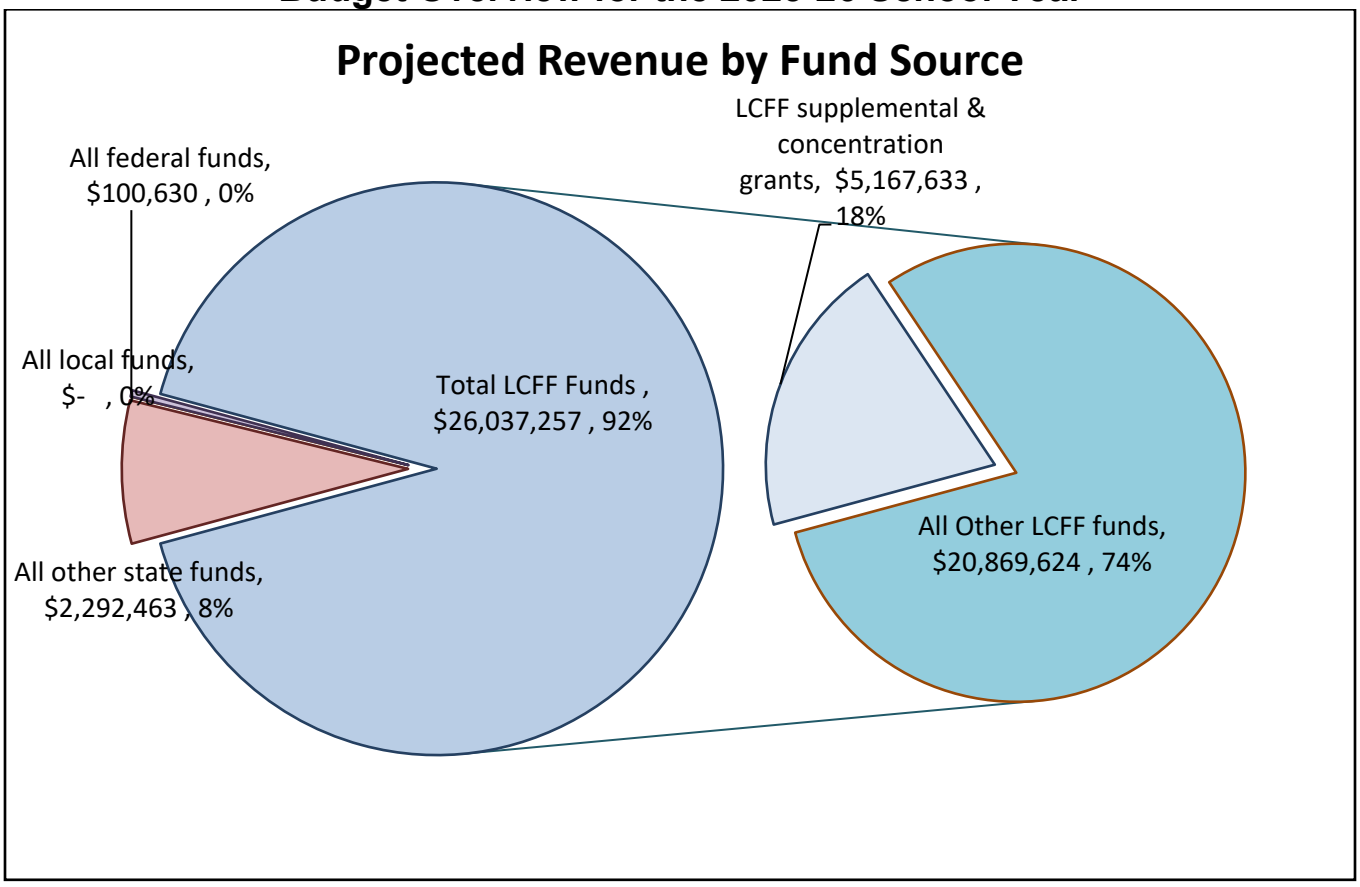
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mission Academy
CDS Code: 19-75309-0137786
School Year: 2025-26
LEA contact information:
Jenna Unis
Principal
principal@missionacademyhs.org
(619) 540-3555

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

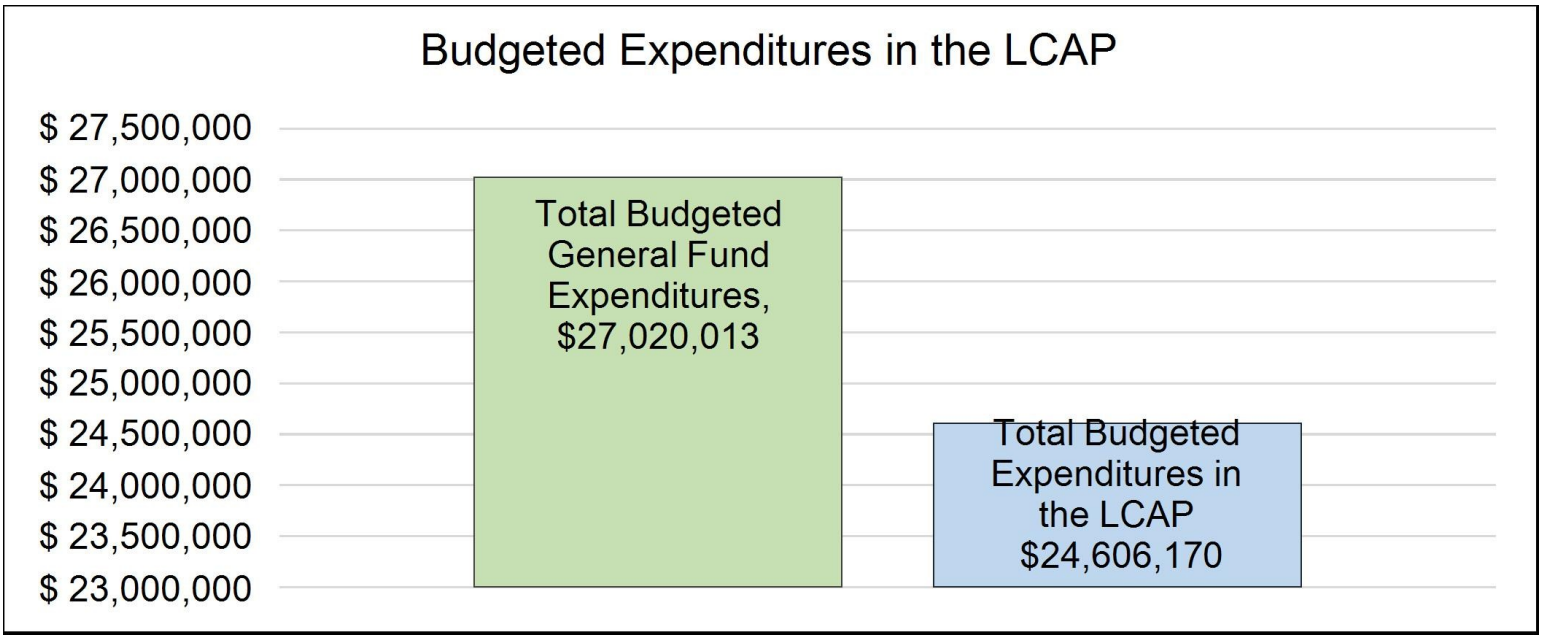


This chart shows the total general purpose revenue Mission Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mission Academy is $28,430,350, of which $26,037,257.00 is Local Control Funding Formula (LCFF), $2,292,463.00 is other state funds, $0.00 is local funds, and $100,630.00 is federal funds. Of the $26,037,257.00 in LCFF Funds, $5,167,633.00 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 Mission Academy 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: Mission Academy plans to spend $27,020,013.00 for the 2025-26 school year. Of that amount, $24,606,170.00 is tied to actions/services in the LCAP and $2,413,843 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

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

In 2025-26, Mission Academy is projecting it will receive $5,167,633.00 based on the enrollment of foster youth, English learner, and low-income students. Mission Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Mission Academy plans to spend $5,167,633.00 towards meeting this requirement, as described in the LCAP.

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

Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials
- Action 6: Professional Development for English learners.

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

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

Goal #3: Increase Student Retention

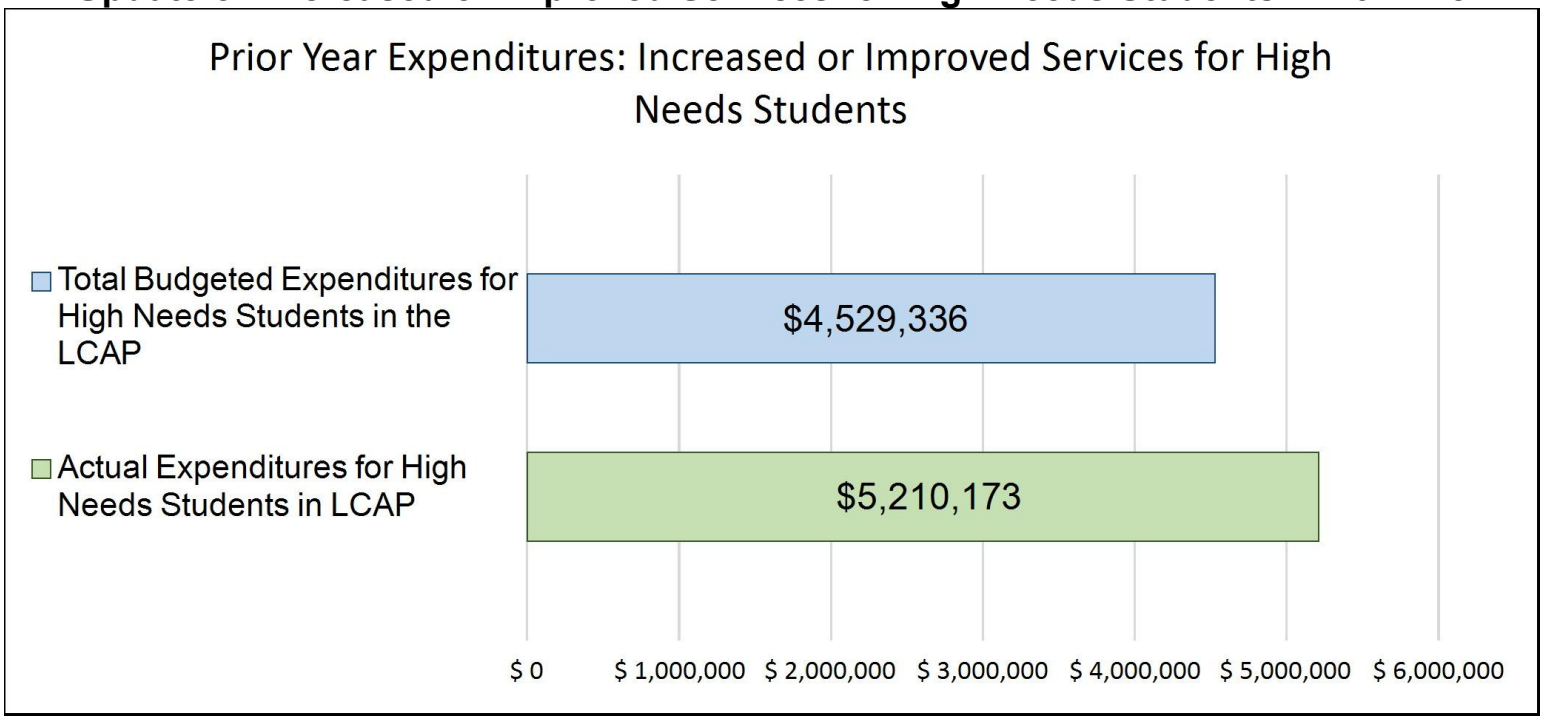
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.

Goal #4: Increase Educational Partner Engagement

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

LCFF Budget Overview for Parents

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



This chart compares what Mission Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mission Academy 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, Mission Academy's LCAP budgeted $4,529,336.00 for planned actions to increase or improve services for high needs students. Mission Academy actually spent $5,210,173.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $680,837 had the following impact on Mission Academy’s ability to increase or improve services for high needs students:

Students received support in critical areas of socioemotional and academic needs through student-centered interventions such as counseling and tutoring.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mission Academy	Jenna Unis Principal	principal@missionacademyhs.org (619) 540-3555

Plan Summary [2025-26]

General Information

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

Mission Academy (MA) is a year-round, virtual, independent study program designed to provide middle and high school students with a flexible and personalized pathway to earning their diplomas. As a Dashboard Alternative School Status (DASS) school, our mission is to prepare all graduates for post-secondary success by offering an equitable, high-quality, and student-centered virtual learning experience.

Mission Academy has 919 students enrolled, with the following student demographics:

- 12 % English Learners (EL)
- 77.6 % Low-Income (LI)
- 1% Foster Youth (FY)
- 17 % Students with Disabilities (SWD)
- 9.79 % LTELS

Mission Academy is committed to supporting students in their college and career readiness journey by providing personalized, standards-aligned coursework, one-on-one instruction, and academic advising. Many students choose MA because they seek an alternative to the traditional high school model, requiring more individualized support or greater flexibility to accommodate work, caregiving responsibilities, or personal circumstances. Regardless of their reasons for enrolling, our rigorous academic program, aligned with California and Common Core Standards, ensures a challenging yet highly tailored educational experience.

Our approach emphasizes strong school-to-home connections, personalized teacher-student interactions, and student-driven learning. The instructional model integrates the best elements of independent study and virtual learning, enabling students to work closely with educators, counselors, and support staff. Each student receives a Personalized Learning Plan (PLP), developed with input from credentialed Academic Advisers, incorporating assessment data, academic history, goals, and personal interests to maximize engagement and success.

To assess student progress, Mission Academy utilizes multiple evaluation tools, including learning records, virtual meetings, student work samples, benchmark tests, and state assessments. Additionally, through WIOA partnerships and collaborations with community organizations, students gain access to career training, post-secondary planning resources, and financial aid guidance to support their transition beyond high school.

Our goal is to empower students with the skills, confidence, and resilience needed for lifelong success in their academic and professional pursuits.

Reflections: Annual Performance

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

Reflections: Successes
We analyzed our school data using the CA Dashboard, DataQuest, our SARC, and our LCAP Annual Data Report, which aligns with the 8 state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, and for Differentiated Assistance for student groups in the red, there were significant successes as shared in the key metrics below.

Graduation Rate
Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 96.5%. This is high for a DASS school serving students who enroll needing to recover credits. This is a +6.5% point increase from last year. 100% of our students with disabilities, homeless, African American, and White, graduated in 2024. Just below the All-student group were our low-income students at 96.1% and Hispanic students at 95.1%. Our Asian, English learners, foster youth, and homeless student groups did not have enough in the population to warrant a calculation. This shows that our mission of meeting students' academic and social-emotional needs was effective. We plan to continue to support our students by increasing services such as tutoring for all seniors.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 67.2 points below standard and receiving a yellow status. While we are still below standard, this was an increase from the previous year of +39.9 points. There were no students in the red. The Hispanic student group was in the orange and increased by +10 points. Our socioeconomically disadvantaged student group was yellow, with an increase of +41.3 points. African American, Asian, Filipino, White, English learners, LTELs, students with disabilities, foster youth, homeless, and all other groups did not have enough students for a status to be calculated.

CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All-student group is an orange status, and it increased by +32.7 points from the previous year. The All-student group was below standard by 136 points. There were no student groups in the red. Our socioeconomically disadvantaged student group was orange, with an increase of +37.6 points. Hispanic students increased by +20.8 points and were in the orange. All other student groups did not have enough students for a status to be calculated, including our African American, Asian, Hispanic, Filipino, White, English learners, LTELs, foster youth, homeless, and students with disabilities. There were no other groups who were two or more performance levels below the “all student” group.

Success Rate
Another important measure for us is our success rate, which is the percentage of students who graduate, along with the percentage that are retained or returned to their local school district. Our success rate was running high as of LP 7 at 98.59% and is up +7.23 percentage points. It has been high over the last three years and shows that our mission of meeting students’ academic and social-emotional needs and serving an important role in the community continues to be effective.

Retention Rate
One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as systemic and personal trauma. We identify early on which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. We also provide wrap around services such as short-term counseling, medical, and social service referrals. As of LP 7, our retention rate was 98.59%, which is a +15.46 percentage point growth compared to last year. This is due to the collaborative teamwork between our school staff.

Credit Completion
Our credit completion rate is a very important local metric because it helps to monitor progress towards graduation. It has increased over the last two years. Our students were able to earn on average +31% more credits compared to the baseline. Our low-income students earned a +19% higher credit completion rate than the previous year. Students in the low-income and special education groups earned +.59 and +.51 points higher, respectively, in credit completion compared to last year. The foster youth student group was just below the All-student group, though it was a very small group. The English learner group was +.57 points more points compared to the previous year. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

Suspension and Expulsion Rate
Suspension rate was blue, which is “Very Low” on the CA Dashboard. It was 0.0% for the All-student group. All student groups earned a blue status, including English learners, LTELs, low-income, Hispanic, African American, Asian, and all other groups in the population. All other students had 0% suspensions. Expulsions were low at 0.0%.

School Survey Results
Our school survey data shows that 97% of our students felt connected this year. This is the same as last year and is over our expected outcome. This is an important metric for us, and we expect it to be higher each year. Connection and engagement with at least one caring adult will help students feel more connected. Additionally, 99% of the students surveyed said that they feel safe in our program.

Teachers also reported that 100% feel safe and 99% feel connected to the school. We have high expectations for school safety and connection, and we intend to continue to build relationships for student and staff connectedness.

Parents are encouraged to participate in their students' education as well as school activities, events, and celebrations. This year, we had twice as many parents participate in our PAC and ELAC meetings. On the school survey, 99% said that they feel engaged, which is above our expected outcome of 90%.

Standards were met for the following state indicators:

* Parent Engagement,

* Local Climate Survey,

* Access to a Broad Course of Study,

* Basic Teacher and Instructional Materials, and

* Implementation of Academic Standards.

How will we maintain our success?

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

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

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

Reflections: Identified Need

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

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

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

5-Year Cohort Graduation Rate
The federal 4- and 5-year cohort graduation rates remain low, qualifying us for Comprehensive Support and Improvement (CSI). In 2024, the 5-year graduation rate was 39.5%, up from 33.3% in 2023. While still below the federal threshold of 68%, this represents a +6.2 percentage point increase, which is a significant improvement for a DASS (Dashboard Alternative School Status) school.

The student group data used in our analysis is sourced from the California School Dashboard and DataQuest. Below the all-student group average, Hispanic students graduated at a rate of 37.2%, with a +5.2 percentage point increase. White students performed above the all-student rate at 43.1%. Socioeconomically disadvantaged students reached 39.2%, also increasing by +6.2 points. Students with disabilities improved to 33.3%, a +10.9 point increase. English Learners increased by +9.6 points, reaching 20.7%, while Long-Term English Learners (LTELs) were at 16%. Foster Youth saw a notable increase from 15.4% in 2023 to 42.9% in 2024, though this is a very small group. Homeless students improved to 32.3%, up +14.4 points.

While African American students experienced a 7-point decrease from the previous year, they still graduated at a rate above the all-student group. Due to small group sizes, performance color indicators were not assigned for African American, Asian, Filipino, Two or More Races, and other student groups. We recognize the inequities between the highest student group and the other student groups, and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

English Learner Progress
The CA Dashboard ELPI is red and shows 33.3% making progress towards English. This was a significant decrease of -9.2% points from the previous year. Our LTEL group was red, showing 33.9% making progress with a decrease of -12.4%. We did not meet our expected outcome of moderate growth. Our English Learner reclassification rate was 13% and was a -1% point decline. The state average was 45.7% English Learner Progress Indicator for all EL students who made progress last year. Our intent is to meet or beat the state average.

CAASPP English Language Arts

The CAASPP scores also showed that 24% of our 11th graders were meeting or exceeding standards. This was a decline of -5% points from last year and is below the expected outcome of 35%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. English learners were at 4%, and students with disabilities groups were at 4%, far below the All-student group. Hispanic students scored at 16% Our low-income students were at 21%. The student groups who were above the All-group were African American, two or more ethnicities,and White at 26%, 58%and 39%, respectively. Our foster youth and all others did not have enough students for a calculation. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CAASPP Mathematics
Our 11th graders scored 9% in meeting standards on the CAASPP for Mathematics. This is -7 points from the previous year. Our African American students and socioeconomically disadvantaged students were at 9%. English learners were below the All-student group at 4%, along with Hispanic students at 6%. White students were above the All-student group at 18%. Students with disabilities were at 0%. Foster youth, homeless, and Asian student groups did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CAASPP Science
The CAASPP Science scores also showed that 15% of our high school students were meeting or exceeding standards. This was an increase of +1% from the previous year and was below our expected outcome of 22%. White students performed above the All-student group at 23%, while Hispanic students were at 11% and low-income students were at 13%. Our students with disabilities scored at 8% meeting or exceeding standards. Our African American, Asian, English learners, homeless, foster youth student groups, and all others did not have enough in the population to warrant a calculation. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Attendance
Our attendance rate is high at 81.96% and is -11.16 percentage points decrease than the previous year. Our expected outcome is 90%. We believe that additional re-engagement strategies can be implemented to help improve students' attendance rates. Our teachers and retention support staff work to address the serious concerns we had for students dropping out. The non-completer rate is at 11.17%, which is just above our 10% threshold. Building relationships and staying connected to students is a critical part of our programs that requires additional interventions.

Chronic Absenteeism
This indicator shows red for the All-student, Hispanic, and low-income student groups. We take this seriously, but the metric is for district seat-based programs and not a match for independent study. We have two other metrics that better measure student attendance and retention. We use those to help monitor student absenteeism in an independent study setting.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: Hispanic, socioeconomically disadvantaged, students with disabilities, and White.
English Learner Performance Indicator: none
Academic Indicator -English Language Arts: Hispanic and socioeconomically disadvantaged.
Academic Indicator -Mathematics: Hispanic and socioeconomically disadvantaged.
College and Career Indicator: Hispanic, socioeconomically disadvantaged, and students with disabilities.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Our collaborative DA team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our SED, SWD, Hispanic, and White students. As part of receiving technical assistance, our school began to work with the Los Angeles County Office of Education. The CSI/DA team has received training since February 2024. We did a needs assessment to identify root causes and discussed possible actions that could improve our student outcomes. We have decided to build our capacity to increase the 4/5 year graduation cohort rate through targeted tutoring interventions. We expect this adjustment to have a positive impact on our student groups' performance on the Dashboard.

Summary of the work underway as part of receiving technical assistance:

Our collaborative DA team continued work at the school site and county level as part of our technical support for Differentiated Assistance. We met with the Los Angeles County Office of Education at least quarterly, collaborating on workshops such as "Promoting Equitable Outcomes for All Students" to investigate systems and identify improvement practices. Working from our needs assessment and identified root causes, we focused on increasing the 4/5-year graduation cohort rate through targeted tutoring interventions, aimed at improving outcomes for All Students, Hispanic Students, and SED students (those underperforming in the 2023 CA Dashboard Academic Performance Indicators Student Group Report). Action 1.3 in the 2024-2025 LCAP was updated with these interventions in order to address this required action and meet the students' need for additional support. Total tutor sessions showed growth over time, as did the percentage of all students tutored, indicating an increase in tutoring activity and that the school scaled up tutoring over time. Fourth- and fifth-year students made up 25% of the population tutored, indicating targeted interventions are working to engage this group in participation. Additionally, credit completion increased overall for all student groups, ranging from from 3.27 to 4.29 for all students, and 3.39 to 4.44 for 4th/5th year students.

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.

Mission Academy

Support for Identified Schools

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

This is a summary of how we supported ourselves in the development of the Comprehensive Support and Improvement (CSI) plan. With guidance and training from the CDE, the county, and our local professional network, we did the following:

Mission Academy is an online, Dashboard Alternative Status School (DASS) LEA eligible for comprehensive support and improvement that was identified for CSI because its 33.3% federal graduation rate was below the 68% threshbold.

Mission Academy assigned a State and Federal Programs Coordinator to provide leadership for the school in conducting a needs assessment. We started by analyzing the 4/5-year cohort graduation cohort data to identify gaps and inequities between the performance of groups. The data collected for the needs assessment came from the CA Dashboard and local indicators, including math and ELA assessment results, graduation rate, attendance data, tutoring participation data, and credit completion data. The “Identified Needs” section in the LCAP Plan Summary describes the results. Our framework was Carnegie’s Improvement Science and our model is the “Plan-Do-Study-Act” process for continual improvement.

Mission Academy engaged educational partners in the process through the sharing of data and eliciting consultation from ELAC, PAC, staff, parent and student groups. Our discussions centered on equity for all students with regards to learning expectations, obstacles to achieving their potential to graduate, and access to quality materials and instructional support such as tutoring.

Our leadership team conducted a deeper dive using a fishbone protocol for root cause analysis around our federal grad rate. The root cause analysis informed the CSI plan by guiding us in developing a Problem of Practice, AIM Statement, Primary and Secondary Drivers, and Change Ideas. From there we created a plan.

Problem of Practice: The graduation rate for Mission Academy is 33.3% compared to the Federal average 68%.
Aim Statement: Each student identified as being in their 4th or 5th year of high school will receive targeted support/interventions, and a plan to graduate, with progress monitored individually and by student groups based on data.

The framework for guiding our process was based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). Our discussion focused on what changes we wanted to introduce and why. We plan to collect and share data regularly around credit completion, attendance, and 4th/5th year graduation progress.

The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:

1) Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
2) Variation in performance is the core problem to address: What works, for whom and under what set of conditions?
3) See the system that produces the current outcomes: What are the drivers that yield change?
4) We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
5) Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? “How will we know which change is an actual improvement?”

6) Accelerate improvements through networked communities: How can we accomplish more together?

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

Evidence-Based Intervention – Intensive Tutoring

Intensive tutoring was identified as a viable research-based support and intervention strategy that would increase students' academic skills and awareness of graduation status, leading to increased credit completion, increased self-agency, and therefore higher graduation rates. As a result, Goal 1 Action 3 in the LCAP provides for intensive tutoring.

The process for matching the selected intervention with the identified need was a collaborative endeavor through our professional network.

With guidance from CDE and county offices, we searched out solutions to improving our graduation rate and we were guided to the following evidence-based research:

Evidence Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource).

Department of Education: Using Evidence to Strengthen Education Investments (2016).

What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator's Practice Guide, (2017): https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf.

Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute 2021. Found at https://fordhaminstitute.org/national/commentary/addressing-unfinished-learning-targeted-help-and-high-dosage-tutoring.

High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Loss: Pamela Fong, REL West 2021. Found at https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34.

The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.

Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan Mayer, Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdfin.

The positive impact of tutoring is supported from the meta-analysis of the studies listed above, with one study in particular stating that there was an effect size for this practice above a 0.33 standard deviation (Nickow, Oreopoulos, Quan, 2020). The local data analyzed revealed that

students who participated in tutoring had 50% more credits completed than those who did not.

Resource Inequities Analysis

The State and Federal Program Coordinator provided guidance to the school through a resource inequities analysis. This data indicates that there are inequities in performance. The resource inequities are being addressed by increasing the funding in LCAP Goal 1, Action 3 for intensive tutoring. This goal provides funding for the tutoring support that will be provided to students as the action is implemented at the school. Students are identified for tutoring based on their year in school, as calculated from their first year of high school reported in CALPADS. Tutors are assigned a cohort of 4th/5th year students and connect with students to provide academic support in math and other subjects to help students learn and earn credits towards graduation.

Additionally, all students receive a personalized learning plan that is unique to the student and is specifically designed to create an optimal path toward graduation. The independent study model already assigns a supervising teacher to each student, who develops a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed. Together with the tutor, the Supervising Teacher will monitor the student's progress toward graduation by their 4th or 5th year.

The guiding framework for the resource inequities analysis was from The Alliance for Resources Equity at www.educationresourceequity.org. We also used the Dimensions of Resource Equity – School-level Diagnostic Questions, to determine key resource levers than create equitable learning experiences for all students.

Additionally, the inequities rubric, provided by the Los Angeles County Office of Education, was used to help identify if there were any barriers to the following:

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

Monitoring and Evaluating Effectiveness

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

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

The process, including metrics used for monitoring the implementation of the CSI plan, is to do the following:

-All students who are in their 4th or 5th year of high school will be identified for strategic intervention.
-All 4th and 5th year students will be assigned to an Academic Adviser working with just those students for progress monitoring.
-Tutors will be assigned 4th and 5th year students to work with on a regular basis.
-The School will implement targeted tutoring for identified students.
-The State and Federal Programs Coordinator will collaborate with the school team to collect tutoring participation counts as well as credit completion rates each learning period and share with teachers and school leadership for analysis.
-School Leadership will analyze data to determine if there is an increase in the unique student count of those who have received tutoring from one learning period to the next. School Leadership will then also pull and analyze credit completion for all students who participated in tutoring to compare whether the rates of credit completion are higher than the non-participatory group. This will be done every learning period.The target for the credit completion rate for all students is 4.0, which keeps students on pace to graduate in 4 years' time.
-School Leadership will collaborate with our professional learning community network and implement the Plan, Do, Study, Act (PDSA) model as our process for continuous improvement to inform our inquiry process and help focus on results.

The measure of success for the plan will be based on the key indicators of tutoring attendance, credit completion, and grad rate, so we can see how 4th and 5th year students are utilizing and benefiting from one-on-one intensive tutoring interventions.

We expect that the 4-5 year graduation rate will increase by at least 1% each year with the implementation of these actions.

We also plan to do the following: Provide support staff to identify students falling behind on a regular basis and ensure they receive tiered interventions, including connecting regularly with their Academic Adviser, participating in their coursework, and meeting with the retention specialist.

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
PAC/Parent Advisory Committee Parents, Students, Staff & Community Members	Our school gathers feedback for the Local Control and Accountability Plan (LCAP) through regular PAC meetings. Parents, students, and community members are notified of upcoming meetings via mass messaging, communication from teachers, students, and parents, as well as through monthly parent newsletters. PAC meetings are accessible remotely via video or phone conferencing. During each meeting, the progress of the LCAP is reviewed, and attendees share their feedback verbally, through chat, and with virtual meeting engagement tools such as polls, surveys, and emoji reactions. For those unable to attend live meetings, recordings are distributed through the Parent Newsletter. Quarter 1 - August 8, 2024: Agenda Topics - Student GRIT Awards, LCAP, and CSI. • GRIT awards recognize students who demonstrate our student learning objectives, Growth Mindset, Resilience, independence, and Transformation. • Reviewed the Purpose of the Local Control Accountability Plan (LCAP) • Reviewed LCAP Goals 1-4 • Reviewed Purpose of Comprehensive Support and Improvement (CSI), California Measures vs. Federal Measures of Grad Rate, Why CSI, CSI plan for the school year, and next steps.

Educational Partner(s)	Process for Engagement
	Quarter 2 - November 14, 2024: Agenda Topics - Annual Parent Survey, LCAP, Student GRIT Awards, Student Leadership Team Update, Counseling Department Student Support Highlights, and CSI Plan. • Introduced the Annual Parent Survey and the importance of parents/caregivers' feedback • GRIT Awards - awards recognize students who demonstrate our student learning objectives, growth mindset, resilience, independence, and transformation. • Overview of LCAP (Local Control and Accountability Plan), emphasizing that it is a requirement for all public schools in California. The focus was on how funding must be allocated to directly benefit students, based on feedback to improve educational outcomes. The four LCAP goals were highlighted: increasing academic progress, fostering college and career readiness, boosting student retention, and enhancing educational partner engagement. Special attention was given to expanding partnerships to support these goals. The session also included a review of an infographic that illustrated current data on LCAP goals, including details on charter schools, enrollment, and student demographics. • Comprehensive Support and Improvement Plan: The current strategy focuses on enhancing tutoring services to improve graduation rates. Additionally, there is a plan to identify students entering their 4th or 5th year of high school for targeted support and mentorship. A system exists to identify these students and provide the necessary assistance. Quarter 3 - February 6, 2025: Agenda Topics - School Accountability Report (SARC), CA School Dashboard Results, Comprehensive Support and Improvement Plan(CSI), Mid-Year LCAP Update, Art and Music Schools Grant Plan (AMS), Annual Survey Update, and Student GRIT Awards.

Educational Partner(s)	Process for Engagement
	• The purpose of the SARC (School Accountability Report Card) was discussed, emphasizing its role in enhancing student performance and ensuring transparency in school accountability. It was noted that the review would focus on specific areas, but all information is accessible to educational partners on the relevant websites, with direct links to the SARC reports provided in the chat. The data presented in the reports pertains to the 2022-2023 and 2023-2024 school years. • Explained the purpose of the CA School Dashboard, which provides important school data to help improve student learning through reflection and LCAP design. Reviewed metrics that showed increases and decreases. Reviewed the LCAP goals and the associated actions, highlighting both increases and decreases in various areas. • CSI-The goal is to increase graduation rates by 1% each year, although the rates saw a significant improvement this past year due to the implementation of this initiative. Emphasized the importance of providing comprehensive support across all schools and for all students. • The AMS Grant details how the funds will be utilized to support and enhance programs designed to enrich student experiences through creative activities. Our school has partnered with ArtReach, a comprehensive virtual arts education program, which includes three live virtual Art Workshops and four recorded virtual Art Workshops. Additionally, Art Kits, containing supplies for seven lessons, will be shipped to students at no cost. Explained the GRIT Awards categories and what each represents. Categories include growth mindset, resilience, independence, and transformation. Quarter 4 - April 10, 2025: Agenda Topics - LCAP Updates, Annual Survey Results, School Updates and Opportunities, State Testing Updates, Counselor Updates, Dual Enrollment Process, Re-Enrollment for the 2025-2026 School Year, and Student Awards.

Educational Partner(s)	Process for Engagement
	• Stakeholders were informed that our annual LCAP draft will be available on the school's website in May. The draft outlines key priorities and goals for the upcoming school year. Stakeholders were encouraged to email us with their feedback, questions, or suggestions. • LCAP update for LPs 1-7 included a review of key data areas such as academic progress, college/career readiness, student retention, and parent engagement. Our Annual student and parent survey results were also shared, with feedback noted as positive. • State testing updates highlighted the importance of participation and its impact on accreditation and diploma validity. • School updates covered graduation, key deadlines, the JAG program, and available PCG resources. • Counselors shared updates on academic planning, SEL support, and upcoming events. • The dual enrollment process and eligibility were reviewed, along with a poll result gauging awareness among PCGs and students. • Re-enrollment for the 25-26 school year was reviewed, emphasizing that students have a secured spot if they plan to continue. • Grit Awards were presented to students, highlighting one aspect of GRIT. The categories include growth mindset, resilience, independence, and transformation.
ELAC/ English Learner Advisory Committee Parents of English Learners, Students, Staff & Community Members	Our school gathers feedback for the Local Control and Accountability Plan (LCAP) through regular ELAC meetings. Parents of English Learners and community members are notified of upcoming meetings via mass messaging, communication from teachers, students, and parents, as well as through monthly parent newsletters. ELAC meetings are accessible remotely via video or phone conferencing, and live translation into Spanish is provided. During each meeting, the progress of the LCAP is reviewed, and both stakeholders and ELAC committee members are encouraged to share their feedback. For those unable to attend live meetings, recordings are distributed

Educational Partner(s)	Process for Engagement
	through the Parent Newsletter. Additionally, polls and surveys are conducted during ELAC meetings to gather further input on the LCAP. Quarter 1 - August 14, 2024: Agenda Topics - What is ELAC, ELPAC testing and student support information, and the LCAP • The information presented explained the purpose of the Local Control and Accountability Plan (LCAP) and its objectives. • Outlined our school's four school goals. • Provided a detailed explanation of LCAP Goal #1: Increase Academic Progress, highlighting the five key actions the department is implementing to achieve this goal 1.Student Support Staff and Interventions 2.Additional Academic Interventions 3.Tutoring 4.Counseling for Graduation Support 5.Professional Development Quarter 2 - November 14, 2024: Agenda Topics - Importance of parents' comments and opinions, the LCAP, Elev8 Student Learner's Outcomes (GRIT), Comprehensive Support and Improvement Plan (CSI), and Reclassification Celebration. • Parents were informed of the proof of parent attendance that is required for online schools by the State of CA. • Parents were instructed on how to use the CHAT feature on their computers and phones. • Parents practiced using the feature by entering their name, their student, and their relationship to the student. • Parents were informed that they would be asked questions to respond to, throughout the evening's presentation. • The LCAP goals for the year were shared. • Important statistics regarding the student population and the budget were also shared including the DASS 1-year Graduation Cohort Rate, Suspension Rate, and how parents

Educational Partner(s)	Process for Engagement
	and students feel regarding student safety, connectedness, and parent encouragement to participate. • Parent Question #1 was asked: What do you feel would help to increase parent participation at ELAC meetings? • CSI Information was shared regarding the 4th & 5th year graduation requirements for online schools. It was explained that the CA Dept. of Education uses a 1-year cohort graduation rate calculation for DASS schools and that the Federal Education Board recognizes the 4–5-year graduation rate. A system was developed to identify students once they start their 4th or 5th year of high school. • This is done to provide and track targeted support for students across all departments. • Parent Question #3 was asked: The Federal Education Board recognizes the 4–5-year graduation rate, meaning students MUST graduate by their 4th or 5th year of high school, even if they experience unexpected challenges or difficulties. How do you feel about this? • Reclassification: 14 Students were recognized and presented with Certificates for being recognized by the State of CA as English Proficient by passing the ELPAC assessment and meeting other criteria. Quarter 3 - February 12, 2025: Agenda Topics - Meet Our New Team Members, The Importance of Parent Feedback, CSI Update, LCAP Goals for Multilingual Learners, Understanding EL Funding, ELPAC Testing & Updates • Parents were informed of the proof of parent attendance at PAC and ELAC meetings that is required for online schools by the State of CA. • Comprehensive Support and Improvement (CSI) terminology was explained for discussing government oversight of our school’s graduation rate. 1. Because our 4th-year graduation rate is lower than 68% our school will respond by taking the action of giving each student identified in their 4th/5th year of high school targeted support.

Educational Partner(s)	Process for Engagement
	• The LCAP ML goals for the year were shared. A brief explanation was given regarding funding for English Learners. • ELPAC testing Data Overview was shared. Quarter 4 - April 30, 2025: Agenda Topics - Agenda topics- New ELAC Committee Parent Officers, The Importance of Parent Feedback, Compliance with Teacher and Paraprofessional Requirements, Strategic Multilingual Program Initiative Supporting CSI Goals, Addressing the LCAP Goals for Multilingual Learners, ELPAC Updates, New School Year Updates 2025-2026 & 2025-2026 ELAC dates. • ELAC Officers: new chair, vice-chair, and secretary. • The State of CA now requires online schools to show PROOF that parents and caregivers were present at ELAC meetings. We will be using the CHAT feature on our computers to help us with this. • New ELD Training for ELD Highly Qualified Teachers, as well as General Education Highly Qualified Teachers. • Preparing additional resources to support language acquisition. • Multilingual CSI Plan: We currently have students in our CSI 4th and 5th Year, and our top priority is helping them reach one important goal: graduating with their high school diploma. • LCAP Goals: Increase Academic Progress, Students will gain skills for College & Career Readiness, Increase Student Retention & Increase Educational Partner Engagement. • Support Your Child’s Success: Parent Feedback Survey Results • ELPAC Updates: testing ends 5/30/25 • New School Year ELAC meeting dates: 8/20/25, 11/12/25, 2/18/26, & 4/29/26
Teachers	Teachers and staff have regular opportunities to provide input and engage in discussions regarding the progress of school-wide

Educational Partner(s)	Process for Engagement
	objectives, including the LCAP, along with other relevant school-wide topics, during weekly team meetings. In addition, teachers complete an annual school survey and have access to an anonymous feedback survey year-round. Collaborative efforts within subject areas and grade-level teams enable the analysis of data and the monitoring of student progress toward achieving school goals. Teacher/Staff Meeting Dates: 7/10/2024, 7/29/2024, 8/16/2024, 8/29/2024, 9/12/2024, 9/27/2024, 10/4/2024, 10/25/2024, 11/1/2024, 11/8/2024, 12/6/2024, 12/8/2024, 1/31/2025, 2/7/2025, 2/14/2025, 2/28/2025, 3/7/2025, 3/14/2025, 3/28/2025, 4/4/2025, 4/25/2025, 5/2/2025, 5/9/2025, 5/23/25
Principals	Our principal regularly collaborates with other regional principals to discuss local and state reporting requirements, emerging trends in school needs, available resources, and other factors related to the development and progress monitoring of the LCAP. The principal and leadership team actively contribute to the creation and refinement of the LCAP to address the specific needs of the school, which are assessed through ongoing data analysis, consideration of future needs, and identification of current inequities. Furthermore, the principal and leadership team convene quarterly to analyze data and monitor the progress of LCAP and school goals Regional Principal Meeting Dates: 7/1/2024, 7/15/2024, 7/22/2024, 7/29/2024, 8/5/2024, 8/12/2024, 8/19/2024, 8/26/2024, 9/9/2024, 9/16/2024, 9/30/2024, 10/14/2024, 10/21/2024, 10/28/2024, 11/4/2024, 12/2/2024, 12/9/2024, 12/16/2024, 1/27/2025, 2/3/2025, 2/24/2025, 3/3/2025, 3/10/2025, 3/17/2025, 3/24/2025, 3/31/2025, 4/7/2025, 4/14/2025,4/21/2025, 4/28/202, 5/5/2025, 5/12/2025, 5/19/2025, 6/2/2025, 6/23/2025, 6/30/2025
Administrators	Our administrative and leadership team convenes regularly to review local and state reporting requirements, identify emerging trends in

Educational Partner(s)	Process for Engagement
	school needs, allocate resources, and address various aspects of the development and progress monitoring of the LCAP. The principal and leadership team play an active role in providing input and collaborating on the development of the LCAP, ensuring it aligns with the specific needs of the school. These needs are assessed through ongoing data analysis, consideration of future requirements, and identification of current inequities. Furthermore, the principal and leadership team engage in quarterly meetings to analyze data and monitor progress toward the LCAP and school goals. Administrators/Leadership Meeting Dates: 7/1/2024, 7/8/2024, 7/15/2024, 7/22/2024, 8/5/2024, 8/12/2024, 8/19/2024, 8/26/2024, 9/9/2024,9/16/2024, 9/16/2024, 9/23/2024, 9/30/2024,10/21/2024,12/2/2024, 12/9/2024, 12/16/2024, 1/27/2025,2/3/2025, 2/25/2025, 3/3/2025, 3/17/2025, 3/24/2025, 3/31/2025,4/7/2025
Students	The Student-Parent-Advisory Committee (SPAC) fosters collaboration between students and parents to enhance school initiatives, support student success, and promote open communication. It provides a small group platform for feedback, advocacy, and shared decision-making to improve the overall educational experience of all students. SPAC Meeting Dates: 7/26/2024: Goal/Objective, What is LCAP?, LCAP Goals, Parent Engagement Liaison, Focus Group Chat. 9/6/2024: Goal/Objective, Parent Engagement Liaison, LCAP Goal 1-Increase Academic Engagement, Community Liaison, Student Support Highlights. 10/18/2024: Goal/Objective, Parent Engagement Liaison, Community Liaison, Student Support Highlights, Communication-Type and Frequency, ELEV8 Commitment Document.

Educational Partner(s)	Process for Engagement
	12/6/2024: LCAP Survey, Student Leadership Team Updates, Parent Liaison Updates. 1/24/2025: SPAC Goal/Objective, Parent Liaison Highlights/Updates, Community Liaison Highlights/Updates, Student Support Highlights/Updates. 3/7/2025: SPAC Goal/Objective, Parent Liaison Highlights/Updates, Student Leadership Team, Parent Liaison Program Developments, Community Liaison Highlights, Student/Parent Testimonials. 4/25/2025: SPAC Goal/Objective, Student Leadership Team presentation on mental health, Parent Engagement Liaison Updates, Community Liaison Highlights, Student Support Highlights. In addition to SPAC meetings, students are frequently in contact with their course teachers via Canvas messaging, and their Academic Advisers/Teachers through phone and text messaging.
SELPA/Special Education Local Plan Area	• Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members. • Dropout (and Graduation), post-secondary outcomes data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA.

Educational Partner(s)	Process for Engagement
	• Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA. • Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. • The El Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC). • The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.
School Board	Board Meetings: 9/3/2024: Finance Update and Financial Reporting, Principal Update, Technology Information Update, Annual Board Training Announcement 12/10/2024: Finance Update, Area Superintendent Update, Principal Update, Vendor List 2/20/2025: Mid-Year Local Control Accountability Plan Update 3/6/2025: Finance Update, Area Superintendent Update, Principal Update, California Dashboard Report 4/22/2025:Finance Update, Area Superintendent Update, Principal Update, Local Control and Accountability Plan Goals and Metrics, School Survey Report, CDE Notification of 2023-2024 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2024-2025 Special Education Monitoring Activities, Current Vendor List, 2025-2026 Board Meeting Dates

Educational Partner(s)	Process for Engagement
Public Comment	5-12-25 through 5-23-25, the public comment period provided parents and members of the public a draft of the 2025-2026 LCAP, and they had the opportunity to submit comments regarding specific actions and expenditures proposed in the 2025-2026 LCAP.
Public Hearing	6-6-25 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	6-6-25 The governing board adopted the 2025-2026 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.
Budget Adoption and Local Indicator Report	6-6-25 The governing board adopted the 2025-2026 Budget, and they were presented with the Local Indicators Report.

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

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

Parents Feedback:
Goal 1.1 Parents have expressed positive feedback regarding our ELPAC Prep course and Kahoot review sessions to be particularly valuable, as they not only reinforce important concepts but also make learning feel more dynamic and fun.

Goal 1.2: Parents emphasized the importance of clear communication and transparency in the DA process. By continuing to strengthen collaboration between our school and the families we serve, the DA process can more effectively support students and enhance their educational outcomes.

Goal 1.3: Our extended Tutoring hours offer greater flexibility in accommodating students, ensuring that students have access to structured academic support outside the traditional school day. Our goal is to promote educational equity, ensuring that students regardless of their circumstances have the opportunity to succeed. Our Educational Partners we elated to see a 6.1 % increase in our grad rate as a testament to the dedication and impact of our targeted tutoring initiatives.

Goal 1.6: Our school is proud to support the professional growth of our Multilingual Department by providing opportunities for team members to attend the California Association for Bilingual Education Conference (CABE) this year. This event allows our educators to engage in cutting-edge professional development, explore innovative instructional strategies, and collaborate with peers.

Goal 2.1: Our school has partnered with another school program to provide a CTE healthcare pathway that includes CNA certification offering students valuable hands-on experience.

Goal 2.4: Our Learning Management System has been instrumental in enabling teachers to customize assignments and integrate supplemental resources, enhancing the learning experience for our students. Parents have expressed appreciation for the inclusion of Nearpod and Edpuzzle, to help address learning gaps and support student success.

Goal 4.2: Our school's use of translation services ensures that our parents regardless of language barriers, can stay informed and engaged in their child's education. These services provide clear communication about school policies, academic progress, and important updates and events.

Administration Feedback:
Goal 1.4: Our school had the opportunity to send our counselors to the American School Counselor Association (ASCA) Conference this year. The counselors gained insights into the latest strategies to support student success. The knowledge and tools they brought back will directly benefit our students by strengthening our counseling department programs, improving mental health support, and ensuring we provide equitable and effective guidance for all learners.

Goal 2.2: Our staff is dedicated to fostering a supporting learning environment and has earned TREC (Trauma Resilient Educational Community) Certification this year. This training equips our team with trauma-informed strategies to better support students and families facing adversity.

Goal 2.3: Our school is committed to equipping students with the tools they need to succeed by providing a range of essential resources. Students have access to laptops with built-in hotspots and unlimited data, ensuring seamless connectivity for learning. Additionally, we offer noise-canceling headphones, Wacom tablets, and cameras to support their coursework, including photography classes. To enhance accessibility, we provide assistive technology (AT) for students with 504 plans and IEPs, ensuring they have the necessary support to thrive academically. These resources empower our students with the technology and accommodations they need for a successful learning experience

Goal 3.1: Our retention department was pleased to have acquired additional staffing to further support its vital role in bridging communication between students and staff.

Goal 4.1: Our school was able to sponsor our Community Liaison to attend the Annual Wellness Together Conference to obtain strategies for supporting student mental health, including Trauma-informed practices and mindfulness techniques to reduce stress and improve focus.

Student Feedback:
Goal 1.3: Our on-demand tutoring services are available 5 days a week from 8 a.m. to 5:30 p.m. Students can easily access additional academic support through our booking appointment links, ensuring they receive the assistance needed to complete their coursework and to succeed in their courses. Students repeatedly expressed appreciation for the understanding and patient environment. One student reflected, "Thank you for hearing me and giving me your time, for helping me."

Goal 3.2: Our counseling department received positive feedback for the services being provided by Hazel Health and Care Solace. Both programs have been invaluable partners in supporting our students' mental and social well-being, especially during challenging times. Several students highlighted how the school helped them regain confidence and motivation. One noted, "I had no hope at first for myself, but here at Mission Academy, we are reminded daily that the staff truly cares for their students' mental health and their futures." Another added, "There were many times when everything seemed to be falling apart and I couldn't take it anymore. Yet, I was always reminded I have so much potential."

Teachers Feedback:
Goal 1.1: Our schools had 14 students who were recognized and presented with Certificates for being recognized by the State of CA as English Proficient by passing the ELPAC assessment and meeting other criteria.

Goal 1.3: Our Comprehensive Support and Improvement (CSI) PLC team is actively working to increase the number of unique students accessing tutoring services by 50% throughout the school year. Through collaborative efforts, we are enhancing strategies, and expanding access to ensure more students benefit from personalized assistance.

Goal 1.6: A highlight of our Multilingual Program was the integration of some of our ELD courses into Canvas LMS, enhancing accessibility for English Learners. This initiative also supported teacher training equipping educators with tools to incorporate supplemental resources and targeted intervention, ensuring EL students receive the support needed for academic success.

Goal 2.1: Offering career readiness courses such as Career Planning to students provides students with practical skills, industry knowledge, and real-world life experiences, prepping them for both higher learning and the workforce.

Goal 2.2: Staff had the opportunity to attend the JAG (Jobs for America's Graduates) Summit, which provided valuable professional development opportunities to enhance student success. The summit offered insight into effective career-readiness strategies and exposure to innovative practices.

Goal 2.4: Our teachers closely monitor A-G-bound students, ensuring they stay on track to meet college admission requirements. By providing targeted support, academic guidance, and early intervention, our teachers help students maintain strong performance in rigorous coursework.

School Board Feedback:

The school board was pleased with the enrollment growth and sustained metrics in light of such impactful growth. The board is hoping to see increased metrics should enrollment and staffing stabilize. The board acknowledged the increase in participation in the school surveys and would like to see participation continue to increase to include as many voices as possible in the feedback.

Public Feedback:
Our Local Control and Accountability Plan (LCAP) is significantly shaped by the feedback of our educational partners. As an evolving program, we continuously assess school and student performance data to identify areas for growth and improvement. We actively seek input regarding these areas and collaborate as a team to explore solutions. As a leadership team, we understand that data-driven decision-making is essential. We also value the role of our educational partners in supporting progress and driving meaningful improvements. Celebrating student achievements and progress toward goals is also a priority, as it fosters momentum for further accomplishments. Educational partners are vital to the ongoing enhancement of our program. When combined with data insights, their feedback provides key indicators that guide our focus areas and help us work effectively toward improving student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Progress: This is a focus goal to increase academic progress for all students, especially our English Language Learners, low-income and foster youth, or other unduplicated students who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, course completion and graduation rates.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

As a result of our CSI status and our analysis of key state and local data, we determined the need for a focused goal on academic performance for all our unduplicated students. This new goal specifically addresses metrics such as our student groups' English Learner reclassification rate, credit completion, and graduation. We looked at our student group data, which reveal performance gaps between the all-student group and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed using that assessment. We understand the gaps that need to be closed for our students, and this focused goal was carefully designed to support their academic needs with targeted interventions and tutoring.

We sought the consultation of our educational partners and involved them in the LCAP process, which we believe promotes positive engagement, buy-in, and trust. We know that additional tutoring, interventions, and counseling support will address learning loss for these students over the next few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Reclassification (Priority #4)	14% Data Year: 23-24 LPs 1-7 Data Source: Internal	13% Data Year: 2024-25 LPs 1-7 Data Source: Internal Tracking		23% 3% each year EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	-1%
1.2	EL Annual Progress on ELPI -Priority #4	42% ELPI Orange Data Year: 2023 Data Source: CA Dashboard	33.3% ELPI Red, Declined 9.2% LTEL - 33.9% Red, Declined 12.4%. Data Year: 2024 Data Source: CA Dashboard 2024		52% ELPI Orange or Above Data Year: 2026 Data Source: CA Dashboard	ELPI - Declined 9.2% LTEL - Declined 12.4%.
1.3	Reading - First Test Lexile Average (Local Metric)	All: 1037 EL: 857 LTEL: 909.39 FY: ** LI: 1020 SWD: 925 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1103.60 EL: 1073.20 LTEL: 1062.58 FY: 982.78 LI: 1092.01 SWD: 979.31 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1050 EL: 950 LTEL:950 FY: 950 LI: 1050 SWD: 975 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +66.60 EL: +216.20 LTEL: +153.19 FY: 982.78 (w/o comparison) LI: +72.01 SWD: +54.31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Reading - % Re-Tested and % Demonstrating Lexile Growth (Local Metric)	All: 42% / 16% EL: 56% / 39% FY: ** LI: 55% / 14% SWD: 19% / 24% Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 95% / 59% EL: 100% / 60% FY: ** LI: 94% / 62% SWD: 96% / 58% Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +53% / +43% EL: +44% / +22% FY: (w/o comparison) LI: +39% / +48% SWD: +74% / +34%
1.5	Math - First Test Lexile Average (Local Metric)	All: 1020 EL: 787 LTEL:813.11 FY: ** LI: 1019 SWD: 720 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1047.48 EL: 1027.72 LTEL: 1038.95 FY: 913.57 LI: 1046.90 SWD: 866.84 Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI		All: 1050 EL: 830 LTEL:830 FY: 850 LI: 1050 SWD: 800 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +27.48 EL: +240.72 LTEL: +225.84 (w/o comparison) FY: 913.57 LI: +27.90 SWD: +146.84
1.6	Math - % Re-Tested and % Demonstrating Quantile Growth (Local Metric)	All: 39% / 28% EL: 47% / 58% FY: ** LI: 50% / 35% SWD: 29% / 46% Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 95% / 58% EL: 100% / 50% FY: ** LI: 94% / 61% SWD: 95% / 58% Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +56% / +30% EL: +53% / -8% FY: (w/o comparison) LI: +44% / +26% SWD: +66% / +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Average Credit Completion (Priority #4)	All: 2.9 EL: 2.8 FY: ** LI: 3.1 SWD: 2.7 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 3.79 EL: 3.37 FY: 3.38 LI: 3.69 SWD: 3.21 Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI		All: 4.0 EL: 3.8 FY: 3.6 LI: 4.0 SWD: 3.7 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.89 EL: +0.57 FY: 3.38 (w/o comparison) LI: +0.59 SWD:+0.51
1.8	DASS 1 Year Cohort Graduation Rate (Priority #5)	All: 90% EL:** FY:** LI: 89.6% SWD: 86.7% Homeless:** AA:** AS:** H/L: 90.7% WH: 83.3% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 96.5% EL: ** FY: ** LI: 96.1% SWD: 100% Homeless: 100% AA: 100% AS: ** H/L: 95.1% WH: 100% Data Year: 2024 Data Source: Internal SIS, until CA Dashboard – DASS Graduation Rate is released. **Data suppressed due to small count		All: 88% EL: 88% FY: 88% LI: 88% SWD: 88% Homeless: 88% AA: 88% AS: 88% H/L: 88% WH: 88% LTEL: 88% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +6.5% EL: (w/o comparison) FY: (w/o comparison) LI: +6.5% SWD: +13.3% Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +4.4% WH: +16.7%
1.9	Teachers are Highly Qualified (Priority #1)	100% Data Year: 23-24 LPs 1-7	100% Data Year: 2024-2025		100% Data Year: 26-27 LPs 1-7	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal HR Tracking	Data Source: Internal HR Tracking		Data Source: Internal HR Tracking	
1.10	Teachers are Appropriately Assigned (Priority #1)	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 2024-25 Data Source: Internal HR Tracking		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal 1 supported the progress in meeting the following goal: Increase Academic Progress.

Action 1.1: English Learners support staff, interventions, and materials
Implementation Status: 4 - Full Implementation
Analysis Statement: We employ highly qualified teachers and tutors to deliver customized instruction to our English Language Learner students, including dedicated paraprofessionals (of whom we increased this year). Our curriculum includes Language Tree, which identifies and bridges language skills gaps to accelerate early EL acquisition, and EDGE, which prepares students for core content coursework. Furthermore, our Summative ELPAC Prep Course is facilitated through small group instruction and aimed to boost students' unique listening, reading, writing and speaking proficiency gaps by providing them with the essential skills to enhance their performance in the exam. ELLevation software provides professional development for staff that specifically targets students who are acquiring a new language. No substantive difference in the planned action compared to the actual implementation.

Action 1.2: All academic interventions and program materials
Implementation Status: 4 - Full Implementation

Analysis Statement: Our highly qualified instructional faculty adeptly recognizes the unique learning needs of each student, tailoring their teaching methods and feedback accordingly. Through meticulous data analysis, they evaluate students' progress, adapt instructional strategies, and offer additional support, including daily office hours and on-demand tutoring available from 8 AM to 5:30 PM, five days a week. Using various communication tools, our staff proactively intervenes to address learning challenges, ensuring students and parents stay informed about progress. With a trauma-informed approach, our staff fosters a positive learning environment, encourages thoughtful goal setting, and strives to improve student academic outcomes. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and support for students
Implementation Status: 3 - Full Implementation
Analysis Statement: On-demand tutoring and booking sessions are available from 8 AM to 5:30 PM, five days a week with our team of experienced and educated tutors. Students can access tutoring through booking appointments, and also through live chat on the tutor website. Within our Comprehensive Support and Improvement (CSI) Plan, there is a deliberate effort in the coming years to enhance individual student engagement in tutoring sessions, particularly with fourth and fifth year seniors. Our CSI team meets consistently to study data and direct actions toward plan success. Our primary aim for this year was to increase fourth and fifth year participation in tutoring and to establish a connection with a caring tutor. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials
Implementation Status: 4 - Full Implementation
Analysis Statement: Our counseling team works closely with our Academic Advisors to provide academic guidance and ensure students are placed in suitable classes for their post-secondary desires. They assist with overcoming social and emotional challenges and offer help with college and career. Moreover, our counselors establish solid partnerships with the Foster and Homeless Youth Educational Services department at our local county office of education, guaranteeing additional support for homeless students nearing graduation as they transition to post-secondary endeavors. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Teachers and staff are qualified and appropriately assigned
Implementation Status: 4 - Full Implementation
Analysis Statement: Our objective is to recruit highly qualified teachers, as their deep understanding and expertise significantly enrich student learning. It is essential to offer thorough training to new educators to ensure they possess the necessary pedagogical skills for engaging students effectively. The caliber of education provided by certified teachers plays a vital role in improving student success rates and achieving positive learning outcomes. No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Professional development for English Learners
Implementation Status: 4 - Full Implementation
Analysis Statement: Year-round, we prioritize professional development to support the needs of our English Language Learners, including sending EL staff to the California Association of Bilingual Educators (CABE) conference. All staff members are trained in implementing SDAIE techniques to improve learning facilitation and understand the student’s IELDP for implementation of targeted strategies for improved language skills. Additionally, our EL department Program Specialist conducts individual and small group sessions to enhance teacher efficacy in EL practices. No substantive difference in the planned action compared to the actual implementation.

Overall Successes:
The overall success of our school is linked to the presence of essential tools and systems that significantly contribute to enhancing student outcomes. Our engaging curriculum fosters active student participation and a deeper understanding of key concepts, driving academic achievement. Additionally, the implementation of the new EL curriculum provides tailored support for English Language Learners at all levels, ensuring they receive the necessary resources to thrive academically. Moreover, our school's success is bolstered by our highly qualified staff, including support staff and tutors, whose expertise and dedication play a pivotal role in guiding and nurturing students towards academic excellence. This school year, we have seen an increase in credit completion, from 2.9 to 3.79, and our one year DASS graduation rate increased 0.5% to 96.5%, despite increase in enrollment. Together, these elements create a supportive and enriching environment that propels our students toward success.

Overall Challenges:
As a school, we confront numerous challenges in our endeavor to bridge the academic gaps and address the trauma experienced by our students. Many of our students come from diverse backgrounds and face various socio-economic and personal challenges that impact their academic performance. These challenges may include inadequate access to resources, unstable home environments, and exposure to traumatic experiences. Additionally, the effects of trauma can manifest in various ways, including difficulty concentrating, behavioral issues, and emotional distress, all of which can hinder learning and academic progress. Furthermore, we address these challenges by using a holistic approach that involves collaboration among teachers, counselors, and community resources to provide comprehensive support and interventions tailored to meet the individual needs of each student. Additionally, our enrollment grew significantly this year, and our academic metrics remained strong. Despite any obstacles, our school remains committed to creating a safe and supportive learning environment where all students can thrive academically and emotionally.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Actual expenditures were approximately the same as budgeted expenditures and principally directed toward our English Language Learners, low-income and foster youth students. We met our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal 1 helped make progress towards the LEA’s goal: Increase Academic Progress.

Action 1.1: English Learners support staff, interventions, and materials
Effectiveness of Action: 2 - Somewhat Effective
Metric: English Learner Progress Indicator (ELPI) and Reclassification Rate

Analysis Statement: As noted in the metric section above, our ELPI status was red, at 33.3% with decline compared to the previous year; however, our reclassification rate did remain relatively stable at 13%, despite growth in the EL population, and is still above the state average of 8%. In our collaborative needs assessment, we determined that though we did adopt a new EL curriculum, it is still relatively new. We believe that additional time with the curriculum and EL tutor/paraprofessional support will assist with the improvement in increased ELPI scores.

Action 1.2: All academic interventions and program materials
Effectiveness of Action: 2 - Effective
Metric: Reading - Lexile First Average and Students Re-Tested and Demonstrating Lexile Growth; and Mathematics - Quantile First Average and Students Re-Tested and Demonstrating Quantile Growth
Analysis Statement: Our Reading First Average Lexile desired outcome score for all students was 1050, and our actual 24-25 score of 1104 exceeded this. However, our Math First Average Quantile score of 1048 fell just short of the desired 1050. In discussion with educational partners, and through evaluation of our school assessment process, we have determined that the first average lexile and quantile scores have little to do with student progress over time, as they are captured at the beginning of the school year. In reviewing the Reading metrics, 59% of students showed Lexile growth in Reading compared to the baseline of 16%. In Math, 58% of students showed Quantile growth, compared to the baseline of 28%. We will continue this action.

Action 1.3: Tutoring and support for students
Effectiveness of Action: 2 - Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, our desired outcome for the Credit Completion Rate for all students was 4.0. However, our outcome was 3.79 (lower than the desired but higher than previous years' averages) with all sub groups showing growth. We have received positive feedback on the new curriculum platform from students and parents, and are confident that credit completion will continue to increase as education partners become more confident in its use.

Action 1.4: Counseling students toward graduation and materials
Effectiveness of Action: 3 - Effective
Metric: DASS Cohort Graduation Rate 1 Year
Analysis Statement: As noted in the metric section above, our desired outcome for the DASS 1-Year Graduation Rate was 90.0%. The All Student group was 96.5% and all subgroups were 95% or higher. We continue to support grade-level graduation initiatives to keep students engaged in thoughts of their post- secondary success. All students have a personalized learning plan that they review regularly with staff, including counselors, to stay on track for graduation. Once students reach senior-level credits, they have robust support and preparation for graduation.

Action 1.5: Teachers and staff are qualified and appropriately assigned
Effectiveness of Action: 3 - Effective
Metric: Teachers are Highly Qualified and Credentialed
Analysis Statement: As noted in the metric section above, our desired outcomes for maintaining teachers and staff who were appropriately qualified and assigned at 100% were sustained. We are committed to our students to ensure the delivery of high-quality education, personalized support, and effective guidance that meets the diverse needs and challenges of each learner.

Action 1.6: Professional Development for English Learners
Effectiveness of Action: 2 - Somewhat Effective
Metric: English Learner Progress Indicator (ELPI) and Reclassification Rate
Analysis Statement: As noted in the metric section above, our desired outcome for the English Learner Progress Indicator was not achieved. Nonetheless, we strongly believe that professional development opportunities for our EL staff do help students develop new skills and competencies and are instrumental in the improved reclassification rate and ELPI over time. A large majority of our students are LTELs who lack foundational academic language skills. We believe that continuing to provide professional development and investing in our new curriculum and instructional strategies will slowly move the needle forward. Our EL staff can offer tools to support growth and development in the areas where students require the most assistance.

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.

Overall, we believe that Goal #1: Increase Academic Progress, is an important goal to continue, with some actions and metrics adjusted, as defined below.

Action 1.1: English Learners support staff, interventions, and materials
This action was somewhat effective, as our ELPI metric declined and was red, but our reclassification rate was still several percentage points above state average. Additionally, our EL enrollment grew significantly, with a large portion of students enrolling during the spring Summative ELPAC window. Our EL and LTEL students did exceed our All Student desired metric for NWEA ELA and Mathematics, with more than 50% of students who did retest semester to semester with growth in Lexile and Quantile scores. Our EL and LTEL students will benefit from increased services offered by our EL Specialist and EL Paraprofessionals. The EL Specialist will collaborate and train all general education teachers to customize instruction for English Learners and LTELs, and to effectively use the IELDP to provide targeted support.

Action 1.6: Professional development for English Learners
This action was somewhat effective in achieving the intended outcome. We have determined that with feedback from teachers and leadership, we will continue to offer professional development for English Language educators to enhance instructional strategies that enable educators to employ diverse and effective teaching methodologies tailored to the needs of our EL students. We will add more effective EL training to ensure that English Learners have quality instruction in their program. Our educators will continue to attend conferences such as CABE that provide the latest research-based practices and resources allowing them to stay current with evolving educational trends.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. • EL Specialist supports EL students. • Differentiated instruction for EL. • English learner tutors. • Individualized English Language Development Plan (IELDP). • Paraprofessional for EL program • Bilingual enrollment specialist. • Bilingual retention specialist. Our EL reclassification rate has surpassed the state average, and we remain committed to providing ongoing support to both EL and Long-Term English Learners (LTELs). Our aim is to continue an increase in reclassification and improve ELPAC scores. EL and LTEL students will benefit from increased services offered by our EL Specialist and EL Paraprofessional. The EL Specialist will collaborate and train all general education teachers to customize instruction for English Learners and LTELs, and to effectively use the IELDP to provide targeted support. Additionally, our team includes a bilingual enrollment specialist and a bilingual retention specialist. We anticipate that students' ELPAC scores and reclassification rates will rise through the personalized academic support and attention provided by qualified personnel.	$388,883.00	Yes
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. This action will address the following reds on the CA Dashboard API: ELA: Hispanic, low-income Math: Hispanic, low-income Eligibility for Differentiated Assistance: Hispanic: ELA, Math (Priority 4) Students have average NWEA MAP scores at the following grade level: Reading: All: 1037 = 8th grade level	$954,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LI: 1020 = 8th grade level Math: All: 1020= 8th grade level LI: 1019 = 8th grade level To meet these needs, the LEA will provide the following: • Targeted instruction for 1:1 tutor support. • EL Specialist and Teacher collaboration. • Preventative or attendance intervention. meetings. • NWEA MAP is used as a diagnostic to appropriately place students in interventions. As demonstrated in the Identified Needs and Metrics sections, state and local assessments in ELA and Math indicate that some of our lowest-performing students are the English Learners, low-income, and foster youth student groups compared to the all-student group. Interventions will be provided for our unduplicated students struggling with academic proficiency, including targeted instruction for 1:1 tutor support, EL Specialist and Teacher collaboration, and preventative or attendance intervention meetings (PMs and AIMs). Students who participate in academic interventions will decrease their learning gaps, as shown in their NWEA scores and course completion rates. However, we expect that all students showing low proficiency will benefit from the above actions. This action is provided on an LEA-wide basis. We expect NWEA scores to increase.		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan, • Tutors are available for additional support. • Intensive tutoring for credit completion. • Senior counseling for students to help stay on track. • Improve tutor-student relationship to increase participation. • Professional learning communities collaborate around student progress towards graduation.	$582,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Increase teacher referrals to tutoring and other supports. To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. Some of our lowest graduation rates are among the unduplicated student groups. To address this need, tutoring intervention support and senior counseling for our unduplicated students will help increase the rate at which they finish their courses, thereby increasing graduation rates. Tutors and support staff deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase to at least 4.0 by 2024.		
1.4	Counseling students toward graduation and materials	Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Closely monitor and track the progress of potential grads, then collaborate and adjust around the results. • Provide additional support for potential graduates starting at the beginning of the year. • Counselors will meet more regularly with future grads. • Counselors help address obstacles to graduation. Some of our lowest graduation rates are among the English Learners, low-income, and foster youth student groups compared to the all-student group. This is demonstrated in the Identified Needs and Metrics sections. To address this need, counselors and advisers will work together with unduplicated student groups to effectively monitor student progress toward graduation with intentional course planning, data to drive instruction and course placement, and 1:1 coaching/counseling. Counselors and advisers will regularly meet to discuss goals and progress. Counselors will also help	$256,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address obstacles that unduplicated students might have at home or in their communities by providing resources to families. This action has been effective for many students in assisting them to successfully graduate and will increase graduation rates for our unduplicated student groups to 90% or higher.		
1.5	Teachers are qualified and appropriately assigned	All students will have access to fully credentialed teachers and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified so that students are served according to the legal requirements. Students will also have access to classified staff who support the school program. Staff work and communicate collaboratively to provide students with the support they need.	$11,996,191.00	No
1.6	Professional Development to Support English Learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Professional development for effective EL strategies, such as SIOP. • Professional development for implementing the EL Tool Kit. • EL Paraprofessionals trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops, and conferences for staff. Our English Language learner reclassification rate is above the state average, and Mission Academy will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. This includes but is not limited to tutoring with an EL Paraprofessional, interaction with an ELD Lead, bilingual support staff, and supplementary materials for the ELD program as needed. Staff training may include but is not limited to developing an EL Tool Kit,	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others have proven to be effective. Additionally, workshops, conferences, and professional learning communities may provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores and the reclassification rate will increase as a result of the personalized academic support and attention they will receive from qualified personnel.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal aimed at increasing students' skills for college and career-readiness. It is a goal for all students, including unduplicated students who are Low-Income, English Language Learners and Foster Youth students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs and interests of the student population. Most students choose a virtual independent study program to change their stories and increase their viability after graduation. Mission Academy supports students' interests in their pursuit of a career through frequent advising appointments, course options, school events, and post-secondary planning. All students receive a state standards-aligned curriculum, and college-bound students are encouraged to complete the A-G requirements. Mission Academy expects these metrics to show improvement for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% Participation in CTE, Career, and College Ready Coursework (Dual Enrollment) (Priority #8)	CTE - 1% Career - 32% DE - 5% Data Year: 2023-24 LPs1-7	CTE - 1% Career - 18% DE - 2% Data Year: 2024-25 LPs1-7		CTE - 1% Career - 40% DE - 10% Data Year: 2026-27 LPs1-7	CTE: No Difference Career: -14% DE:-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: Internal PowerBI		Data Source: Internal PowerBI	
2.2	CTE - Course Completion Rate and Pathway Completion Rate (Priority #4)	100% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 1.8%CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	100% CTE course completion rate Data Year: 2024-25 Data Source: Internal PowerBI 2.3%CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		CTE Course Completion: 100% Data Year: 2026-27 Data Source: Internal PowerBI CTE Pathway Completion: N/A Data Year: 2026-27 Data Source: CDE DataQuest	No Difference - CTE course completion rate +0.5% CTE pathway completer rate
2.3	% A-G Graduates Completing A-G Requirements and % Graduates Completing A-G Requirements and CTE Pathway (Priority #4)	1.8% Seniors completing A-G courses 0.5% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	2.7% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest		5% - A-G course completion rate N/A - A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	+0.9% Seniors completing A-G courses -0.5% Seniors completing CTE and A-G
2.4	% of Students Qualified as College/Career Prepared (Priority #8)	8.8%- Prepared 3.6%- Approaching Data Year: 2023-24 LPs1-7	10%- Prepared 5.2%- Approaching Data Year: 2024-25		15%- Prepared 10% - Approaching Data Year: 2026-27 LPs1-7	+1.2%- Prepared +1.6% - Approaching

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: Internal PowerBI		Data Source: Internal PowerBI	
2.5	% Participation and % Meeting or Exceeding Standards on Statewide Assessments: ELA – 11th grade CAASPP Math – 11th grade CAASPP Science – CAASPP (Priority #4)	Statewide Assessments: English Language Arts Participation: 81% All: 29% EL: 13% FY: ** LI: 26% SWD: 3% Homeless: 17% AA: 18% AS: 40% H/L: 31% WH: 36% Math Participation: 80% All: 16% EL: 7% FY: ** LI: 16% SWD: 4% Homeless: ** AA: 12% AS: 40% H/L: 15% WH: 21% Science Participation: 88% All: 14% EL: 25% FY: **	Statewide Assessments: English Language Arts Participation: 97.58% All: 24% EL: 4% FY: ** LI: 21% SWD: 3% Homeless: 17% AA: 26% AS: 100% H/L: 16% WH: 39% Math Participation: 97.58% All: 9% EL: 4% FY: ** LI: 9% SWD: ** Homeless: ** AA: 9% AS: ** H/L: 6% WH: 18% Science		Statewide Assessments: English Language Arts Participation: 95% All: 35% EL: 35% FY: 35% LI: 35% SWD:35% Homeless: 35% AA: 35% AS: 35% H/L: 35% WH: 35% Math Participation: 95% All: 22% EL: 22% FY: 22% LI: 22% SWD: 22% Homeless: 22% AA: 22% AS: 22% H/L: 22% WH: 22% Science Participation: 95% All: 20% EL: 20%	Statewide Assessments: English Language Arts Participation: +16.58% All: -5.0% EL: -9.0% FY: (w/o comparison) LI: -5.0% SWD: No Difference Homeless: No Difference AA: +8.0% AS: +60.0% H/L: -15.0% WH: +3.0% Math Participation: +17.58% All: -7.0% EL: -3.0% FY: (w/o comparison) LI: -7.0% SWD: 4% (w/o comparison) Homeless: (w/o comparison) AA: -3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 15% SWD: ** Homeless: ** AA: ** AS: ** H/L: 18% WH: 9% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	Participation: 97.96% All: 15% EL: ** FY: ** LI: 12% SWD: 8% Homeless: 20% AA: ** AS: ** H/L: 12% WH: 23% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results		FY: 20% LI: 20% SWD: 20% Homeless: 20% AA: 20% AS: 20% H/L: 20% WH: 20% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	AS: 40% (w/o comparison) H/L: -9.0% WH: -3.0% Science Participation: +9.96% All: +1.0% EL: 25% (w/o comparison) FY: (w/o comparison) LI: -3.0% SWD: 8%(w/o comparison) Homeless: 20%(w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: -6.0% WH: +14.0%
2.6	CA Dashboard - Academic Performance Indicator ELA Status and Mathematics Status	ELA - Declined 37 Pts, Red Math - Declined 35 Pts, Red Data Year: 2023 Data Source: CA Dashboard	ELA - Yellow Status, Increased 39.9 Pts, Math - Orange Status, Increased 32.7 Pts,		ELA - Increased Pts, Orange or Above Math - Increased Pts, Orange or Above Data Year: 2026 Data Source: CA Dashboard	ELA - Increased 39.9 Pts Math - Increased 32.7 Pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: CA Dashboard			
2.7	Access to Standards-Aligned Materials (Priority #1)	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: CA Dashboard		100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.8	Implementation of State Academic Standards and EL Courses (Priority #2)	4.35 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.64 out of 5.0 Data Year: 2024-25 Data Source: CA Dashboard		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	+0.29
2.9	Access to a Broad Course of Study (Priority #7)	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: CA Dashboard		100% Data Year: 2026 Data Source: CA Dashboard	No Difference

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal 2 supported the progress in meeting the following goal: Students Will Gain Skills for College and Career Readiness.

Action 2.1: Career and college-readiness for English Learners, low-income, and foster youth students
Implementation Status: 3 – Initial Implementation
Analysis Statement: Our dedication to promoting student achievement through post-secondary success is obvious in our graduation rate and rigorous coursework. Though we have increased students in dual enrollment over the past few years, we lack Career Technical Education pathways. We do offer introductory CTE courses in Healthcare, with plans to offer more in the future. We also have a Jobs for American Graduates (JAG) cohort, and a new Career Planning course implemented this school year. All students have access to A-G coursework, and we have increased the number of A-G graduates in the past years. No substantive difference in the planned action compared to the actual implementation.

Action 2.2: Professional development addressing English Learners, low-income, and foster youth students
Implementation Status: 4 – Full Implementation
Analysis Statement: Our school places emphasis on professional development because we know when the teacher gets better, the student is served better. We have provided multiple opportunities for professional development dedicated to English Language Development (ELD), low-income, and foster youth students. These workshops and conferences bolster the expertise of our teachers, leaders, and staff, empowering them to delve into assessment data and content to proficiently monitor and advance student proficiency toward standards. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology access and support
Implementation Status: 4 – Full Implementation
Analysis Statement: We guarantee that all students who need resources like wifi-enabled chromebooks to complete their coursework have access to them. In fact, we are at a 1:1 ratio for student technology. Our dedication to ensuring 100% satisfaction with our technology supply is evident in our continuous orders for Chromebooks and hotspots, adjusting to site demands, and facilitating the upgrading or replacement of faulty devices. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for standards-based curriculum and instruction
Implementation Status: 4 – Full Implementation
Analysis Statement: In the last academic year, we introduced a new curriculum and we have continued to receive positive feedback from our PAC, parents, and students. Parents have voiced how pleased they are with our new Learning Management System and the ease of student use. Our new system caters to diverse learning styles, ensuring that students remain actively engaged and motivated throughout their education journey. All parents have access to the LMS as Observers to check student progress. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program
Implementation Status: 4 – Full Implementation
Analysis Statement: Each enrolled student is provided with access to essential resources required for active participation in their classes. The effectiveness of our educational program hinges on the accessibility of top-notch education and software materials spanning diverse subjects. We continue to evaluate and renew our standards-approved curriculum provider, educational programs and to update supplemental

materials regularly to meet our students' academic needs, backgrounds, and interests, as well as the functionality of our online program. No substantive difference in the planned action compared to the actual implementation.

Overall Successes:
Our school has seen success in increasing participation in our CTE course enrollment and is on track to match the dual enrollment participation from last year, even with increased enrollment. Students who participate in our college enrollment and/or career-ready courses learn the valuable skills and knowledge needed for their future endeavors. We have also seen an increase in A-G completion, and our CCI Dashboard metrics. We also moved from red to orange on the CA Statewide Assessment Dashboard indicator.

Overall Challenges:
Our school has encountered significant challenges in seeing improvements in ELA and Mathematics scores. Although we saw a decline of 5% in ELA and 7% in Math, we actually increased 39.9 points in ELA and 32.7 points in Math proficiency. The decline in overall percentage underscores the pressing need for implementing new strategies to reverse this trend and elevate our performance on the CA Dashboard by at least one level. Our focus is now to identify the root causes of the decline and develop targeted interventions to support student learning and achievement in these core subjects.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 2 helped make progress towards the LEA's goal: Students will Gain Skills for College and Career Readiness

Action 2.1: Career and college-readiness for English Learners, low-income, and foster youth students
Effectiveness of Action: - Somewhat Effective
Metric: Participants in Career Ready Courses, CTE Completion, and A-G Completion
Analysis Statement: As noted in the metrics section above, our school did see an increase in participation in CTE. We have been successful in increasing the number of CTE course offerings and student participation rates, however, we are still working on creating additional career technical opportunities for our students. We did see a slight decline in the number of Career Ready Courses, but we are working on increased staffing, training and courses in this field. We have seen an increase in A-G ready students, and will continue to monitor students who are close to A-G completion, to push them toward 4-year college enrollment. Counselors will continue to work with students to highlight

the benefits gained from college and career ready coursework, and offer personalized options that cater to student's interests in the hopes of increasing engagement and motivation. These efforts can be seen in our improved CCI indicators which grew 1.2% this school year.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students
Effectiveness of Action: Somewhat Effective
Metrics: Statewide Assessments: ELA, Math & Science, and CA Dashboard Performance Indicators
Analysis Statement: As noted in the section above, our CAASPP scores have shown a decline in overall percent proficiency, though we have moved from red to orange. We have offered professional development opportunities to teachers to enhance instructional strategies and differentiate instruction to meet the diverse needs of our students, but have grown in student enrollment and staffing quickly in the past year. We recognize the need to re- train veteran staff regularly and train new staff as well. We do monitor students' progress through regular data analysis and make adjustments to interventions as needed based on student performance. We also provide targeted tutoring support focused on areas where students struggle the most. We do believe that these efforts will have positive impacts on student achievement in the future.

Action 2.3: Technology access and support
Effectiveness of Action: Effective
Metric: Access to Standards-Aligned Materials (100% of Students Offered Wifi Chromebooks Upon Enrollment)
Analysis Statement: Our school has successfully ensured that 100% of students are offered wifi-enabled Chromebooks upon enrollment, thereby guaranteeing equitable access to technology resources and curriculum. By prioritizing technology access, we have eliminated barriers to learning and fostered an environment where every student has the tools they need to succeed academically. We offer comprehensive support services to ensure that students are adept at utilizing technology effectively for learning purposes.

Action 2.4: Support for standards-based curriculum and instruction
Effectiveness of Action: Somewhat Effective
Metric: Implementation of State Academic Standards and EL Courses (CDE Standards Implementation Rubric)
Analysis Statement: This action was somewhat effective because we have not achieved "Full Implementation and Sustainability," but our high-quality, standards-based curriculum continues to be fully implemented. We are currently at 4.64, which is an increase of 0.4 full implementation of CA Standards. However, we are not at 5.0, which is full implementation and sustainability. Our curriculum is interactive, tailored to individual needs, and engages students through various methods. We analyze student performance data to adjust instruction, offering targeted support to address strengths and weaknesses. This data-driven approach ensures a dynamic learning environment that supports academic growth.

Action 2.5: Educational materials for an effective program
Effectiveness of Action: Effective
Metric: Access to a Broad Course of Study
Analysis Statement: The effectiveness of our educational program relies on the availability of high-quality materials and broad course of study for students. Our school maintains sufficient materials and choices in coursework, overseen by the Regional Instructional Specialist, ensuring every student can access the resources and coursework needed to succeed. We regularly acquire current supplemental materials to meet students' academic needs effectively.

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.

Overall, we believe that Goal #2: Students Will Gain Skills for College and Career Readiness, is an important goal to continue, and we will continue with the planned goal, metrics, outcomes and actions.

The following actions did have the intended outcome based on the associated metrics as described. Due to educational partner feedback from our PAC/ELAC, staff, and student feedback, we will continue to offer the action. Based on a collaborative evaluation of the current action, we believe these actions were effective:

Action 2.3: Technology access and support

Action 2.5: Educational materials for an effective program

Action 2.1: Career and college-readiness for English Learners, low-income, and foster youth students
This action was somewhat effective in its desired outcome. We are making improvements in CTE for example. However, we recognize the importance of addressing the gap in career readiness coursework and working toward our desired outcomes in the other indicators. We are actively working to strengthen staffing, enhance professional development, and broaden course options in this area. Continued reflection and targeted action will be essential as we work toward comprehensive college and career readiness for all students.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students
This action was somewhat effective in its desired outcome of improving statewide assessment scores.We are committed to providing professional development for teachers that focuses on strategies to improve ELA, Math, and Science performance. We will be monitoring student progress on internal assessments to gauge readiness for state testing, and providing interventions and resources to students who are behind in credits, or deficient in skills. Teachers will also work in PLC groups and subject-alike groups to strategize for increased student performance across subject areas and grade levels. This will increase the tools and knowledge needed to effectively support student learning across these critical areas.

Action 2.4: Support for standards-based curriculum and instruction
This action was somewhat effective because we have not achieved “Full Implementation and Sustainability,” but our high-quality, standards-based curriculum continues to be fully implemented. As we have more time with our curriculum and LMS, and add broad course offerings, we will continue to work toward a 5.0.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Learners, low-income and foster youth students.	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • Increase marketing and monitoring of course assignments for A-G, CTE, and dual enrollment. • Counselors and teachers will promote CTE programs and pathways offered. • Promote student interest and exploration. Some of our lowest college and career readiness rates are among our English Learners, low-income, and foster youth student groups. Our English Learners, LTELs, low-income and foster youth students, need to be prepared to pursue a career or attend a college to address this need. We consider local employment opportunities and student interests to help guide students into coursework that is meaningful to them. Students engage in career inventory, exploration, and overview of professional job skills to align their career or post-secondary education interests. Support personnel and partnerships are essential to tailor and implement the support needed for students. We require all students to participate in a work readiness course and offer a job and mentorship program for interested students. These actions will positively impact our college and career readiness rates for our English Learners, LTELs, low-income, and foster youth student population.	$211,000.00	Yes
2.2	Professional development addressing English Learners, low income and foster youth students	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • Additional professional development to support teachers in meeting the needs of EL, LTEL, FY and LI students. • Regional trainings, workshops/seminars. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth.	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Surveys indicate that our English Learners, low-income and foster youth students sustained social and emotional trauma during the pandemic. To address this issue, professional development for our teachers and staff is essential to the progress of our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs (both social-emotionally and academically). Over the past year, there has been a positive impact on our English Learners, low income and foster youth students, with additional staff training in trauma informed practices, which has led to increased retention rates. End-of-year student surveys indicate positive support for social and emotional needs among the unduplicated student population. Mission Academy will continue to provide training focused on helping our English Learners, low-income and foster youth population succeed.		
2.3	Technology Access & Support	All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This is an ongoing effort to help them to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a Chromebooks. • Provide every student with a hotspot as necessary. • Provide students and teachers with tech support to ensure access to curriculum and instruction. Ensuring that our English Learners, low-income and foster youth students receive and benefit from effective technology platforms and programs is an ongoing effort in helping 100% of them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. Providing students with Chromebooks and working with them on their use of technology has been effective with our students during the last year.	$814,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Support for Standards-based Curriculum and Instruction	All English Learners, LTELs, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following: • VAPA coursework will be increased. • Regional leadership for curriculum and instruction will participate in local curriculum review. • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. All of our English Learners, low-income and foster youth students, will have enhanced access to a standards-aligned curriculum. The implementation score for our standards-based curriculum is based on the CDE Standards Implementation Rubric, and our target is 5.0. We utilize a vetted and standards-aligned curriculum delivery program with personalized, targeted instruction and differentiation to meet the unique needs of each student learner. We monitor the quality of our curriculum program using the CDE rubric each year. Highly qualified teachers teach content and develop support for various student needs.	$920,000.00	Yes
2.5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to evaluate and renew our standards-approved curriculum provider program and update supplemental materials regularly to meet our students' academic needs, backgrounds, and interests.	$7,442,346.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Retention: This is a maintenance goal designed to continue the success we have had with re-engaged out of school and credit deficient youth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Mission Academy measures the success of our program through the rate of retention, graduation, or re-matriculation back to a student's district or school of choice. We have trauma-informed staff and teachers who have strategies to address student retention and student engagement effectively. As a DASS school, we have a high population of transiency, but we meet students where they're at and work with them to provide support in where they want to go. In consultation with students, families, and staff, we will continue to offer a collaborative educational environment for the success of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Retention Rate w/ Return to District (Local Metric)	83.13% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 98.59% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Retention Rate – 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+15.46%
3.2	Attendance Rate 85% (Priority #5)"	92.77%	All: 81.61%		Attendance Rate – 90% or higher	-11.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	Data Year: 2024-25 LP1-7 Data Source: Internal SIS		Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	
3.3	Non-Completer Rate (Local Dropout Metric)	8.50% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 11.17% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+2.67%
3.4	Attendance rate – Priority 5 Students Regularly Participating in Synchronous Instruction	50% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 69% Data Year: 2024-25 LP1-7 Data Source: Internal SIS		Attendance Rate – 75% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	+19%
3.5	Success Rate (Graduation, Retention, Rematriculation)	91.36% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 98.59% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Success Rate – maintain 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+7.23%
3.6	Suspension Rate (Priority #6)	0% Data Year: 2023-24 LPs 1-7	All: 0% Data Year: 2024-25 LP1-7		0% - low rate Data Year: 2026-27 LPs 1-7	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI or CA Dashboard 2023	Data Source: Internal PowerBI and Dashboard 2024		Data Source: Internal PowerBI or CA Dashboard 2026	
3.7	Expulsion Rate (Priority #6)	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024		0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference
3.8	School Facilities (Priority #1)	Met Data Year: 2023 Data Source: CA Dashboard	Met Data Year: 2024 Data Source: CA Dashboard 2024		Facilities in Met Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.9	Chronic Absenteeism (Priority #5)	Red Data Year: 2023 Data Source: CA Dashboard	71.1% - Red Status, Increased 2.8%. Data Year: 2024 Data Source: CA Dashboard 2024		Orange or better Data Year: 2026 Data Source: CA Dashboard	Increased 2.8%.

Goal Analysis [2024-25]

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

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal 2 supported the progress in meeting the following goal: Increase Student Retention Rate

Action 3.1: Student retention
Implementation Status: 4 – Full Implementation
Analysis Statement: Our school prioritizes success through retention, with a dedicated Student Retention Support Team collaborating with Academic Advisors and other support staff to identify and eliminate barriers to engagement. We monitor retention weekly, tracking attendance and progress. Students needing additional support receive a multi-tiered system of support until re-engagement or a suitable educational alternative is found. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and emotional supports
Implementation Status: 4 – Full Implementation
Analysis Statement: At the heart of our mission is nurturing the mental and socio-emotional health of our students alongside their academic growth. For instance, we have mental health partners in the community that connect students and their families with personalized mental health and recovery services. Our HOPE Program provides vital resources and parenting support to students with children. Additionally, all staff are trained in trauma-resilient strategies and the school is now an accredited Trauma Resilient Educational Community to support holistic student development. No substantive difference in the planned action compared to the actual implementation.

Overall Successes:
Our school has achieved remarkable success in both student retention and garnering social and emotional support for students. With a robust retention strategy in place, we have effectively supported students at various levels of engagement, ensuring their continued participation and academic progress. Our retention rate is up significantly, above 98% compared to 83% baseline. Additionally, students are meeting with teachers for synchronous instruction at a rate of 69%. Our suspension and expulsion rate remains at 0% with a focus on restorative practices and other means of correction. With a commitment to holistic student development and a network of supportive services, our school stands as a beacon of hope in both academic retention and community support.

Overall Challenges:
While our school's success in student retention and social emotional support is commendable, it can also pose several challenges. One challenge is ensuring the sustainability and scalability of support programs as student populations evolve and funding fluctuates. Additionally, maintaining high levels of staff training and expertise in trauma-resilient strategies requires ongoing investment and commitment.

Furthermore, managing expectations and ensuring equitable access to support services for all students, regardless of background or circumstance, remains an ongoing challenge. These challenges are reflected in the decline in attendance rate from 92% to 81%. Increased enrollment and maintaining adequate staffing and retention support has also contributed to this decline. We are working to address root causes and strengthen systems and staffing in our program. Addressing these challenges requires continued collaboration, adaptability, and a commitment to meeting the evolving needs of our student community, of which we have.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 2 helped make progress towards the LEA’s goal: Increase Student Retention Rate

Action 3.1: Student retention
Effectiveness of Action: Somewhat Effective
Metric: Retention Rate, Attendance Rate, Non-Completer/Dropout Rate
Analysis Statement: As noted in the metric section above, our retention rate data shows us successfully reaching our desired outcome of over 80%. However our Attendance Rate declined and our non-completer rate increased slightly. We are committed to our current retention processes, ensuring success through ongoing monitoring and support. Our dedicated team will address barriers to engagement, monitoring retention weekly and providing multi-tiered support until re-engagement or alternative options are found.

Action 3.2: Social and emotional supports
Effectiveness of Action: Effective
Metric: Success Rate, Suspension Rate, Expulsion Rate
Analysis Statement: As noted in the metric section above, our success rate of 98.59% surpasses our 80% target significantly. We also have zero suspensions and zero expulsions, focusing on restorative practices for discipline when possible. We're committed to maintaining this achievement by prioritizing students' emotional health, providing ongoing support, and equipping staff with trauma-resilience training. This proactive approach ensures sustained success and growth for our school.

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

Action: 3.1: Student retention
This action was somewhat effective in achieving the intended outcome. While we experienced significant enrollment growth this year, affecting staffing and school systems for intervention, we are consistently collaborating as a leadership and staff team to improve processes and procedures, and adequately staff for continued enrollment.

Action 3.2: Social and emotional supports
This action was effective in achieving the intended outcome and no changes are planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Retention support personnel and incentive programs	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following: • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. Our English Learners, low-income and foster youth students, have some of the lowest attendance rates as calculated by completed student work toward graduation. Ensuring that our English Learners, low-income and foster youth students, are working toward course completion and remaining in school is foundational to our program. Mission Academy students are typically behind in credits and have been out of school for about a semester. We have trained personnel who provide outreach and monitoring of students so that they consistently work to maintain progress. We are also developing an intervention and incentive program. We will continue these practices because our data shows that we have been increasingly successful with students each year. These actions will positively impact the attendance rates of our English Learners, low-income	$274,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and foster youth students.		
3.2	Social-emotional support services and materials	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following: • Our SEL programs are offered as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga and SEL courses. Surveys indicate that our English Learners, low-income and foster youth students sustained the most social and emotional trauma during the pandemic. Mission Academy offers programs such as Trauma-Resilient Educational Communities (TREC) strategies, Helping Our Parenting Students Excel (HOPE) incentives, additional counseling, support personnel, professional development, and relationships with partner programs in the community that provides wrap-around services. Internally we provide coaching from Academic Advisers and instruction from highly qualified subject teachers, increasing students' interaction with positive role models, which we know increases their protective factors for success. We will continue to provide and build on these actions and services. Partner feedback and data and surveys have indicated that our English Learners, low-income, and foster youth student populations are getting increased social and emotional needs support.	$247,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partner Engagement: This is a maintenance goal that we believe to be important to overall student success. Mission Academy knows that engaging partners at home such as parents, guardians, and mentors, as well as partners in the community, promotes positive school outcomes.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a trauma-informed program specializing in personalized learning, Mission Academy desires to work with students and make decisions with them and their partners in education rather than do things for them. We recognize that motivation and accountability are maximized when multiple positive adult role models are involved. Mission Academy also utilizes community resources to provide basic needs to students and families which enables students to better focus on academic success. Involving parents and guardians in a child's education through orientation, awards, school activities, surveys, school-wide meetings, and more has a positive impact on the student's school experience overall.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Ed Partner Participation in School/Community Events and Activities	Participation: 967 Enrollment: 557 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count: 1747 Enrollment Count: 919 (CBEDS Enrollment #) Data Year: 2024-25 LPs1-7		Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7	+780

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Internal Monitoring		Data Source: Internal Monitoring	
4.2	PAC / ELAC Participation (Priority 3)	118 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	232 participants Data Year: 2024-25 LPs1-7 Data Source: Internal Monitoring		Increase PAC / ELAC participation Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+114
4.3	Parent Survey - % Participation and % Feel Safe, Connected, and Engaged (Priority #3)	39.5%-Participation 100% Feel Safe 92% Feel Connected 100% Feel Engaged Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation:71% Feel Safe: 100% Feel Connected: 99% Feel Engaged: 99% Data Year: 2024-25 LPs1-7 Data Source: School Survey		66% Participation 90% Feel Safe 90% Feel Connected 90% Feel Engaged Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +31.5% Feel Safe: No Difference Feel Connected: +7% Feel Engaged: -1%
4.4	Student Survey - % Participation and % Feel Safe, Connected, and Engaged (Priority #6)	54.7%-Participation 100% Feel Safe 97% Feel Connected 100% Feel Engaged Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation: 64% Feel Safe: 99% Feel Connected: 97% Feel Engaged: 98% Data Year: 2024-25 LPs1-7 Data Source: School Survey		66% Participation 90% Feel Safe 90% Feel Connected 90% Feel Engaged Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +9.3% Feel Safe: -1% Feel Connected: No Difference Feel Engaged: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Staff Survey - % Participation and % Feel Safe, Connected, and Engaged (Priority #6)	90%-Participation 100% Feel Safe 100% Feel Connected 100% Feel Engaged Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation: 99% Feel Safe: 100% Feel Connected: 99% Feel Engaged: 100% Data Year: 2024-25 LPs1-7 Data Source: School Survey		66% Participation 90% Feel Safe 90% Feel Connected 90% Feel Engaged Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +9% Feel Safe: No Difference Feel Connected: -1% Feel Engaged: No Difference

Goal Analysis [2024-25]

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

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

Action 4.1: Community/Parent liaison and meaningful school activities
Implementation Status: 4 – Full Implementation
Analysis Statement: As a school, we recognize the importance of increasing engagement with our educational partners to ensure student success. This year, we've offered events such as student orientations, PAC and ELAC meetings, parent-teacher conferences, academic counseling sessions, parent-teacher conferences, and graduation ceremonies, and we've invited our educational partners to participate in these activities. No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Educational partner engagement
Implementation Status: 4 – Full Implementation
Analysis Statement: Our commitment lies in nurturing a caring community within our school program. With purposeful outreach efforts, our staff encourages education and community partners to participate actively in school decision-making. Our partnerships include counselors,

community liaisons, social workers, parent liaison, and others who refer students to us and support students to wrap-around services in their local areas. No substantive difference in the planned action compared to the actual implementation.

Overall Successes:
Our school has achieved notable success in engaging educational partners. Through strategic outreach efforts, we have cultivated strong partnerships. These partnerships have enhanced our ability to support students and families effectively. Additionally, we ensure that important information is accessible to all members of our diverse community. PAC and ELAC activities serve as forums for meaningful collaboration between parents, teachers, and administrators, facilitating open communication and informed decision-making for the benefit of our students. As shown in our metrics, we have increased participation in all school activities from 967 to 1747, increased participation in PAC and ELAC meetings from 118 to 232, and increased participation in our annual survey across students, parents and staff.

Overall Challenges:
Parent engagement presents challenges that require proactive and creative strategies. Overcoming barriers like limited time, language differences, and cultural diversity is crucial. Ensuring meaningful participation from all parents, regardless of background remains a priority for our school.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services because actual expenditures were approximately the same as budgeted expenditures and principally directed toward our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial
Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal 1 supported the progress in meeting the following goal: Increase Educational Partner Engagement

Action 4.1: Community/Parent liaison and meaningful school activities
Effectiveness of Action: 3 - Effective
Metric: Participation Counts in Parent Conferences/Orientation/Events/Activities
Analysis Statement: As noted in the metric section above, shows that 1747 ed partners compared to 967 the previous year participated in meaningful school activities. Our school increased parent conference and event attendance through targeted outreach and improved

communication. Proactive measures like personalized invitations, multi-language support, and flexible scheduling overcame barriers such as time constraints and language differences. These efforts cultivated a culture of collaboration, strengthening the school-parent connection for student benefit. Our metrics showed a significant increase in participation over time.

Action 4.2: Educational partner engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: As noted in the metric section above, our annual survey results participation increased significantly, demonstrating the strong satisfaction and connection within our school community. Through inclusive communication, we've created a safe environment where families and staff actively participate. This engagement reflects our commitment to fostering a supportive and inclusive culture. As we prioritize feedback and collaboration, we're confident our community will remain united.

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.

Overall, we believe that Goal #4: Increase Educational Partner Engagement, is an important goal to continue.

Action 4.1: Community/Parent liaison and meaningful school activities
This action was effective in achieving the intended outcome and no changes are planned.

Action 4.2: Educational partner engagement
This action was effective in achieving the intended outcome and no changes are planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community/Parent Liaison and meaningful school activities	All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following: • Community liaison who does outreach. • Ensure partner engagement with caseworkers, child welfare, etc. • Promote events and activities for parents to participate in at school.	$438,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our English learners' parents, low-income and foster youth students are some of the least involved educational partners. Parent and academic partner engagement are essential to effective schooling for our English Learners, low-income and foster youth students. We know that parents, guardians, and families have difficulty engaging in meaningful school activities. We will continue to provide a Community Liaison who does outreach and promotes the school as a welcoming place for everyone. In addition, we have increased partner engagement with local agencies such as probation, caseworkers, child welfare services, and others who contribute to the success of our English Learners, low-income and foster youth students. We will continue to provide this action because we know that parent and partner engagement is essential in ensuring student success.		
4.2	Materials and personnel to support educational partner events	Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low income, and foster youth. We will do the following: • Enhance communication with parents. • Provide meaningful educational partner engagement activities. • Provide two-way communication opportunities. • Provide additional services that support virtual. communication and materials as necessary. The English Learners, LTELs, low-income, and foster youth student populations have some of the lowest attendance rates. School activities and events are important to our English Learners, low-income and foster youth students, and their families to feel connected to the school's purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, and materials. We will continue this action in personnel and support for educational partner events.	$1,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,167,633.00	$425,428.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.762%	0.000%	$0.00	24.762%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** All academic interventions and program materials **Need:** To address the requirements of Differentiated Assistance (DA) we developed this action. The Los Angeles County Office of Education has provided training. Our school did a collaborative evaluation of the performance results from the California School Dashboard,	As demonstrated in the Identified Needs and Metrics sections, state and local assessments in ELA and Math indicate that some of our lowest-performing students are the English Learners, low-income, and foster youth student groups compared to the all-student group. To address this, low performing subgroups as, identified through Differentiated Assistance, will receive the necessary support and mentorship to increase achievement through targeted tutoring and intervention. As tutoring has been proven to	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic,) (NWEA ELA all students, EL, low-income, Hispanic)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with additional internal data to identify a root cause for the reason students are behind in their credits. Students who enroll with us average about +30 credits or more behind in their schooling. Students who come to us are typically about 3-grade levels or more below in their academic skills. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above, our average NWEA scores show students are far below grade level. Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups in the red on the 2023 CA Dashboard, which is our Hispanic student group in both ELA and Math. We found that our Hispanic students were also low-income students, who were orange in ELA and Math. The 2024 Dashboard had no student groups in the these red for ELA or mathematics. (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:**	increase credit completion rates, this will aid them in the completion of their courses and also increase their academic skills. Additionally, interventions will be provided for our unduplicated students struggling with academic proficiency, including targeted instruction for 1:1 tutor support, EL Specialist and Teacher collaboration, and preventative or attendance intervention meetings (PMs and AIMs). Students who participate in academic interventions will decrease their learning gaps, as shown in their NWEA scores and course completion rates. Throughout the school year and on an ongoing basis, students are assessed in NWEA as they enroll in our program. They will be given appropriate interventions as necessary, and their learning will be supported by a variety of support staff. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis	CA Dashboard Academic Indicator results for ELA and Math We will also consider input from the parents of participating students to enhance the quality of the programs provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.3	**Action:** Tutoring and supports for students **Need:** To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the 2023 CA Dashboard for their Graduation Rate. These were our all-student group, Hispanic, White, students with disabilities, and English learners. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard 4-5 year graduation rate had these student groups in the red: Hispanic, socioeconomically disadvantaged, students with disabilities and White students. Additionally, students who enroll with us are typically about 30 or more credits behind in school. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Scope:** Schoolwide	To address this, Mission Academy has implemented the CSI plan to allocate strategic tutoring and mentorship assistance to students as determined by their initial year of high school enrollment. Special tutors will be assigned to a cohort of 4th and 5th year students, establishing contact to offer academic support in math and other subjects. As tutoring has been proven to increase credit completion rates, this will aid them in the completion of their courses and also increase their academic skills. Tutoring is done throughout the school year and daily. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: Hispanic, White, English learners, students with disabilities, and socioeconomically disadvantaged student groups, we expect them to increase each year. Additionally, student groups on the Dashboard graduation rate will be monitored. We will also consider input from the parents of participating students to enhance the quality of the program provided.
1.4	**Action:**	To address this, data is pulled monthly to track the success rate of seniors and their credit completion.	We will closely monitor progress on our DASS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Counseling students toward graduation and materials **Need:** Historically, some of our lowest graduation rates are among the English learners, LTEL, low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 90.0% for the DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 96.5%. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Scope:** Schoolwide	As a collaborative team, all staff work to identify underperforming students and to provide them with additional support and resources to help support their learning efforts. Additionally, counselors and advisers will work together with unduplicated student groups to effectively monitor student progress toward graduation with intentional course planning, data to drive instruction and course placement, and 1:1 coaching/counseling. Counselors and advisers will regularly meet to discuss goals and progress. Counselors will also help address obstacles that unduplicated students might have at home or in their communities by providing resources to families. This action has been effective for many students in assisting them to successfully graduate and will increase graduation rates for our unduplicated student groups. Throughout the school year and on a regular basis, our students participate in a comprehensive counseling program. Counselors meet regularly with students to address their needs. They also inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work DASS graduation rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program provided.
2.1	**Action:**	To address this need, we will continue our efforts to encourage participation in career ready and college coursework. We will be more closely	We will closely monitor progress on our CTE completion rates and our

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Career and college-readiness for English Learners, low-income and foster youth students. **Need:** Some of our lowest career and college-readiness rates are among the English learners, low-income and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses, and below 11.1% in A-G + CTE pathway completion rate.. Our English Learners, low-income and foster youth students need to be prepared to pursue a career or attend a college. In 2024, graduates completing A-G was 2.7% and CTE pathway completion was 2.3%. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	monitoring our students who have A-G graduation potential and ensuring that we offer all A-G-ready graduation coursework in which students can participate. This will better prepare students for post-secondary pursuits. Additionally, we consider local employment opportunities and student interests to help guide students into coursework that is meaningful to them. Students engage in career inventory, exploration, and overview of professional job skills to align their career or post-secondary education interests. Support personnel and partnerships are essential to tailor and implement the support needed for students. We require all students to participate in a work readiness course and offer a job and mentorship program for interested students. These actions will positively impact our college and career readiness rates for our English Learners, low-income, and foster youth student population. As soon as students enroll with us, they engage in career inventory, exploration, and professional skills, to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into valuable coursework. Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. Throughout the school year and on an ongoing basis, teachers and counselors promote student interest in post-secondary endeavors. We have witnessed our students be successful in these programs.	A-G completion rates, and dual enrollment for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
2.2	**Action:** Professional development addressing English Learners, low income and foster youth students **Need:** As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All-student group. Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness. **Scope:** Schoolwide	To address this need, we are committed to providing professional development for teachers that focuses on strategies to improve ELA Math, and Science performance. We will be monitoring student progress on internal assessments to gauge readiness for state testing, and providing interventions and resources to students who are behind in credits, or deficient in skills. Teachers will also work in PLC groups and subject-alike groups to strategize for increased student performance across subject areas and grade levels. This will increase the tools and knowledge needed to effectively support student learning across these critical areas. Additionally, surveys indicate that our English Learners, low-income and foster youth students sustained social and emotional trauma during the pandemic. To address this issue, professional development for our teachers and staff is essential to the progress of our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs (both social-emotionally and academically). Over the past year, there has been a positive impact on our English Learners, low-income and foster youth students, with additional	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on students with CAASPP scores increasing. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		staff training in trauma-informed practices, which has led to increased retention rates. End-of-year student surveys indicate positive support for social and emotional needs among the unduplicated student population. Mission Academy will continue to provide training focused on helping our English Learners, low-income and foster youth population succeed. Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	
2.3	**Action:** Technology Access & Support **Need:** All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology	Ensuring that our English Learners, low-income and foster youth students receive and benefit from effective technology platforms and programs is an ongoing effort in helping 100% of them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. Providing students with Chromebooks and working	We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	platforms and support programs is critical to student access to curriculum and instruction. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	with them on their use of technology has been effective with our students during the last year. This action starts at student orientation and is ongoing throughout the school year. We expect that these actions will have a positive impact on our students. There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis..	on the implementation score each year. We will also consider input from the parents, students, and teachers.
2.4	**Action:** Support for Standards-based Curriculum and Instruction **Need:** All English Learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based curriculum is 4.64, based on the CDE Standards Implementation Rubric. Teachers and parents provided feedback indicating that they support the value of implementing standards-based curriculum. **Scope:**	To address this, we have implemented a new curriculum vendor, providing students with more dynamic and high quality standards-based instruction. This improvement aims to increase student engagement and present them with challenging content that fosters growth and academic excellence. Additionally, all of our English Learners, low-income and foster youth students, will have enhanced access to a standards-aligned curriculum. The implementation score for our standards-based curriculum is based on the CDE Standards Implementation Rubric, and our target is 5.0. We utilize a vetted and standards-aligned curriculum delivery program with personalized, targeted instruction and differentiation to meet the unique needs of each student learner. We monitor the quality of our curriculum program using the CDE rubric each year. Highly qualified teachers teach content and develop support for various student needs.	We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement on the implementation score each year. We will also consider input from the parents, students, and teachers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	Throughout the school year, our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
3.1	**Action:** Student Retention support personnel and incentive programs **Need:** We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. The Chronic Absenteeism Indicator was red for the All-student, Hispanic, and low-income student groups. We have seen success in the retention rate for our student population, which is currently at 98.59%. Teachers and parents provided feedback indicating that they support the value of supporting student retention.	Our English Learners, low-income and foster youth students, have some of the lowest attendance rates as calculated by completed student work toward graduation. Ensuring that our English Learners, low-income and foster youth students, are working toward course completion and remaining in school is foundational to our program. Mission Academy students are typically behind in credits and have been out of school for about a semester. We have trained personnel, such as our student retention staff, who provide outreach and monitoring of students so that they consistently work to maintain progress. We are also developing an intervention and incentive program. We will continue these practices because our data shows that we have been increasingly successful with students each year.	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	These actions occur throughout the school year. We expect that these actions will have a positive impact on our student retention resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
3.2	**Action:** Social-emotional support services and materials **Need:** We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 98.59%. Teachers and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	Surveys indicate that our English Learners, low-income and foster youth students sustained the most social and emotional trauma during the pandemic. Mission Academy offers programs such as Trauma-Resilient Educational Communities (TREC) strategies, Helping Our Parenting Students Excel (HOPE) incentives, additional counseling, support personnel, professional development, and relationships with partner programs in the community that provides wrap-around services. Internally we provide coaching from Academic Advisers and instruction from highly qualified subject teachers, increasing students' interaction with positive role models, which we know increases their protective factors for success. We will continue to provide and build on these actions and services. Partner feedback and data and surveys have indicated that our English Learners, low-income, and foster youth student populations are getting increased social and emotional needs support. This action is provided on an ongoing basis, throughout the school year. Staff and teachers are	We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		all diligent in watching for signs of trauma and are quick to provide support. We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.1	**Action:** Community/Parent Liaison and meaningful school activities **Need:** Our English learners' parents, low-income and foster youth students are some of the least involved educational partners. Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics section, we expect the participation counts to be above enrollment. Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities.	To address this, parent and academic partner engagement are essential to effective schooling for our English Learners, low-income and foster youth students. We know that parents, guardians, and families have difficulty engaging in meaningful school activities. We will continue to provide a Community Liaison who does outreach and promotes the school as a welcoming place for everyone. In addition, we have increased partner engagement with local agencies such as probation, caseworkers, child welfare services, and others who contribute to the success of our English Learners, low-income and foster youth students. We will continue to provide this action because we know that parent and partner engagement is essential in ensuring student success. We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing basis, throughout the school year.	We will closely monitor the progress on our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.2	**Action:** Materials and personnel to support educational partner events **Need:** Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 99% feel connected. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	The English Learners, low-income, and foster youth student populations have some of the lowest connectedness. School activities and events are important to our English Learners, low-income and foster youth students, and their families to feel connected to the school's purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, and materials. We will continue this action in personnel and support for educational partner events. We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is done on an ongoing basis throughout the school year. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all	We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students will benefit, this action is provided on an LEA-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials **Need:** According to the 2023 CA Dashboard, our English Learner student group was in the orange on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status remained orange at 33.3%. 33.9% of LTELs made progress. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:**	To address this, our EL and LTEL students will benefit from increased services offered by our EL Specialist and EL Paraprofessional. The EL Specialist will collaborate and train all general education teachers to customize instruction for English Learners and LTELs, and to effectively use the IELDP to provide targeted support. We also employ a bilingual enrollment specialist and a bilingual retention specialist. Throughout the year and on an ongoing basis, we will address students' needs by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL paraprofessional, EL tutors, ELD Leads, support staff, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. In collaboration with students and families. We implement our Designated and Integrated English language development (IELD) program, which is an integral part of our comprehensive program for every	We expect that students' ELPAC scores and their reclassification rate will increase as a result of the personalized academic support and attention they will receive from qualified personnel. We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. We will also consider input from the parents of participating students to enhance the quality of the program provided

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	English learner to meet the linguistic and academic goals. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.	
1.6	**Action:** Professional Development to Support English Learners and LTELs **Need:** According to the 2023 CA Dashboard, our English Learner student group was in the red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. Our 2024 ELPI status was 33.3%. 33.9% of LTELs made progress. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs.	To address this, we will continue to offer professional development in best instructional practices for English Learner education to provide our teachers, tutors and paraprofessionals with diverse and effective teaching methodologies tailored to the needs of our EL students. We will add more effective EL trainings to ensure that English Learners have quality instruction in their program, in ELD and general education courses. Our educators will continue to attend conferences such as CABE that provide the latest research-based practices and resources allowing them to stay current with evolving educational trends. Additionally, staff training may include but is not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored, and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	schema, contextualization, and others have proven to be effective. Additionally, workshops, conferences, and professional learning communities may provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores and the reclassification rate will increase as a result of the personalized academic support and attention they will receive from qualified personnel. Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There are opportunities for staff to engage in their effectiveness with each other and share best practices. We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.	enhance the quality of the program provided.

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

Not Applicable.

Additional Concentration Grant Funding

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

We are a single school LEA and an independent study DASS charter school, with over 55% unduplicated students. Our students are served by additional personnel specifically trained to address their specific social-emotional and academic needs. The funds were used to increase or retain critical personnel, who are essential to implementing each goal. Listed below are the goals and actions where there are additional personnel who provided direct services to unduplicated students:

Goal 1 Action 2: All academic interventions and program materials – have intervention teachers for math, ELA, and reading.
Goal 1 Action 3: Tutoring and support for students – have many tutors proficient in multiple subject areas.
Goal 3 Action 2: Social-emotional, trauma support services and materials.

We are single school LEA and do not have comparison schools.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$20,869,624.00	$5,167,633.00	24.762%	0.000%	24.762%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,606,170.00	$0.00	$0.00	$0.00	$24,606,170.00	$15,786,074.00	$8,820,096.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 to June 30, 2026	$384,883.00	$4,000.00	$388,883.00				$388,883.00	0.00%
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$880,000.00	$74,750.00	$954,750.00				$954,750.00	0.00%
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$579,000.00	$3,000.00	$582,000.00				$582,000.00	0.00%
1	1.4	Counseling students toward graduation and materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$246,000.00	$10,000.00	$256,000.00				$256,000.00	0.00%
1	1.5	Teachers are qualified and appropriately assigned	All	No				July 1, 2025 to June 30, 2026	$11,996,191.00	$0.00	$11,996,191.00				$11,996,191.00	
1	1.6	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 to June 30, 2026	$0.00	$500.00	$500.00				$500.00	0.00%
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$211,000.00	$0.00	$211,000.00				$211,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Professional development addressing English Learners, low income and foster youth students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$0.00	$80,000.00	$80,000.00				$80,000.00	0.00%
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$114,000.00	$700,000.00	$814,000.00				$814,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$420,000.00	$500,000.00	$920,000.00				$920,000.00	0.00%
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2025 to June 30, 2026	$0.00	$7,442,346.00	$7,442,346.00				$7,442,346.00	0.00%
3	3.1	Student Retention support personnel and incentive programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$274,000.00	$500.00	$274,500.00				$274,500.00	0.00%
3	3.2	Social-emotional support services and materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$246,000.00	$1,000.00	$247,000.00				$247,000.00	0.00%
4	4.1	Community/Parent Liaison and meaningful school activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$435,000.00	$3,000.00	$438,000.00				$438,000.00	0.00%
4	4.2	Materials and personnel to support educational partner events	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 to June 30, 2026	$0.00	$1,000.00	$1,000.00				$1,000.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$20,869,624.00	$5,167,633.00	24.762%	0.000%	24.762%	$5,167,633.00	0.000%	24.762 %	**Total:**	$5,167,633.00
								LEA-wide Total:	$0.00
								Limited Total:	$389,383.00
								Schoolwide Total:	$4,778,250.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$388,883.00	0.00%
1	**1.2**	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$954,750.00	0.00%
1	**1.3**	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$582,000.00	0.00%
1	**1.4**	Counseling students toward graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$256,000.00	0.00%
1	**1.6**	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	0.00%
2	**2.1**	Career and college-readiness for English Learners, low-income and foster youth students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$211,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,000.00	0.00%
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$814,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$920,000.00	0.00%
3	3.1	Student Retention support personnel and incentive programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$274,500.00	0.00%
3	3.2	Social-emotional support services and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$247,000.00	0.00%
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$438,000.00	0.00%
4	4.2	Materials and personnel to support educational partner events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,526,520.00	$24,616,239.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$312,000.00	$356,477.00
1	**1.2**	All academic interventions and program materials	Yes	$1,327,290.00	$1,524,409.00
1	**1.3**	Tutoring and supports for students	Yes	$422,960.00	$487,111.00
1	**1.4**	Counseling students toward graduation and materials	Yes	$117,000.00	$134,585.00
1	**1.5**	Teachers are qualified and appropriately assigned	No	$11,499,468.00	$12,257,081.00
1	**1.6**	Professional Development to Support English Learners and LTELs	Yes	$500.00	$995.00
2	**2.1**	Career and college-readiness for English Learners, low-income and foster youth students.	Yes	$142,000.00	$167,721.00
2	**2.2**	Professional development addressing English Learners, low income and foster youth students	Yes	$100,000.00	$114,957.00
2	**2.3**	Technology Access & Support	Yes	$698,000.00	$799,344.00
2	**2.4**	Support for Standards-based Curriculum and Instruction	Yes	$788,130.00	$906,015.00
2	**2.5**	Educational materials for an effective program	No	$6,497,716.00	$7,148,985.00

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)
3	3.1	Student Retention support personnel and incentive programs	Yes	$190,456.00	$219,776.00
3	3.2	Social-emotional support services and materials	Yes	$113,000.00	$132,068.00
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	$317,000.00	$365,545.00
4	4.2	Materials and personnel to support educational partner events	Yes	$1,000.00	$1,170.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,056,557.00	$4,529,336.00	$5,210,173.00	($680,837.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$312,000.00	$356,477.00	0.00%	
1	1.2	All academic interventions and program materials	Yes	$1,327,290.00	$1,524,409.00	0.00%	
1	1.3	Tutoring and supports for students	Yes	$422,960.00	$487,111.00	0.00%	
1	1.4	Counseling students toward graduation and materials	Yes	$117,000.00	$134,585.00	0.00%	
1	1.6	Professional Development to Support English Learners and LTELs	Yes	$500.00	$995.00	0.00%	
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students.	Yes	$142,000.00	$167,721.00	0.00%	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	$100,000.00	$114,957.00	0.00%	
2	2.3	Technology Access & Support	Yes	$698,000.00	$799,344.00	0.00%	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$788,130.00	$906,015.00	0.00%	
3	3.1	Student Retention support personnel and incentive programs	Yes	$190,456.00	$219,776.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Social-emotional support services and materials	Yes	$113,000.00	$132,068.00	0.00%	
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	$317,000.00	$365,545.00	0.00%	
4	4.2	Materials and personnel to support educational partner events	Yes	$1,000.00	$1,170.00	0.00%	

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)
$20,401,277.00	$5,056,557.00	0.000%	24.785%	$5,210,173.00	0.000%	25.538%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024