improvement, our educational partners will utilize established evaluative methods, specifically the guiding questions provided by the San Diego County Office of Education (SDCOE) for the in-depth analysis of both quantitative and qualitative data, to accurately determine the overall effectiveness of our programs and interventions.

The following school departments and personnel will be instrumental in supporting the monitoring of designated strategies and interventions targeted towards our high school students:

School Data Department

- Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance data disaggregated by student groups (including our lowest-achieving populations), and credit completion rates. This report will also include trend analysis to identify patterns and the effectiveness of specific interventions over time.

- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint Technology Tool to monitor and respond to grade 12 students marked as 'not on-track' to graduate. This tool will include real-time data and facilitate collaborative action planning, allowing for documentation of interventions and follow-up.

School Curriculum & Professional Learning Department

- Develop an annual Professional Development Catalog and adjust training topics and formats throughout the year based upon instructional staff feedback and teaching and learning data. A portion of the PD will be specifically focused on evidence-based strategies to support English Learners, Students with Disabilities, and students experiencing homelessness, directly aligning with the needs identified in our data.

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

School Leadership

- Monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive school data, including progress monitoring data for our identified lowest-achieving student groups. Leadership will ensure that these discussions lead to actionable steps and resource allocation adjustments as needed.

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation, with a specific emphasis on the progress of English Learners, Students with Disabilities, and students experiencing homelessness. These meetings will result in documented support plans for students who are not on track.

- Conduct ongoing teaching observations, September 2025 to April 2026, to ensure teachers and tutors are providing high-level, targeted instruction that supports the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies. Feedback from these observations will be

shared with teachers, and professional development opportunities will be aligned to address identified areas for growth in supporting our target student populations.

School Counselors

- Meet weekly with instructional leaders to discuss and collaborate on students entering Tier II and Tier III interventions, as prescribed in the school's MTSS. These discussions will include specific strategies tailored to the needs of English Learners, Students with Disabilities, and students experiencing homelessness, and counselors will play a key role in connecting students and families with necessary resources.

- Ongoing utilization of the School Pathways Student Information System to monitor high school student progress towards graduation. Counselors will proactively identify students who are falling behind and initiate outreach and support.

- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates, with a focus on identifying and addressing barriers for our lowest-achieving student groups.

Teachers

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on time. Teachers will be expected to document initial interventions implemented in the resource center and collaborate with counselors and instructional leaders when additional support is needed for students, particularly our English Learners, Students with Disabilities, and students experiencing homelessness.

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
Teachers	The 2025-26 LCAP was directly informed by teacher perspectives gathered through a variety of engagement strategies, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning. This comprehensive data collection process allowed us to develop actionable, student-centered priorities that directly address the needs identified by our educators, fostering a collaborative and impactful school environment.
Principals and Learning Leads	Principals and Learning Leads directly influenced the 2025-26 LCAP by actively participating in various forums, including weekly Learning Lead Huddles, surveys, and committee meetings. Their expertise in data analysis and instructional programming enabled the creation of a strategic, student-centered LCAP designed to maximize learning and achievement.
Administrators	Administrators initiated the LCAP development through a collaborative approach, prioritizing meaningful engagement with all educational partners. Utilizing platforms such as Leadership Huddles, School Site Council, ELAC, Instructional and All-Staff meetings, strategic planning sessions, and AU Professional Learning, they actively sought and integrated diverse input. This engagement directly translated into actionable LCAP strategies aligned with school goals, promoting a transparent and inclusive environment for sustained improvement.
Other school personnel or staff	School staff and personnel collaboratively developed the 2025-26 LCAP through regular engagement and consultation. The Staff LCAP Engagement Survey, SSC, Instructional and Staff Meetings, and professional learning facilitated diverse input, ensuring LCAP actions align with the school's Vision, Mission, and Values. This inclusive process resulted in a comprehensive LCAP that addresses community needs and supports school-wide goals.

Parents	Parent engagement was strategically prioritized to directly inform and shape the school's LCAP, ensuring alignment with the diverse needs and perspectives of our community. Multiple avenues for consultation were implemented to maximize parent voice and participation. • **Data-Driven Feedback:** The Parent LCAP Engagement Survey provided quantifiable data and qualitative insights, enabling the school to understand parent priorities and tailor programs accordingly. • **Direct Interaction and Dialogue:** Open House and Senior Night Events facilitated direct communication between parents, teachers, and administrators, fostering collaborative partnerships. Parent-Teacher Conferences offered personalized conversations to address individual students' needs and progress. • **Shared Decision-Making:** Active participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings empowered parents to directly contribute to school-wide decisions regarding instructional strategies and resource allocation. • **Empowering Educational Partnerships:** The Family Learning Series provided targeted workshops and resources, equipping parents with the tools to actively support their children's academic and social-emotional development. • **Community Vision:** Parent participation in Board Meetings fostered meaningful contributions and increased awareness of broader school policies and initiatives. Recognizing the pivotal role of parent perspectives in shaping school communication, climate, and student holistic development, the school actively sought and integrated parent feedback throughout the LCAP development process. This commitment to collaborative decision-making resulted in a more inclusive, responsive, and student-centered learning environment, ultimately enhancing outcomes for all students.

Students	At the core of our LCAP development lies a commitment to centering student voice. We recognize that authentic student input is crucial for creating a responsive and effective learning environment. To ensure their perspectives were not only heard but actively valued, we implemented a multi-faceted approach to student engagement. • **Direct Feedback through the Student LCAP Engagement Survey:** Students were empowered to provide candid feedback and constructive suggestions, directly influencing the LCAP's direction. • **Meaningful Participation in Decision Making:** Student representation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings facilitated collaborative discussions on critical school initiatives and policies. • **Diverse Avenues for Input:** Events like Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided platforms for students to share their experiences and insights, fostering open dialogue with educators and administrators. • **Personalized Student-Teacher Conferences:** These conferences created individualized opportunities for students to discuss their academic progress, goals, and challenges, ensuring their individual needs were addressed. By actively integrating student perspectives throughout the LCAP development process, we are building a student-centered learning environment that prioritizes academic achievement, social-emotional well-being, and positive behavioral development. This commitment reflects our dedication to creating a school where every student feels heard, valued, and empowered to succeed.

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

Engaging our educational partners remains a continuous and integral process as we collaboratively design an educational program that effectively addresses the evolving needs of our students and the wider community. This partnership ensures that all students have access to enriched opportunities and achieve improved outcomes. The valuable insights gathered through this engagement directly inform our school's comprehensive strategic planning, accountability measures, and ongoing improvement efforts within the framework of California's State Priorities.

Feedback from our educational partners indicates continued satisfaction with our current initiatives focused on improving the educational program. As a result, for the 2025-26 school year, our school will continue to prioritize five Local Control and Accountability Plan (LCAP) goals. These goals strategically address key areas: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each LCAP Goal, along with its corresponding Metrics, is carefully aligned not only with State and Local priorities but also with the specific metrics and targets established by our charter authorizer. This intentional alignment ensures a cohesive and focused approach to accountability and continuous improvement.

The Metrics incorporated into the 2025-26 LCAP emphasize both Status and Change, mirroring the California School Dashboard's Five-by-Five Placement methodology. Furthermore, certain Metrics utilize locally established targets, informed by historical data or tailored to the specific needs of our student population, including those within our alternative education setting (DASS).

Teachers and Staff:

Valuable insights from our teachers and staff regarding instructional strategies, curriculum design, professional development needs, and student support services have directly informed the following additions and refinements to the 2025-26 LCAP:

- **Instructional Support:** Recruit and hire additional staff to enhance student supervision, tutoring, and learning feedback.
- **Learning Management System:** Design and develop an improved LMS with enhanced course structures and activities.
- **Technology Access:** Continue providing Chromebooks and internet services to students and families with home technological needs.
- **Early College Credit:** Expand opportunities for all students to earn college credit while in high school.
- **Professional Learning:** Continue offering ongoing professional development focused on the effective integration of Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching.
- **Mental Health Support:** Expand systems to better support student mental health.

Principals, Learning Leads, and Administrators:

These educational partners shared valuable insights into the school's operations, encompassing strategic planning, data analysis, engagement methods, resource allocation, program evaluation, alignment with state priorities, and communication systems. Their feedback has directly informed us of the following 2025-26 Local Control and Accountability Plan (LCAP) Actions:

- **Mathematics**: Increase student engagement, achievement, and confidence by expanding the use of Virtual Reality Math and IXL Math. We will also support this through monthly Math Study Groups focused on research-based strategies and ongoing high-quality professional learning for our math instructional staff.
- **Instructional Support**: Enhance support for teachers and education specialists by recruiting and hiring additional support staff.
- **Targeted Student Support**: Expand our tutoring program in Math and English Language Arts to provide high-dosage support for academic growth and increased graduation rates.
- **English Learners**: Ensure effective integration of Summit K12 resources for English Learners through ongoing professional learning for teachers.
- **Students With Disabilities:** Ensure that Students With Disabilities receive high-quality Specialized Academic Instruction (SAI) and supports, including effective differentiation and the maintenance of high academic standards.
- **Counseling**: Enhance counseling and advising sessions with a focused approach on ensuring students are on track for graduation, thoughtfully planning their future pathways, and demonstrating robust college and career preparedness.
- **Safety**: Maintain safe learning environments through the consistent operation of our Brivo card access system.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2025-26 LCAP Actions and/or Metrics:

- **Tutoring Support:** Continue to provide targeted tutoring opportunities for English Learners, Foster Youth, and underserved students.
- **Reading Proficiency:** Highly recommend the use of Achieve3000 as an educational tool to improve student reading proficiency and meet the needs of unique learners.
- **Meal Program:** Maintain the school's meal program to ensure students from under-resourced homes and communities have access to healthy nutrition, supporting their readiness to learn.
- **Individualized Guidance:** Offer individualized counseling and advising sessions focused on course planning, goal setting, and preparation for future pathways.
- **Character and Leadership Development:** Support the Character and Leadership Development program with Cadet Corps, which offers students opportunities for physical fitness, team building competitions, and social skills development.
- **Safe and Supportive Environment:** Provide a safe and supportive bully-free school environment.
- **Positive School Culture:** Provide a positive school climate characterized by clean facilities, clear channels for communication with staff regarding any concerns, and school staff who are consistently responsive, energetic, helpful, optimistic, and caring.

Students:

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2025-26 LCAP:

- **Field Trips:** Students expressed a desire for field trips that connect to their interests and future goals.
- **Comprehensive Mental Health Resources:** Recognizing students' call for greater mental health support, the school will provide accessible counselors, informative workshops, and readily available wellness resources.
- **Real-World Experiences:** Students want learning that connects to their lives and helps them solve real problems.
- **Meal Program:** Students highlighted the need for consistent access to healthy food while at school.
- **Equitable Access to Technology:** Students voiced the importance of having the necessary technology at home to access school activities and assignments.
- **Curriculum Integration:** Students expressed interest in using 3D Printers and Virtual Reality in their courses and course of study.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 93% of general and special education teachers with a teaching credential and EL Authorizations as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 98% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	Increased 5%
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 46.5 Clear: 18.3% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 62.9 Clear: 35.8% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	Available in 2026-27 LCAP	**Exceed baseline results**	Total teaching FTE: Increased 16.4 Clear: Increased 17.5%
M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 89.4% Hispanic: 87% White: 95.1% African American: 90.9% 2+ Races: 93.9% EL: 81% SED: 85.9% SWD: 86.2% **Data Source**: CA School Dashboard (Additional Reports)	**2023-24 Results** Schoolwide: 91.2% Hispanic: 90.7% White: 93.7% African American: 93.8% 2+ Races: 88.9% EL: 90.7% SED: 90.7% SWD: 92.4% **Data Source**: CA School Dashboard (Additional Reports)	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide increased 1.8%

M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 52.7% Hispanic: 47.7% White: 59.2% African American: 65.1% 2+ Races: 53.3% EL: 48.1% SED: 48.3% SWD: 45.6% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 52.8% Hispanic: 48.3% White: 62.5% African American: 58.1% 2+ Races: 58.1% EL: 47.4% SED: 49.7% SWD: 52.9% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	Schoolwide increased 0.1% Note: The school is 1.4% less than the state and 3.5% higher than the county
M1.5	Chronic Absenteeism Rate	**2022-23 Results** Schoolwide: 5.1% Hispanic: 5.8% White: 1.3% African American: 6.7% 2+ Races: 11.5% EL: 4.8% SED: 6.3% SWD: 4.3% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 4.5% Hispanic: 3.9% White: 3% African American: 8.3% 2+ Races: 6.1% EL: 1.6% SED: 5.3% SWD: 2.1% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 47.1% San Diego County: 22.2%	Schoolwide improved 0.6% Note: The school outperforms the state by 42.6% and the county by 18.1%
M1.6	CAASPP ELA: Average Distance from Standard	**2022-23 Results** Schoolwide: -7.7 Hispanic: -20.7 White: -14.5 African American: -7.5 2+ Races: 54.5 EL: -85 SED: -21.6 SWD: -76.6 **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: -15.7 Hispanic: -38.7 White: +42 African American: -23.8 2+ Races: -7.6 EL: -94.7 SED: -33.9 SWD: -70.1 **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -118.2 San Diego County: -135.9	Schoolwide declined 8 points Note: The school outperforms the state by 102.5 and the county by 120.2

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<tr>
<td>M1.7</td>
<td>CAASPP Math: Average Distance from Standard</td>
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<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>-101.6</td></tr>
<tr><td>Hispanic</td><td>-120</td></tr>
<tr><td>White</td><td>-69.6</td></tr>
<tr><td>African American</td><td>-105.6</td></tr>
<tr><td>2+ Races</td><td>-63.4</td></tr>
<tr><td>EL</td><td>-156.5</td></tr>
<tr><td>SED</td><td>-120.8</td></tr>
<tr><td>SWD</td><td>-138.2</td></tr>
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Data Source: CA School Dashboard
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<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>-113.4</td></tr>
<tr><td>Hispanic</td><td>-136.3</td></tr>
<tr><td>White</td><td>-57.7</td></tr>
<tr><td>African American</td><td>-132.2</td></tr>
<tr><td>2+ Races</td><td>-81.6</td></tr>
<tr><td>EL</td><td>-178.7</td></tr>
<tr><td>SED</td><td>-130.2</td></tr>
<tr><td>SWD</td><td>-147.3</td></tr>
</table>
Data Source: CA School Dashboard
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:
Statewide: -192.8
San Diego County: -185.2</td>
<td>Schoolwide declined 11.8 points

Note: The school outperforms the state by 79.4 and the county by 71.8</td>
</tr>
<tr>
<td>M1.8</td>
<td>Grade 11 CAASPP ELA: Met or Exceeded Standard</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>ELA</td><td>61.88%</td></tr>
</table>
Data Source: DataQuest CAASPP Results
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<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>ELA</td><td>63.32%</td></tr>
</table>
Data Source: DataQuest CAASPP Results
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:
Statewide: 21.8%
San Diego County: 33.3%</td>
<td>Increased 1.44%

Note: The school outperforms the state by 41.52% and the county by 30.02%</td>
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<tr>
<td>M1.9</td>
<td>Grade 11 CAASPP Math: Met or Exceeded Standard</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Mathematics</td><td>16.57%</td></tr>
</table>
Data Source: DataQuest CAASPP Results
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Mathematics</td><td>13.61%</td></tr>
</table>
Data Source: DataQuest CAASPP Results
</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:
Statewide: 3.8%
San Diego County: 3.8%</td>
<td>Declined 2.9%

Note: The school outperforms the state and county by 9.81%</td>
</tr>
</table>

M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 53.8% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 42.5% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Declined 11.3% Note: The school outperforms the state by 10% and county by 5.5%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 10% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 12% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 10%**	Increased 2%
M1.12	Measures of Academic Progress by NWEA: Reading	**2023-24 Results** Schoolwide: 72% Hispanic: 72% White: 81% African American: 79% 2+ Races: 57% EL: 66% SED: 71% SWD: 72% **Data Source**: Locally Reported, as of May 2024	**2024-25 Results** Schoolwide: 76% Hispanic: 78% White: 71% African American: 73% 2+ Races: 81% EL: 67% SED: 76% SWD: 72% **Data Source**: Locally Reported, as of May 2025	Available in 2026-27 LCAP	**Greater than 60% or Exceed 2023 Baseline Results**	Schoolwide improved 4%

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<tr>
<td>M1.13</td>
<td>Measures of Academic Progress by NWEA: Language</td>
<td><table><tr><th colspan="2">2023-24 Results</th></tr><tr><td>Schoolwide</td><td>78%</td></tr><tr><td>Hispanic</td><td>78%</td></tr><tr><td>White</td><td>83%</td></tr><tr><td>African American</td><td>69%</td></tr><tr><td>2+ Races</td><td>82%</td></tr><tr><td>EL</td><td>74%</td></tr><tr><td>SED</td><td>76%</td></tr><tr><td>SWD</td><td>74%</td></tr></table>Data Source: Locally Reported, as of May 2024</td>
<td><table><tr><th colspan="2">2024-25 Results</th></tr><tr><td>Schoolwide</td><td>76%</td></tr><tr><td>Hispanic</td><td>78%</td></tr><tr><td>White</td><td>70%</td></tr><tr><td>African American</td><td>75%</td></tr><tr><td>2+ Races</td><td>80%</td></tr><tr><td>EL</td><td>82%</td></tr><tr><td>SED</td><td>77%</td></tr><tr><td>SWD</td><td>76%</td></tr></table>Data Source: Locally Reported, as of May 2025</td>
<td>Available in 2026-27 LCAP</td>
<td>Greater than 60% or Exceed 2023 Baseline Results</td>
<td>Schoolwide declined 2%</td>
</tr>
<tr>
<td>M1.14</td>
<td>Measures of Academic Progress by NWEA: Math</td>
<td><table><tr><th colspan="2">2023-24 Results</th></tr><tr><td>Schoolwide</td><td>75%</td></tr><tr><td>Hispanic</td><td>77%</td></tr><tr><td>White</td><td>63%</td></tr><tr><td>African American</td><td>79%</td></tr><tr><td>2+ Races</td><td>80%</td></tr><tr><td>EL</td><td>74%</td></tr><tr><td>SED</td><td>75%</td></tr><tr><td>SWD</td><td>68%</td></tr></table>Data Source: Locally Reported, as of May 2024</td>
<td><table><tr><th colspan="2">2024-25 Results</th></tr><tr><td>Schoolwide</td><td>76%</td></tr><tr><td>Hispanic</td><td>80%</td></tr><tr><td>White</td><td>66%</td></tr><tr><td>African American</td><td>73%</td></tr><tr><td>2+ Races</td><td>79%</td></tr><tr><td>EL</td><td>76%</td></tr><tr><td>SED</td><td>75%</td></tr><tr><td>SWD</td><td>71%</td></tr></table>Data Source: Locally Reported, as of May 2025</td>
<td>Available in 2026-27 LCAP</td>
<td>Greater than 60% or Exceed 2023 Baseline Results</td>
<td>Schoolwide improved 1%</td>
</tr>
<tr>
<td>M1.15</td>
<td>California Science Test</td>
<td><table><tr><th colspan="2">2022-23 Results</th></tr><tr><td>Schoolwide</td><td>23.65%</td></tr><tr><td>Hispanic</td><td>20.41%</td></tr><tr><td>White</td><td>31.15%</td></tr><tr><td>African American</td><td>20%</td></tr><tr><td>2+ Races</td><td>34.62%</td></tr><tr><td>EL</td><td>0%</td></tr><tr><td>SED</td><td>19.48%</td></tr><tr><td>SWD</td><td>9.84%</td></tr></table>Data Source: DataQuest CAASPP Results</td>
<td><table><tr><th colspan="2">2022-23 Results</th></tr><tr><td>Schoolwide</td><td>16.12%</td></tr><tr><td>Hispanic</td><td>11.4%</td></tr><tr><td>White</td><td>23.22%</td></tr><tr><td>African American</td><td>14.29%</td></tr><tr><td>2+ Races</td><td>20.59%</td></tr><tr><td>EL</td><td>1.89%</td></tr><tr><td>SED</td><td>14.96%</td></tr><tr><td>SWD</td><td>6.59%</td></tr></table>Data Source: DataQuest CAASPP Results</td>
<td>Available in 2026-27 LCAP</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:
Statewide: Not available
San Diego County: 13.6%</td>
<td>Schoolwide declined 7.53%

Note: The school outperforms the county by 2.52%</td>
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<tr>
<td>M1.16</td>
<td>Student Attendance or Participation Rate</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>91.6%</td></tr>
<tr><td>Hispanic</td><td>91%</td></tr>
<tr><td>White</td><td>93%</td></tr>
<tr><td>African American</td><td>92.5%</td></tr>
<tr><td>EL</td><td>93.2%</td></tr>
<tr><td>SED</td><td>90.6%</td></tr>
<tr><td>SWD</td><td>92.7%</td></tr>
<tr><td>Foster Youth</td><td>*</td></tr>
<tr><td>Homeless</td><td>90.1%</td></tr>
<tr><td>Cadet Corps</td><td>97.6%</td></tr>
<tr><td>Pregnant/Parent</td><td>77.2%</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of March 2024
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>92.6%</td></tr>
<tr><td>Hispanic</td><td>92.2%</td></tr>
<tr><td>White</td><td>94.3%</td></tr>
<tr><td>African American</td><td>91.2%</td></tr>
<tr><td>EL</td><td>92.8%</td></tr>
<tr><td>SED</td><td>92.2%</td></tr>
<tr><td>SWD</td><td>93.1%</td></tr>
<tr><td>Foster Youth</td><td>*</td></tr>
<tr><td>Homeless</td><td>91.4%</td></tr>
<tr><td>Cadet Corps</td><td>94.7%</td></tr>
<tr><td>Pregnant/Parent</td><td>90.3%</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of February 2025
</td>
<td>Available in 2026-27 LCAP</td>
<td>Greater than 84%</td>
<td>Schoolwide increased 1%</td>
</tr>
<tr>
<td>M1.17</td>
<td>Middle School Dropout Rate</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Middle School</td><td>0%</td></tr>
</table>
Data Source: Locally Reported

Note: Middle School Dropout Rate as of March 2024
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Middle School</td><td>0%</td></tr>
</table>
Data Source: Locally Reported

Note: Middle School Dropout Rate as of March 2025
</td>
<td>Available in 2026-27 LCAP</td>
<td>Less than 5%</td>
<td>There was no change from the 0% baseline</td>
</tr>
<tr>
<td>M1.18</td>
<td>High School Dropout Rate</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>High School</td><td>0.5%</td></tr>
</table>
Data Source: Locally Reported

Note: High School Dropout Rate as of March 2024
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>High School</td><td>0.6%</td></tr>
</table>
Data Source: Locally Reported

Note: High School Dropout Rate as of March 2025
</td>
<td>Available in 2026-27 LCAP</td>
<td>Less than 5%</td>
<td>Declined 0.1%</td>
</tr>
</table>

M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2024	**2024-25 Results** Schoolwide: 95% **Data Source**: Locally Reported **Note:** Results as of March 2025	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 95% baseline

Goal Analysis for 2024-25

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

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

Goal 1 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report**. Below is a summary of these actions:

- **Action 1**: Fully implemented the use of MAPs by NWEA, Smarter Balanced Interim Assessments, California Educators Reporting System (CERS) and Renaissance (Illuminate) Assessments to inform teaching and learning systems.
- **Action 2**: The school's English Language Development (ELD) Plan was fully implemented to provide comprehensive support for all English Learner students.
- **Action 3**: Each student had a fully developed and implemented Pathways Personalized Education Plan (PPEP). To ensure progress toward individual academic goals and successful postsecondary transitions, which included participation in enriching field trip experiences, school staff leveraged key platforms such as School Pathways and Naviance for ongoing monitoring. Learning Leads and counselors actively participated in the school's Multi-Tiered System of Supports (MTSS) to address students' unique needs and provided guidance to both students and parents on multiple graduation pathways. Furthermore, teachers delivered live academic instruction specifically designed to enhance student skills in Math and English Language Arts (ELA) and other academic subjects.
- **Action 4**: To further support unduplicated pupils, the school provided additional academic tutoring through instructional support staff and a sustained partnership with a non-profit tutoring organization. Additionally, Learning Leads provided instructional coaching with teachers, focusing on the effective implementation of the Multi-Tiered System of Supports (MTSS). Recognizing the unique needs of special populations and further empowering all students with strong study skills and habits through the AVID program, Counselors, Equity and Inclusion staff, and the Homeless and Foster Youth Liaison offered tailored support and diligently coordinated necessary services.
- **Action 5**: Fully implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6**: Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Renaissance, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7**: Staff utilized Ellevation for English Learner monitoring and instructional planning all year. To further support this work, the Data and Assessment Department consistently delivered timely Monthly Storybooks. These reports summarized the progress and achievement

of unduplicated English Learners on key indicators, directly informing staff decisions about current programs and services.

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.

1.3 decreased by 19% due to reallocation of expenditures from 1.3 to 2.2. There are no other material differences to report for Goal 1.

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

The school is confident that all actions under Goal 1 are effectively contributing to successful student outcomes, appropriate for a DASS-identified school. The school has successfully met or is on track to meet the desired outcomes for the current three-year LCAP cycle, as detailed below:

- Independent Study Program: Teacher Credentials
- Teachers Appropriately Assigned & Credentialed
- DASS 1-Year Graduation Rate
- Combined 4- and 5-Year Graduation Rate
- Chronic Absenteeism Rate
- CAASPP ELA & Mathematics
- Grade 11 CAASPP ELA & Mathematics
- English Learner Progress Indicator (ELPI)
- English Learner Reclassification Rate
- NWEA Reading, Language & Mathematics
- California Science Test
- Student Attendance (Independent Study Participation)
- Middle School & High School Dropout Rate
- Student Confidence Survey

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.

In anticipation of the 2025-26 school year, a key priority for the school is to significantly enhance student mathematics engagement and achievement through the implementation of **Action 4**. This comprehensive initiative will encompass targeted math interventions, the strategic allocation of resources, and the establishment of a **Math Study Group**. This group will foster regular collaboration and professional growth among instructional staff and leaders. Furthermore, the school will integrate two new supplemental math programs into the curriculum: Amplify Desmos and IXL Math.

Based on thoughtful reflections and valuable input from our educational partners, the following actions have been strategically adjusted or added to our plan for the 2025-26 school year:

- **1.3j:** To further cultivate student engagement and ensure equitable access to the full spectrum of school activities, including enriching field trip experiences, the school will utilize sprinter vans.
- **1.6g:** Recognizing the diverse needs of our student population, the school will strategically expand its special education support staff to provide more comprehensive and individualized assistance.

It is important to note that all established targets within Goal 1 will remain consistent for the 2025-26 school year, underscoring our ongoing commitment to these key performance measures.

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	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **Measures of Academic Progress by NWEA** to students in the fall and spring semesters. This data will inform targeted adjustments to curriculum and instructional strategies, ensuring we effectively address achievement gaps and support all students' academic success. b) School staff will administer the **Smarter Balanced Interim Assessments** to students in the fall semester. This data will empower instructional staff to analyze student understanding of grade-level standards and develop systematic strategies for continuous improvement in teaching and learning. c) Using the **California Educators Reporting System (CERS)**, teachers will analyze student progress and create targeted interventions to meet the diverse needs of all students, ensuring success in core subjects. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will analyze student data from **Naviance**, specifically focusing on career exploration, college interests, and learning styles, to create personalized and engaging instructional plans. f) **Data and Assessment Department staff** will systematically collect and analyze data on key student achievement metrics, including student participation, chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence—and disseminate these findings in **Monthly Storybooks.**	$512,282	No

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners. • Metric being used to monitor action: M1.10, M1.11	$723,174	Yes

		• LREBG funds supporting this action: $6,556.27 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To strengthen student support, **Human Resources staff will prioritize the hiring of Resource Center Associates, Learning Associates, and Certificated Teacher Resources**, who will provide tutoring, deliver student learning feedback, and perform other critical instructional support functions. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will create and manage Pathways Personalized Education Plans (PPEPs)** for each student, using educational records, assessments, academic progress, and post-secondary goals to guide student growth d) Instructional staff will utilize the **School Pathways Student Information System (SPSIS)** to streamline student support by documenting attendance, tracking MTSS interventions, monitoring progress, and recording grades. e) **Counselors** will work with students to develop personalized graduation plans**, offering multiple pathways to a diploma or equivalent**, and facilitating successful post-high school transitions. f) **Teachers will implement live, small-group instruction** designed to provide individualized skill support, enabling students to achieve mastery of course objectives and content standards, and create interactive opportunities to build student connectedness. g) Instructional staff will implement **Spring Academies in April**, providing targeted test preparation in Math and ELA to equip students with the skills/knowledge needed to maximize their proficiency in key claims and targets. h) **Learning Leads** and school administrators will offer support and guidance for **effective MTSS implementation**, facilitating timely interventions to meet the diverse academic, behavioral, and social-emotional needs of all students, and systematically monitoring the	$2,514,210	No

		impact of these interventions. i) Instructional staff will plan and provide **personalized field trip experiences**, focusing on student interests in career and college pathways, to enhance their exploration of future possibilities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE programs**, facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize key math standards and themes, informing daily instruction and targeted interventions throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) Integrate the interactive features of **Amplify Desmos Curriculum** into weekly math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. d) **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $3,906.77 e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong foundation for grade-level math mastery.	$488,649	No

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads** and school administrators will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and **implementing the school's MTSS with fidelity**. b. To significantly increase graduation rates, the school will deploy additional **instructional support staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources, who will provide targeted tutoring. This focused support will address specific academic needs, ensuring students successfully complete the required graduation coursework and progress towards their diplomas. c. **LREBG Action**: Our Annual Performance Review, which included analysis of SBA results, and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics, and increase on-time graduation rates. To address these areas, and in accordance with LREBG's allowable use category of 'Accelerating progress,' we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $141,936.55 d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Equity and Inclusion Department will focus on removing barriers to student success**. Through close collaboration with school staff, Equity and Inclusion	$1,121,619	Yes

		staff will identify and address the holistic needs of individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. Full implementation of the **AVID Program** to build healthy learning habits, reading, writing, and critical thinking skills as well as deep content knowledge for college and career readiness.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP reviews to facilitate timely adjustments and ensure personalized learning for all students with disabilities. These reviews will focus on maintaining alignment between IEPs, students' current needs, and evolving goals, enabling responsive and effective educational support. b) **Special Education Learning Lead** will offer support and guidance for compliance and specialized instruction for students with disabilities. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members to ensure understanding of **Free Appropriate Public Education (FAPE) requirements** and best practices for supporting students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)**. This instruction will be tailored to each student's unique learning needs. They will focus on targeted instruction in areas of need. This ensures individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students with disabilities. g) **LREBG Action**: To address identified needs highlighted by state and local academic and engagement data, specifically for Students with Disabilities, and focus on improving their performance on SBAs and ensuring graduation within four years of high school, the school is committed to expanding its **special education support team**. This	$2,966,749	No

		resource allocation, an allowable use of LREBG funds, directly impacts student success by integrating evidence-based staff support and ensuring all Students with Disabilities receive the personalized attention and specialized services essential for their academic and personal growth. • Metric being used to monitor action: M1.3, M1.4, M1.6, and M1.7 • LREBG funds supporting this action: $28,231.98 h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas. i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, and action/expression, thus fostering accessibility for all students, including those with disabilities. j) Utilize the California **Practitioners' Guide for Educating English Learners with Disabilities** to ensure effective instruction for dually identified students. a) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: M1.10 and M1.11 • LREBG funds supporting this action: $6,582.99 b) Instructional staff will **monitor Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students** through the PPEP Phase Meetings in July, October, January, and other instructional meetings. c) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. d) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs. b) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems.	$1,133,440	Yes

Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 75 Articulated Credit: 22 Total early college credit: 97 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 98 Articulated Credit: 25 Total early college credit: 123 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 97 early college courses**	Increased by 26

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2023-24 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	Available in 2026-27 LCAP	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 1.7% Hispanic: 1.5% White: 4% African American: 0% 2+ Races: 0% EL: 0% SED: 1.9% SWD: 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide: 2.5% Hispanic: 2.8% White: 1.3% African American: 0% 2+ Races: 2.3% EL: 3.9% SED: 2.1% SWD: 2.9% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Increased 0.8%

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	**2022-23 Results** Schoolwide 7.5% Hispanic 6.4% White 14.4% African American 2.3% 2+ Races 2.2% EL 1.3% SED 5.9% SWD 0.8% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide 5.9% Hispanic 5.3% White 8.8% African American 4.7% 2+ Races 4.7% EL 0% SED 4.1% SWD 2.9% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 1.6%
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway	**2022-23 Results** Schoolwide 1.2% Hispanic 1.5% White 1.6% African American 0% 2+ Races 0% EL 0% SED 1.5% SWD 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide .6% Hispanic .6% White 0% African American 0% 2+ Races 0% EL 0% SED .2% SWD 0% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 0.6%
M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide 0.5% Hispanic 0.3% White 1.6% African American 0% 2+ Races 5% EL 0% SED 0.5% SWD 0% **Data Source**: CA School Dashboard	**2023-24 Results** Schoolwide 0% Hispanic 0% White 0% African American 0% 2+ Races 0% EL 0% SED 0% SWD 0% **Data Source**: CA School Dashboard	Available in 2026-27 LCAP	**Exceed 2023 baseline results**	Schoolwide declined 0.5%

M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 2 aims to provide all students with a comprehensive, rigorous, and accessible course of study that prepares them for college and career pathways. This goal includes three actions**, none of which presented substantive differences upon review**. A summary of these actions is as follows:

- **Action 1**: The school's APAC department effectively aligned courses with State Standards, UC a-g, and NCAA requirements. APAC also updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Furthermore, based on teacher and student feedback, APAC adjusted both online and textbook curricula. Demonstrating a commitment to inclusivity, the department refined curriculum and materials to be multicultural and diverse. The school also continued its efforts to recruit and challenge students to enroll in advanced curriculum offerings and provided on-site AP Exams.

- **Action 2:** The school ensured equitable access to technology by providing all students requiring home devices with a school-issued Chromebook and internet connectivity. Moreover, the school's ELD program is fully implemented and consistently maintained. Historically underserved student groups continue to have access to a challenging curriculum, including Honors and AP courses, as well as targeted instructional materials and coursework designed to accelerate foundational skills, literacy development, and credit recovery for grade-level advancement and graduation. School counselors and Equity & Inclusion (E&I) staff offered continuous academic advising, support services, and coaching to the school community.

- **Action 3:** School staff benefited from continuous and in-depth professional learning focused on preparing students for their post-secondary journeys. Counselors actively engaged the school community through various informational sessions and training programs covering crucial college and career elements. These included understanding the College Career Indicator (CCI) Prepared Criteria, navigating financial aid applications, earning early college credit, exploring Career Technical Education (CTE) pathways, utilizing the Early Assessment Program (EAP), managing AP exam registration, and engaging in work experience education. To further elevate awareness of college and career requirements, timelines, and processes, the school hosted a dedicated College and Career Week

featuring guest speakers from diverse professional fields and higher education institutions. Moreover, the school offered eleven fully developed Career CTE Pathways accessible to all students.

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

There are some material differences to report:

- 2.1 decreased by 22% due to a reduction in Edgenuity services.
- 2.2 increased by 24% due to reallocation of expenditures from 1.3 to 2.2.

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

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students
- Provide all students with access to a broad course of study
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions
- Students earning early college credits
- Maintain a comprehensive selection of AP and Honors course offerings
- Availability of CTE Career Pathways to all students
- Core courses aligned to CCSS
- Science courses aligned to NGSS
- ELA and Social Science courses aligned to ELD Standards
- Core courses are UC a-g approved
- CTE courses aligned to CTE Model Curriculum Standards
- Students completing a CTE Career Pathway
- Compliant and accessible Work Experience Education Program

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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 school remains dedicated to increasing the number of students who graduate with a diploma and meet the College/Career Indicator (CCI) prepared criteria. While our commitment is to enhance the CCI for all students, we are particularly focused on supporting our lowest-performing student groups. Consequently, based on reflections and feedback from educational partners, the following Actions have been adjusted for the 2025-26 school year:

- **2.1a**: The school will develop and implement a new Learning Management System (LMS) in Canvas to provide students with enhanced instruction, engaging activities, and timely feedback. This upgrade aims to offer more accessible resources, personalized learning pathways, and clearer communication of progress, ultimately helping more students earn credits, advance grade levels, and graduate on time.

- **2.1c**: The school is strategically prioritizing the Visual and Performing Arts (VAPA) Department to enrich and innovate art activities, with the goal of increasing student participation in the arts and fostering exploration of diverse art forms.

- **2.3i**: To enhance program monitoring and analysis, particularly regarding equitable access for diverse student groups, staff will develop an Early College Credit Storybook.

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	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: M1.4, M1.6, M1.7, and M1.15 • LREBG funds supporting this action: $143,192.39 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g and NCAA requirements** to maximize student college and athletic eligibility. f) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** g) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.	$1,144,408	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) Provide **Chromebooks and internet services to families** in need of home technology to increase access and equity to the instructional program – close the digital divide. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) Utilize **Achieve3000** as a differentiated literacy program, tailored to individual reading levels, to accelerate learning gains and build content knowledge for English Learners within the school year. d) **LREBG Action**: An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This utilization, an allowable use of LREBG funds as a learning recovery program for English Learner students, will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. • Metric being used to monitor action: M1.6, M1.10, and M1.11 • LREBG funds supporting this action: $2,252,69 e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, and the Early College Credit Program.	$1,009,097	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Development staff will regularly evaluate and update the course offerings list to ensure it reflects the current requirements for **college, university, career, and military pathways**. b) School staff will continue to offer **CTE courses and Certification programs** which are aligned to CTE Model Curriculum Standards. c) School staff will organize an engaging annual **College and Career Week**, connecting students with field experts and representatives through informational presentations and interactive workshops focused on post-secondary opportunities. d) Create a comprehensive **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night, Family Learning Series, and college workshops. h) **Collaborate with local colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and	$960,630	No

		areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant. l) Counseling staff will actively promote and educate students on the benefits of work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, to prepare them for future careers. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation requirement emphasizes the development of digital literacy and strategic planning.		

Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** Not Available **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	N/A
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 100% of staff as of April 2024 **Data Source**: Locally Reported	**2023-24 Results** 99% of staff as of March 2025 **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	Declined 1%
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 99% of students **Data Source**: Locally Reported	**2024-25 Results** 99% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 99% baseline
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 99% of parents and family members **Data Source**: Locally Reported	**2024-25 Results** 99% of parents and family members surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**90%**	There was no change from the 99% baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 3 centers on equipping instructional staff with continuous support and professional learning to effectively address the diverse needs of students and their families. This goal encompasses three key actions. A comprehensive review indicated that nearly all planned strategies were successfully implemented. Below is a summary of the actions within Goal 3:

- **Action 1**: The Curriculum and Professional Development Department designed and developed a comprehensive Professional Learning Calendar and Catalog based on strategic goals, staff needs, and educational partner feedback. Altus University (AU) provided various professional development opportunities focused on enhancing teacher effectiveness in core standards (CCSS, NGSS, ELD), CTE, online instruction (including LEC certification), curriculum differentiation (including GATE), staff leadership development, and support for new and select teachers. Specialized training was available for Special Education staff (IEP, assessment, differentiation) and instructional staff (WRITE literacy program). Furthermore, the school embedded social-emotional learning in all offerings and provided specific training in college/career readiness (AVID), whole-child support (YMHFA, suicide prevention), and safety protocols (ALICE). Learning Leads utilized a Teaching Observation rubric to conduct observations, ensuring the implementation of professional development learnings.

- **Action 2**: This school year, instructional staff received comprehensive training on the CA EL Roadmap and various aspects of the English Learner Plan, including Designated ELD, ELPAC administration, data analysis, and effective strategies. Specialized training was also provided on implementing the Summit K12 curriculum and addressing the unique needs of newcomer, immigrant, and refugee students. Furthermore, staff received support utilizing Achieve3000 to enhance EL literacy, while counselors focused on college preparation for vulnerable student populations, and all staff learned trauma-informed practices to support Homeless and Foster Youth.

- **Action 3**: In the fall semester, the school provided a Math Literacy Summit centered on data analysis, evidence-based instruction, and support for special populations. The school partnered with a math expert/organization to deliver ongoing professional learning focused on culturally responsive math instruction. Additionally, a Math Study Group met regularly to discuss effective intervention and instruction in independent study. The school also provided training and time for staff to use the California Educators Reporting System (CERS) to analyze student math data and inform instruction for underperforming groups, and the Math Specialist offered professional learning on VR mathematics and strategies for supporting English Learners in math.

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 are no material differences to report for Goal 3.

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

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2024-25 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.

- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department provided at least six trainings focused on supporting the unique needs of English Learner students.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

Our Professional Learning System effectively addresses the specific needs of our educational partners. While school administration is encouraged by the Goal 3 Metric results, we recognize the necessity for continuous and intensive training and coaching for instructional staff to elevate math and ELA achievement further. This sustained focus will guarantee that all students receive high-quality instruction, setting them up for academic success. Professional development remains a central priority in our commitment to maintaining and strengthening teaching excellence.

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

Goal 3 Metrics will remain unchanged for the 2025-26 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- **3.1c**: Responding to staff and administrator requests, the school will use LREBG funds for the Clifton Strengths assessment to identify employee strengths. This will inform tailored professional development to improve instruction and learning for better student outcomes.

- **3.1m**: Addressing staff and administrator requests to value students' cultural and linguistic diversity, Altus University will provide LREBG-funded training on culturally and linguistically responsive teaching. This evidence-based training will equip teachers to improve student engagement and learning outcomes.

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	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) Altus University (AU) will provide **professional development trainings designed to enhance teacher effectiveness** in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards, ultimately improving student learning outcomes. c) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $3,159.76 d) Learning Leads and administrators will conduct formal observations using a **Teaching Observation rubric aligned with the 5 Dimensions of Teaching and Learning framework**. These observations will provide teachers with targeted feedback to support the implementation of professional development learnings. e) Altus University (AU) will provide professional development to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment f) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices,	$290,054	No

		technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology. g) To enhance Special Education practices, staff will participate in **specialized training on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School Psychologists, and SELPA personnel. h) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**. i) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students. j) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement. k) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values. l) AU will strategically integrate **social-emotional learning (SEL) activities into all professional development** to empower teachers with the knowledge and skills necessary to support student SEL. m) **LREBG Action**: Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning		

		experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide training on **culturally and linguistically responsive teaching and learning**. This training, which integrates evidence-based pupil support through staff training, and is therefore an allowable use of LREBG funds, will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes. • Metric being used to monitor action: M3.5 • LREBG funds supporting this action: $13,162.27 n) Targeted professional development to **support teacher growth and address areas identified for improvement** in annual performance evaluations. o) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. p) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. q) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. r) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. s) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to		

		refine their pedagogical practices and contribute to a culture of continuous improvement.		

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization and EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: M1.4, M1.6, M1.7, M1.10, M1.11, and M3.5 • LREBG funds supporting this action: $539.44 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$753,830	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve English Learner students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematical expert or organization** to deliver ongoing and sustained professional learning that centers on culturally responsive instructional practices in mathematics, ultimately enhancing student achievement. c) The school will implement a regular **Math Study Group** to facilitate in-depth discussion and collaboration among educators on effective academic intervention and instruction strategies specifically tailored for independent study environments, with the goal of improving student outcomes. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement. f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform,	$831,833	Yes

		as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: M1.7, M3.5 • LREBG funds supporting this action: $171.39		

Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	Available in 2026-27 LCAP	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	Available in 2026-27 LCAP	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 98% of students **Data Source**: Locally Reported	**2024-25 Results** 98% of students surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 98% baseline
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 98% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 98% of parents and family surveyed **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Greater than 90%**	There was no change from the 98% baseline
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Compliant School Safety Plan**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 4 aimed to foster a safe and supportive school culture for all educational partners. Throughout the 2024-25 school year, the three Actions within this goal were **fully implemented and consistently maintained**, resulting in **no significant changes to report**. These ongoing efforts have helped to cultivate a more inclusive and positive atmosphere, benefiting students, staff, and the wider community. A summary of the key initiatives and their impact under Goal 4 is provided below:

- **Action 1**: During the 2024-25 school year, the school took several actions to promote school safety and well-being. We established regular meetings of the Executive School Safety Committee and designated Safety Ambassadors at each Resource Center who participated in quarterly training. Operations and Facilities staff ensured the review and update of safety equipment, while ZenDesk was consistently used for facility management, and Brivo card access controls were utilized at all school locations. Furthermore, based on survey data, the school enhanced mental health services, provided nursing support, and created a Mental Health & Wellness Hub; they also sought input on safety planning and offered annual professional learning for staff on various safety and health-related topics.

- **Action 2**: The school implemented several actions to support student well-being. Equity and Inclusion staff developed a mental health referral process connecting students and families to various supports. Additionally, a Healthy Youth Therapist began providing counseling and case management, while the Healthy Youth Department organized a Wellness Week and the RISE broadcast series. Furthermore, the school implemented AVID's SEL and the Character and Leadership Development Program, and instructional staff offered supportive small group learning environments. Finally, the school updated its website with information on food and wellness resources, and the Meal and Nutrition Program continued to promote student health.

- **Action 3**: School enrollment staff tagged incoming foster youth in the SIS, allowing the Homeless and Foster Youth Liaison to address their various needs through ongoing case management and collaboration with instructional staff. Furthermore, a Healthy Youth Therapist offered targeted support to low-income students and foster youth, and the school integrated relevant resources into its mental health and wellness hub.

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 are no material differences to report for Goal 4.

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

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2024-25 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

For the 2025-26 school year, all Goal 4 Metrics will remain unchanged, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2025-26:

- **4.2k**: For the 2025-26 school year, the school will implement an online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) cultural competency among teachers and certificated employees, aiming to foster a safe and supportive school environment.

- **4.3e**: the school will deploy calming carts to designated areas to promote student emotional well-being and enhance self-regulation skills. These carts will contain various sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.

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	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$838,754	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Equity and Inclusion staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students.	$627,461	No

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. e) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: M1.16, M4.3, M4.4 • LREBG funds supporting this action: $68,679.93 c) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. d) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. e) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional learning (SEL) initiatives.	$470,165	Yes

4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$442,894	Yes

Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	Available in 2026-27 LCAP	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	Available in 2026-27 LCAP	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 29 community-based partners and alliances **Data Source**: Locally Reported	**2024-25 Results** 30 community-based partners and alliances **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 29 community partners**	Improved 1

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	Available in 2026-27 LCAP	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 98% of parents and family members **Data Source**: Locally Reported	**2024-25** 99% of parents and family members **Data Source**: Locally Reported	Available in 2026-27 LCAP	**More than 90%**	Improved 1%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Goal 5 focuses on establishing innovative community-based resource centers that actively engage students, parents, and families. Recognizing the school's non-classroom based instructional model, leadership is committed to providing a physical school environment that fosters student interaction, live instruction, access to resources, and regular engagement with school staff throughout the week. The two Actions within Goal 5 are closely aligned in their purpose. Upon review, school staff have determined that there are **no substantive differences to report between their implementation**. A summary of these key Actions follows.

- **Action 1**: School staff offered information and resources at Open House and Senior Night events and provided a Family Learning Series with training and collaboration opportunities. Instructional staff delivered individualized support to families on web-based programs like the SIS Portal, Edgenuity, Achieve3000, and Naviance. The school maintained an Alumni Community to keep graduates connected and involved. Furthermore, Technology and Operations staff maintained innovative resource centers enhanced with educational technology to engage students.

- **Action 2**: The school demonstrated its commitment to accessibility by providing an annual Family Resource Night to educate parents on available programs and services, particularly aimed at historically underserved students. To further enhance access, transportation services were coordinated for Foster Youth to enable their participation at the resource center. The school actively sought input from English Learner families by facilitating interactive ELAC meetings focused on the English Learner Plan and its needs assessment. Moreover, they utilized ELD progress report cards to involve these families in understanding progress and setting goals, alongside offering translated materials and ensuring bilingual staff were available at resource centers.

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.

5.1 increased by 24% due to high marketing costs, Virtual Reality and other Resource Center technology purchases.

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

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- School facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning.
- The school expanded opportunities for parental and family member participation for low-income, English learners, and foster youth students in trainings, advisory meetings, and school events.
- Staff increased opportunities for parental and family member participation for students with exceptional needs.
- Formal partnerships with community-based organizations were maintained by the school to ensure comprehensive support for the well-being of every child.
- Monthly Family Learning Series offered to parents and family members.
- Parents and family members who completed an LCAP Survey reported that the Resource Center provided their child with innovative learning opportunities.

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.

All Goal 5 Metrics will remain unchanged for the 2025-26 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2025-26 school year to better meet our goals and enhance our initiatives:

- **5.2b**: To further enhance innovative teaching, the school is integrating 3D printing with the acquisition of MakerBot Sketch Large printers. This initiative will offer all students hands-on STEAM exploration. Comprehensive teacher training will support effective technology integration, equipping students for 21st-century careers.

- **5.2d**: To foster instructional innovation, the school will provide instructional staff with access to MagicSchool AI. This will empower them to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage, leading to more dynamic and effective teaching.

- **5.2e**: Demonstrating a commitment to innovation, the school's California Cadet Corps will offer a novel Aviation Program focused on hands-on learning with unmanned drones. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.

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	Strengthening Community: Communication, Support, and Access	a) The school will enhance communication by hosting **Open House and Senior Night events**, providing students and families with direct access to key school information and resources, including academic programs, student support services, and graduation requirements. b) Altus Schools will launch a comprehensive **Family Learning Series** that will empower families in supporting student success. The series will cover key areas including advanced academic programs (AP and Early College Credit), student support services, mental health, responsible technology use, and career pathways. c) Building upon its established **Alumni Community**, the school will further expand opportunities for graduates. Alumni will continue to engage through guest speaking, panel participation in Senior Exhibitions, and ongoing networking initiatives. d) Instructional staff will employ **ParentSquare** to ensure accessible and timely information sharing with students, parents, and families regarding the educational program. This proactive communication will keep everyone informed about academic progress, events, and resources, fostering active participation and a strong school-home partnership. e) To evaluate student well-being and school climate, the school will **administer the California Healthy Kids Survey (CHKS)**, gathering data on student perceptions of mental health, social-emotional health, and their sense of belonging within the school community. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support. This will allow educational partners to share insights and request assistance while maintaining privacy. g) The school will continue to provide **AltusGo**, a web-based platform that offers students streamlined access to essential school resources, including key instructional tools, resources, and support services. h) The school will leverage technology platforms, including **DocuSign, Zoom, and Adobe**, to enhance collaboration with educational	$2,631,039	No

		partners. DocuSign will streamline digital signatures, Zoom will facilitate virtual meetings, and Adobe will support document sharing and editing. This integrated approach will foster efficient and effective partnerships, ultimately benefiting student outcomes. i) The Communications Department will **enhance the school website** to provide accurate and timely information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff. j) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation. k) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.		

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods by introducing **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide instructional staff with access to **MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$126,879	No

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated translators or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging translation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$156,905	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,574,238	$160,274

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.432%	0%	$0	18.432%

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
Goal 1, Action 5a	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5b	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5c	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5d	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5e	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5f	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2a	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2b	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2c	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2d	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2e	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3a	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3b	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3c	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3d	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3e	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3f	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3g	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3a	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3b	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3c	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3d	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3e	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3f	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 2a	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2b	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2c	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2d	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2e	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2f	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2g	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2h	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7a	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7b	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7c	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7d	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7e	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2a	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2b	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2c	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2d	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2e	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2f	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2g	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2h	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4a	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3b	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3a	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3b	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3c	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3d	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3e	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3f	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

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.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which are Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach ensures that all planned improvements are financially sustainable and effectively contribute to our overall goals.

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.

Altus Schools Charter School of San Diego, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, CSSD doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, CSSD has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help CSSD enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, CSSD’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore CSSD's unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:57
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2025-26 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 %)
2025-26	$ 19,392,007	$ 3,574,238	18.432%	0.000%	18.432%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 14,880,921	$ 3,216,965	$ 345,053	$ 1,301,133	$ 19,744,072.00	$ 15,639,030	$ 4,105,042

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	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 483,884	$ 28,398	$ 452,585	$ 39,841	$ -	$ 19,856	$ 512,282	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 716,617	$ 6,557	$ 654,021	$ 69,153	$ -	$ -	$ 723,174	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 2,385,453	$ 128,757	$ 2,245,182	$ 125,193	$ -	$ 143,835	$ 2,514,210	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 456,711	$ 31,938	$ 425,908	$ 62,741	$ -	$ -	$ 488,649	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 882,966	$ 238,653	$ 730,603	$ 126,254	$ -	$ 264,762	$ 1,121,619	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 2,398,458	$ 568,291	$ 794,383	$ 1,747,875	$ -	$ 424,491	$ 2,966,749	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 1,130,555	$ 2,885	$ 1,067,074	$ 62,597	$ -	$ 3,769	$ 1,133,440	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 857,825	$ 286,583	$ 653,894	$ 346,679	$ -	$ 143,835	$ 1,144,408	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 716,617	$ 292,480	$ 731,241	$ 141,939	$ -	$ 135,917	$ 1,009,097	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 952,130	$ 8,500	$ 733,840	$ 82,955	$ -	$ 143,835	$ 960,630	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 275,397	$ 14,657	$ 263,539	$ 26,515	$ -	$ -	$ 290,054	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 753,830	$ -	$ 690,349	$ 62,597	$ -	$ 884	$ 753,830	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 831,833	$ -	$ 769,236	$ 62,597	$ -	$ -	$ 831,833	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 675,252	$ 163,502	$ 791,585	$ 47,169	$ -	$ -	$ 838,754	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 623,461	$ 4,000	$ 526,171	$ 4,000	$ 86,263	$ 11,027	$ 627,461	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 402,665	$ 67,500	$ 143,875	$ 67,500	$ 258,790	$ -	$ 470,165	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 442,894	$ -	$ 434,856	$ -	$ -	$ 8,038	$ 442,894	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 458,354	$ 2,172,685	$ 2,579,335	$ 51,704	$ -	$ -	$ 2,631,039	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 37,223	$ 89,656	$ 36,339	$ 89,656	$ -	$ 884	$ 126,879	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 156,905	$ -	$ 156,905	$ -	$ -	$ -	$ 156,905	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 19,392,007	$ 3,574,238	18.432%	0.000%	18.432%	$ 5,378,160	0.000%	27.734%	Total:	$ 5,378,160
								LEA-wide Total:	$ 2,374,955
								Limited Total:	$ 3,003,205
								Schoolwide Total:	$ -

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	2	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 654,021	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 730,603	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 1,067,074	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 731,241	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 690,349	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	$ 769,236	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 143,875	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 434,856	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	$ 156,905	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 19,072,675.00	$ 18,293,993.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 27,243	$ 28,524
1	2	English Language Learner Assessment and Support Framework	Yes	$ 751,713	$ 820,812
1	3	Personalized Academic Instruction and Support for All Students	No	$ 4,461,421	$ 3,175,216
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 2,413,440	$ 2,385,566
1	5	Academic Instruction and Support for Students with Disabilities	No	$ 2,967,513	$ 3,007,790
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	No	$ 90,999	$ 89,364
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 1,385,928	$ 1,514,590
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	$ 872,536	$ 682,011
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 972,642	$ 1,204,599
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 171,880	$ 178,850
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 205,013	$ 189,418
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 110,843	$ 112,583
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 107,920	$ 107,954
4	1	Safe and Supportive School Environment for All Students	No	$ 555,313	$ 508,592
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 348,144	$ 371,104
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 745,373	$ 673,615
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	No	$ 2,727,004	$ 3,074,217
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 157,750	$ 169,188

2024-25 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)
$ 3,354,721	$ 5,924,001	$ 5,949,004	$ (25,003)	0.000%	0.000%	0.000% - 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	2	English Language Learner Assessment and Support Framework	Yes	$ 700,904	$ 759,874.00	0.000%	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 2,111,210	$ 1,810,253.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 1,138,563	$ 1,229,853.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	$ 903,028	$ 1,089,085.00	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 110,843	$ 112,583.00	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 107,920	$ 107,955.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 693,783	$ 672,213.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 157,750	$ 167,188.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 18,199,045	$ 3,354,721	0.000%	18.434%	$ 5,949,004	0.000%	32.689%	$0.00 - No Carryover	0.00% - No Carryover

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).