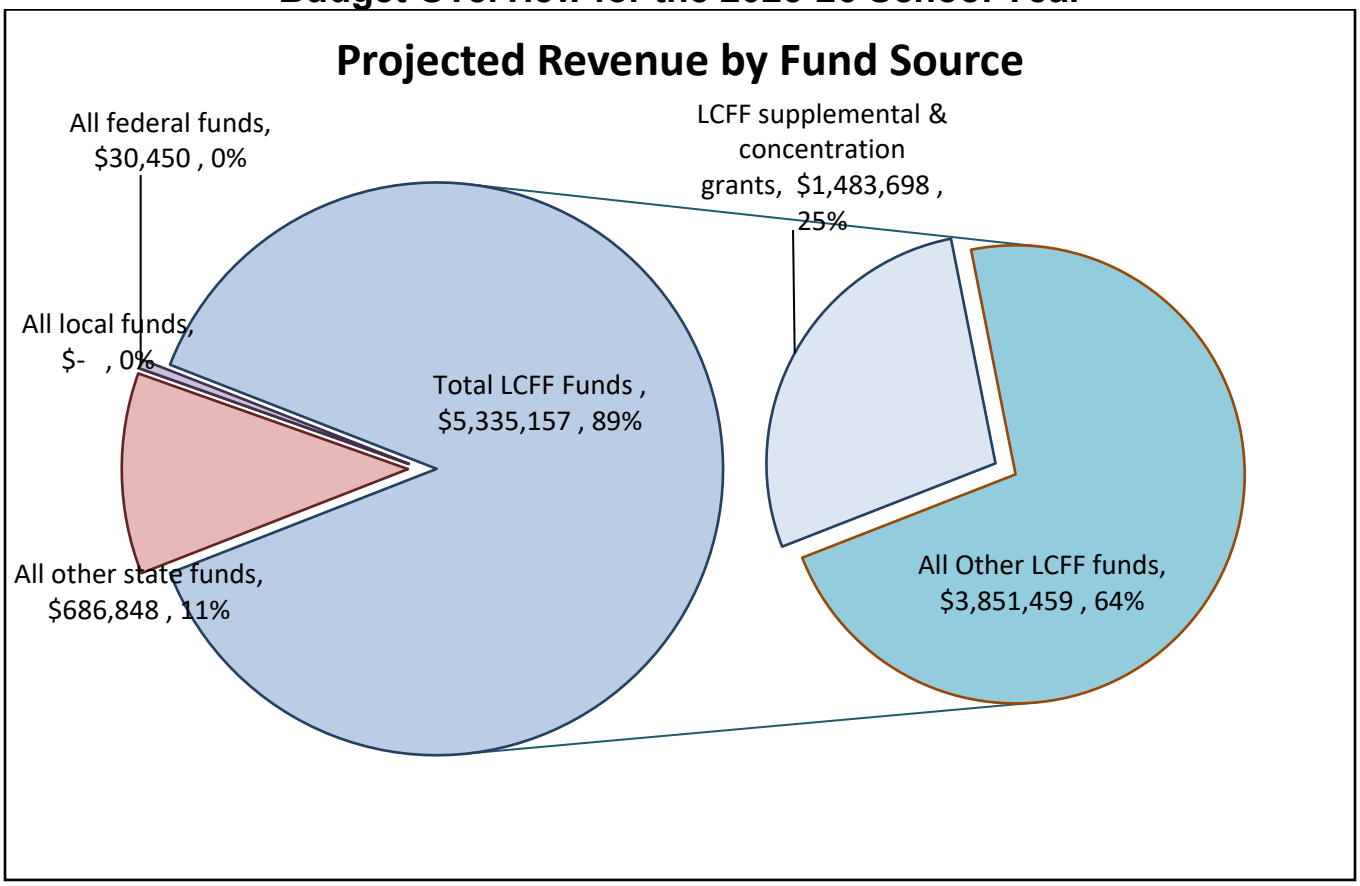
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orange County Workforce Innovation High
CDS Code: 30-10306-0134841
School Year: 2025-26
LEA contact information:
Corrine Manley
Area Superintendent
principaloc@innovationhigh.org
(714) 576-2714

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

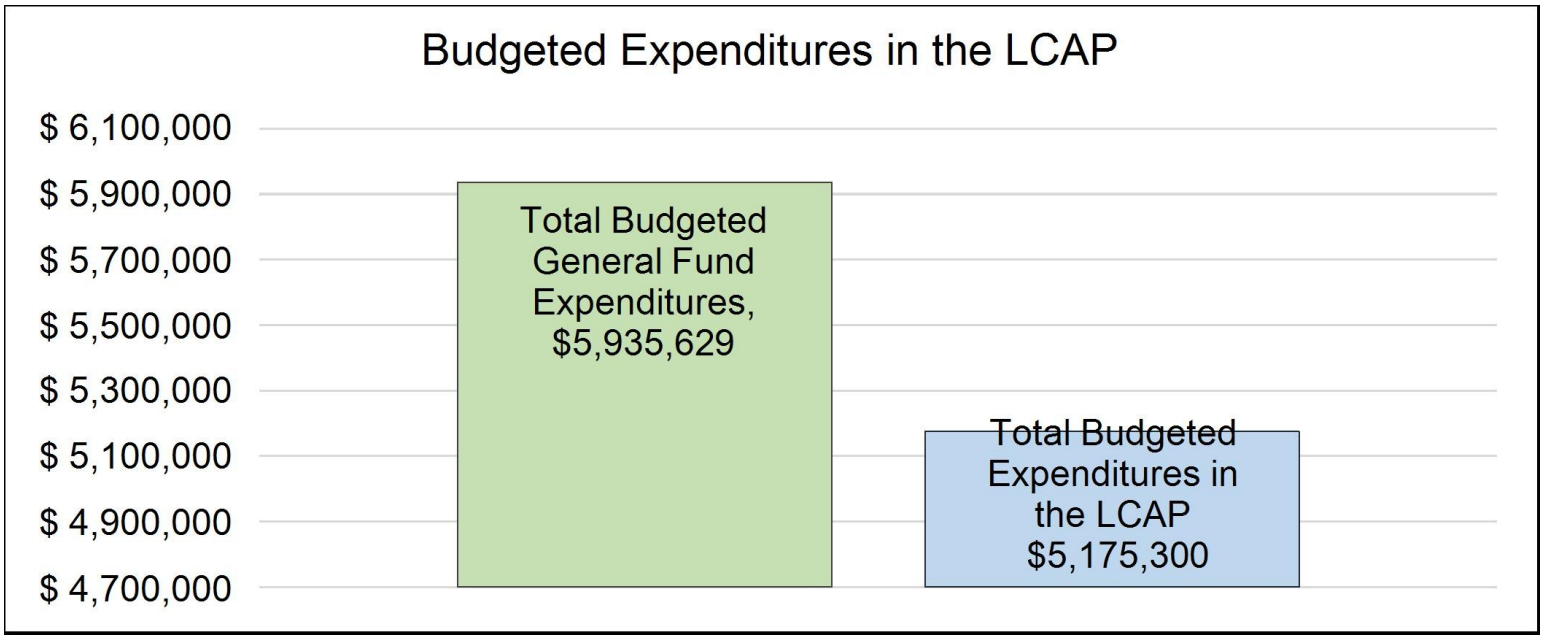


This chart shows the total general purpose revenue Orange County Workforce Innovation High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Workforce Innovation High is $6,052,455, of which $5,335,157.00 is Local Control Funding Formula (LCFF), $686,848.00 is other state funds, $0.00 is local funds, and $30,450.00 is federal funds. Of the $5,335,157.00 in LCFF Funds, $1,483,698.00 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 Orange County Workforce Innovation High 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: Orange County Workforce Innovation High plans to spend $5,935,629.00 for the 2025-26 school year. Of that amount, $5,175,300.00 is tied to actions/services in the LCAP and $760,329 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our 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
A-G Learning Loss Mitigation Grant
Educator Effectiveness Grant expenditures
AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28
California Community Schools Partnership Program
Ethnic Studies Block Grant

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

In 2025-26, Orange County Workforce Innovation High is projecting it will receive $1,483,698.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County Workforce Innovation High must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Workforce Innovation High plans to spend $1,483,698.00 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 5: Student activities that increase learning efforts.
- Action 7: 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

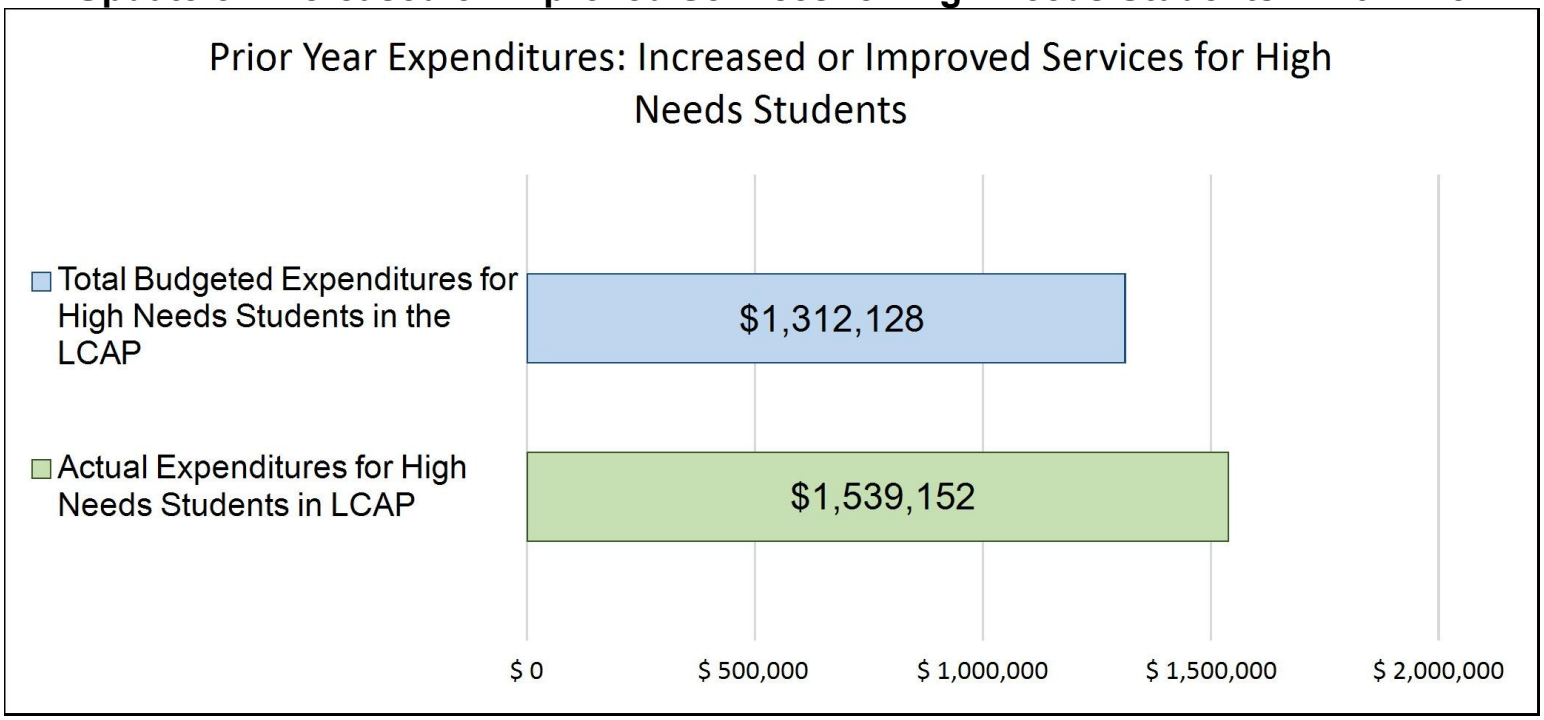
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, and foster youth students.

Goal #4: Increase Educational Partner Engagement

- Action 1: Community/Parent Liaison and meaningful school activities.
- Action 2: Translation services and contracted services for outreach.
- Action 3: 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 Orange County Workforce Innovation High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Workforce Innovation High 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, Orange County Workforce Innovation High's LCAP budgeted $1,312,128.00 for planned actions to increase or improve services for high needs students. Orange County Workforce Innovation High actually spent $1,539,152.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $227,024 had the following impact on Orange County Workforce Innovation High’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
Orange County Workforce Innovation High	Corrine Manley Area Superintendent	principaloc@innovationhigh.org (714) 576-2714

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.

Orange County Workforce Innovation High School (OCWIHS) is an independent study program with Dashboard Alternative School Status (DASS) currently serving 182 students in grades 9-12 in Orange County. We serve 20.3% English Learners, 87.4% Socio-Economically Disadvantaged, 3.8% Foster Youth, 8.8% Homeless Youth, and 33% Students with Disabilities. Our personalized learning program serves a diverse student community with the mission of engaging students in learning and supporting them towards graduation while building skills for college and career readiness. OCI students come from diverse backgrounds and are either no longer enrolled in a traditional classroom program or prefer a personalized learning experience in an alternative setting.

We are dedicated to preparing students for college and career through an integrated, personalized program that combines job-readiness coursework with strategic partnerships under the Workforce Innovation and Opportunity Act (WIOA). By collaborating with local workforce development organizations, we re-engage at-promise youth who face economic challenges, providing them with tailored tools to identify and access relevant training and employment services.

Many of our students face specific challenges, including significant credit deficiencies and prolonged absences from traditional schools. Many also balance full-time work or parenting responsibilities, and often contend with generational barriers such as poverty, trauma, and food insecurity. In response, we embrace a trauma-resilient, culturally responsive approach that addresses the Whole Child and Family, focusing on academic, social-emotional, mental, and physical health needs. Our student-centered environment sets high standards while offering personalized learning tailored to each student's needs, interests, and learning style. Key features include increased parental involvement, one-on-one teacher-student interaction, student-driven learning, technology access, and varied instructional support. As a year-round credit

recovery program with 13 Learning Periods, we emphasize not only academic achievement but also the development of critical thinking, problem-solving, and self-directed learning skills. This holistic approach empowers students to define and achieve success on their own terms.

In the 2025-2026 school year, OCWIHS will be in Year 2 of the California Community Schools Partnership Program (CCSPP) Implementation Grant. OCIWIHS is committed to the principles of the CCSPP Framework and the Four Pillars of Community Schools: integrated support services, family and community engagement, collaborative leadership, and extended learning time and opportunities. By building a sustainable Community Schools model rooted in shared decision-making and community-driven definitions of success, we aim to foster a "Whole-Child Lens" approach, integrating academics with health and social services, workforce development, and community engagement. This commitment aligns with our LCAP goals, ensuring that we address the unique needs of our students and community while promoting equity and academic excellence. Through collaborative partnerships with local organizations and government agencies, we aim to enhance student outcomes and create a supportive, inclusive environment that prepares students for success in college, career, and life.

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 78.8%. This is good for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is a +14.3 point increase from last year, and it has been increasing over the last two years. Our low-income students graduated at 76.7% in 2024. Hispanic students were just below the All-student group and graduated at 75.0%. Our African American, Asian, White, English learners, students with disabilities, homeless, foster youth, and all other 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 increase our success with our students by increasing such supports as tutoring, for all seniors.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 19.6 points below standard and receiving a yellow status. This was a +19.1 point increase from the previous year. There were no students in the red. Our African American, Asian, Filipino, White, socioeconomically disadvantaged foster youth, homeless, students with disabilities, 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 shows an orange status because of a 12.4 point increase from the previous year. The All-group was below standard by 171.8 points. There were no students in the red. Our African American, Asian, Filipino, White, socioeconomically disadvantaged foster youth, homeless, students with disabilities, and all other groups did not have enough students for a status to be calculated. There were no other groups who were two or more performance levels below the “all student” group.

Attendance
Our attendance rate is at 89.12%, which is high for a DASS school. Although this is -0.82 below our baseline, our expected outcome of 90% is within reach. We believe that the re-engagement strategies that we implemented to help students contributes to increasing the average attendance rate. Our teachers and retention support staff worked to address the serious concerns we had for students dropping out. Building relationships and staying connected to students has kept the non-completer rate at 1.38%, which is below our 10% threshold. This means we improved on keeping students enrolled in school and attending regularly.

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 high as of LP 7 at 100% and is up +3.7 percentage points. It’s been high over the last three years and shows that our mission of meeting students’ academic and social-emotional needs 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 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. As of LP 7, our retention rate was 100%, which is a +5.35 percentage point growth compared to last year. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Credit Completion
Our credit completion rate is a very important local metric that helps monitor progress towards graduation. It has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average +46% more credits compared to the baseline. Our low-income students earned +24%. Students in the low-income and special education groups earned +.59 and +1.02 points higher, respectively, in credit completion compared to last year. The foster youth student group decreased slightly by -.01. The English learner group was just below the All-student group. 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 green, which is an increase on the CA Dashboard of 0.3% for the All-student group. It was 0.4% for the socioeconomically disadvantaged student group and they were a green status. Earning a blue status were our English learners, LTELs, Hispanic, and students with disabilities. There was no performance color for the other student groups, including African American, Filipino, White, homeless, and foster youth. Expulsions were low at 0.0%.

School Survey Results

Our school survey data shows that 95% of our students felt connected this year. This is similar to last year and meets our expected outcome. This is an important metric for us and we expect to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 100% of the students surveyed said that they feel safe at school. It is very important to us to ensure that we are doing everything possible to provide students with time and attention to support them during their time with us. Teachers also reported that 100% are feeling safe, which is a concern, and 100% feel connected to the school. We have high expectations for school safety and connection, and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their student's education as well as school activities, events, and celebrations. 84 parents participated in our Annual Survey, which increased from 66 responses last year and 55 responses the year before that. 100% parent responses stated that they feel encouraged to participate this year, which is a +2 percentage point increase from the previous year.

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 and not short-term 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 state data and local metrics to identify student groups' performance gaps and resource inequities. We used student outcomes 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 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 24.6% in 2024 and 29.6% in 2023. This is far below the 68% threshold. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. There was a decrease of -5% compared to last year. Student groups in the red were our Hispanic and socioeconomically disadvantaged. Socioeconomically disadvantaged was at 24.2%, and Hispanic students were at 19.6%. There were not enough students in the following groups to warrant a performance color: African American, American Indian, two or more races, English learners, LTELs, homeless, foster youth, students with disabilities, and all 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.

College and Career Indicator
The College and Career Indicator shows very low with a red status and declined 3.3% for an overall 3.2% of students showing prepared. Two student groups in the red were Hispanic and socioeconomically disadvantaged. There were not enough students in the following groups to warrant a performance color: African American, American Indian, Asian, English learners, LTELs, two or more races, homeless, foster youth, students with disabilities, and all other student groups. We plan to address this need in College and Career readiness through our LCAP Goal 2 actions and Differentiated Assistance process.

English Learner Progress
The CA Dashboard ELPI is red and shows 32.1% making progress towards English proficiency. This is a decline of -6.7% from the previous year. Our LTEL group was also red, showing 32.1% making progress and declining by -7.3%. Our expected outcome is moderate growth. Our English learner reclassification rate increased from a baseline of 8% to 10% this year. This is a 2% point growth and above the expected outcome of 8.6%. The state average was 45.7% for the English Learner Progress Indicator for all EL students who made progress last year. We hope to meet that soon.

CAASPP English Language Arts
The CAASPP scores also showed that 30% of our 11th graders were meeting or exceeding standards. This was a significant drop of -13.0% from last year and is below the expected outcome of 50%. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in ELA. The student groups who were below the All-group were our low-income at 28%, Hispanic at 28% and homeless students at 25%. Above the All-student group were White at 50%. Our African American, Asian, White, English learners, foster youth, students with disabilities. All other groups 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 2% in meeting standards on the CAASPP for Mathematics. This is a 2 point increase from the previous year. low-income students scored at 3%, and our Hispanic students scored at 3%. The following student groups did not have enough students to warrant a calculation: African American, Asian, English learners, students with disabilities, homeless and White students. 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 25% of our high school students were meeting or exceeding standards. This was the same as the previous year. Our expected outcome 30%. 100% of our Asian students passed the assessment. Just below the All-student group were our Hispanic and low-income at 18%. African American, Asian, English learners, low-income students with disabilities, homeless, and White student groups did not have enough students to warrant a calculation. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: Hispanic and socioeconomically.
English Learner Performance Indicator: English learners.
Academic Indicator -English Language Arts: None.
Academic Indicator -Mathematics: Hispanic and socioeconomically.
College and Career Indicator: socioeconomically disadvantaged.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Initially, our collaborative CSI/DA Improvement team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our SED students and in the orange were our English learner students. As part of receiving technical assistance, we worked with the county office of education. Our CSI/DA team did a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. These student groups performed significantly below their grade level peers on the CAASPP English and CAASPP Mathematics tests. As a team, we identified that these groups could benefit

from higher participation in NWEA benchmark testing which would positively impact the ability of teachers and academic support staff to re-teach concepts for mastery in advance of the state testing windows each Spring. 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:

This year, we continue to participate in county-level technical assistance provided by the Riverside County Office of Education (RCOE) as part of our Differentiated Assistance status. During these meetings with RCOE, OCI's CSI/DA team reviewed the 2023 and 2024 CA Dashboard results and performed a Needs and Assets Assessment to determine root causes for our underperforming student groups in the Very Low (Red) status, Hispanic (HI), and Socio-Economically Disadvantaged (SED). Through this root cause analysis, we began to implement structural changes to our program in order to improve student learning outcomes. First, OCI developed a comprehensive professional development scope and sequence, carving out fundamental training to reinforce instructional efficacy, including training on NWEA assessments, EL Reclassification, and Professional Learning Communities. Next, we restructured our instructional week to increase student appointment days from two to three days, and designated specific targeted intervention and study hall days.

We determined our area of focus to be captured in the following Aim Statement: Increase the number of Socio-Economically Disadvantaged and Hispanic students meeting grade level standards in Mathematics by 10% on CAASPP and demonstrating progress by reaching 800 Quantile Range on NWEA Math assessment. We determined that if we design consistent, data-informed structures for evidence-based interventions like tutoring, SGI classes, and NWEA assessments, then more students will have structured instructional support that will result in improved Math proficiency. Action 1.2 in the 2024-25 LCAP was updated with these interventions in order to address this required action and meet our students' need for additional support. This year, results from this intervention are just starting to show an increase in our Mathematics indicator on 2024 CA Dashboard results increasing by 12.4 points and our NWEA scores increasing +9.78 points overall from 766.13 to 775.91.

We intend to continue strengthening our MTSS Framework through a continued focus on targeted tutoring, small group instruction, NWEA assessments for continuous improvement and improved student outcomes.

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.

Orange County Workforce Innovation High is a single-school Local Education Agency.

Support for Identified Schools

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

We are a single-school LEA with Dashboard Alternative School Status. This is a summary of how we supported ourselves in the development of the Comprehensive Support and Improvement plan. With guidance and training from the CDE, the county, and our local professional network, we did the following:

• We assigned our State and Federal Programs coordinator to provide leadership for the school in conducting a needs assessment. We analyzed the 5-year cohort graduation data to identity gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. Our framework was Carnegie's Improvement Science and our model is the Plan-Do-Study-Act process for continual improvement.

• The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.

• The data informed the CSI plan by guiding the root cause analysis towards intensive tutoring as a viable research-based strategy that would increase student math skills, credit completion and therefore, graduation rates. The data revealed that students who participated in tutoring had 50% more credits completed than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for intensive tutoring.

• The educational partners were engaged in the process through meetings held by leadership sharing the data and eliciting consultation from ELAC, PAC, staff and student groups. Our discussions centered on equity for all students with regards to learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support such as tutoring. Additionally, as a professional network of DASS independent study schools, we reviewed graduation data using the fishbone protocol. This helped to reveal root causes. A deeper dive around credit completion rates was done using a fishbone protocol with our admin team. The potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified and administration, in the analysis of the data. This led to their support for Goal 1 Action 3, which is assigning intensive tutoring for students as the means to improve the graduation rate.

Evidence-Based Intervention – Intensive Tutoring

The State and Federal Programs coordinator supported the school by leading the principal's team through the needs assessment, identifying the evidence-based strategies, and leading the staff through the selection of evidence-based strategies at their staff meeting.

The process for matching the selected intervention with the identified need was a collaborative endeavor through our professional network. We met regularly to study the data. From our needs assessment, we saw that those who attended tutoring earned 50% more credits, and we came to believe that tutoring could potentially close credit completion gaps. We then investigated other best practices for improving graduation.

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. In determining the selection of strategies to improve graduation, we considered and identified the following

evidence-based research interventions from these sources:

• 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 Los: 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.

This research on math tutoring used a randomized controlled trial, with 2,718 males in the ninth and tenth grades, from the south and west sides of Chicago. They were 90% on free and reduced lunch programs and 95% were either African American or Hispanic. They demonstrated an increase in math scores by 0.19 to 0.31 standard deviations, as well as increases in math grades by 0.50 standard deviations. The positive impact of tutoring is also 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 rationale for selecting the intervention is based on three main components. First of all, our students are very low in math skills, which inhibits their capacity to earn credits towards graduation. Second, education research points to intensive tutoring as a viable means to increase math performance, which in turn will increase credit completion. Third, increasing students' capacity to earn credits through intensive tutoring will yield higher graduation rates.

Therefore, our professional network team and our educational partners selected the following research-based strategies to implement:
* We will provide one-on-one intensive tutoring.
* We will provide positive social incentives for good attendance.
* We will track specific data for our seniors through site teams of teachers, counselors, and student retention support staff.
* We are going to continue seeking educational partner involvement and input.

We will address the low performance in the areas of graduation, ELA and mathematics, by assigning intensive tutoring to students who demonstrate low scores as determined by their NWEA diagnostic results. These low scores reveal that there are inequities that must be resolved through the implementation of our plan.

Resource Inequities Analysis

The State and Federal Program coordinator provided guidance to the school through a resource inequities analysis. This showed that more funds should by added to LCAP Goal 1 Action 3, because the following groups had significant gaps between the highest student group's graduation rate and other student group rates. Specifically, every group was below the All student group in their 4-5 year graduation rate. There was a significant difference of about 10-12 percentage points for our English learners and students with disabilities when compare to the All student group. Additionally, our homeless, Socioeconomically Disadvantaged and Hispanic students had a gap of about 2-7 points from the highest student group. This data shows that there are inequities in performance and our LCAP with its CSI plan is designed to address them in a comprehensive manner with research-based strategies such as intensive tutoring.

We are a charter school, and a single school LEA. Our State and Federal Program coordinator supported school leadership in performing a resource inequities and analysis. The team agreed to increasing the funding for LCAP Goal 1 Action 3. The guiding framework 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

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 site. Students are identified for tutoring based on NWEA diagnostic results, teacher referral and self-referral. Tutors connect with students daily and provide academic support in math and other subjects to help students learn and earn credits towards graduation.

All students receive a personalized learning program that is unique to them and is specifically designed to create an optimal path toward graduation. The independent study model 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.

Furthermore, the framework for guiding our process was based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network will help our school improve its outcomes on multiple metrics. Through our professional network, we used a fishbone protocol to determine root causes behind the conditions and drivers that lead to the outcome of a graduation metric. This helped us to define the problem we would like to address. 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 senior graduation progress to help answer the question: “How will we know which change is an actual improvement?”

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.

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 that the State and Federal Programs coordinator will collaborate with the school team to collect tutoring participation and share with teachers and school leadership.

The process, including metrics, used for evaluating the implementation of the CSI plan is to pull tutoring participation counts every learning period and determine if there is an increase in those who have received tutoring. The target is to increase tutoring participation by 50% at the end of the 7th learning period.

The process, including metrics, used for monitoring the effectiveness of the interventions to improve student outcomes is to pull and analyze credit completion for all students who participated in tutoring. This will be done every learning period.

The process, including metrics, used for evaluating the effectiveness of the interventions to improve student outcomes is to analyze the credit completion data to determine if it’s increased. The target for the credit completion rate is 4.0. Additionally, we expect that the graduation rates will increase by at least 1% each year.

Additionally, we will collaborate with our professional learning community network and implement the Plan, Do, Study, Act (PDSA) model as our process for continuous improvement. Through a collaborative team of school educators, we will use school data, such as tutoring participation, credit completion rates, attendance, and graduation rates to inform our inquiry and help focus on results. By monitoring our evidence-based interventions, we can see how seniors and others are utilizing the one-on-one tutoring and social incentives for good attendance. We will also continue to monitor our key metrics, such as credit completion rates and NWEA results, to identify the needs of struggling students who could benefit from additional one-on-one tutoring.

Again, the measure of success for the plan will be based on key indicators such as credit completion, attendance, tutoring contacts, the DASS one-year graduation rate and the federal 4-5 year graduation rate. Since each student is assigned one-on-one time with an individual teacher, all students who are identified in the system as 12th graders are monitored closely by their teacher for progress towards graduation. In addition, counselors monitor all seniors for credits earned. We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We can build the capacity of our teachers and tutors so that they are able to do this. We also plan to do the following: provide support staff to work with students falling behind on a regular basis to address their specific needs; ensure that students in need participate in tutoring with a tutor they can connect to regularly; and promote participation in small group instruction when possible.

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	Q1 Meeting - 8/8/24: Shared purpose of Parent Advisory Committee and call for members; provided overview of Parent Compact; provided overview of WASC Accreditation process and upcoming Mid-Cycle Visit; provided overview of Community Schools Partnership Program; introduced student support services staff; shared 24-25 LCAP Goals; reviewed California Dashboard Data and provided school action plan for addressing gaps in LCAP Goals 1 & 2: - Goal 1: Increase Academic Progress • Increased tutoring & support in SGI • Increased Literacy and Intervention programs • Dedicated program to support English learners • Increased activities for students to connect socially - Goal 2: Build College and Career Skills • Expanded Dual Enrollment offerings • Increased coordination of integrated services • Improved monitoring of student Academic Plans for focus on core credits • Expanded workforce readiness opportunities Q2 Meeting - 11/21/24: Request for PAC members; Provided overview of LCAP Infographic and Budget Overview and shared Local Control Funding Formula, Federal, and Grant funding; Reviewed LCAP Goals and services to improve outcomes for English learners,

Educational Partner(s)	Process for Engagement
	low-income, foster youth: - Goal 1: Increase Academic Progress • Tutoring program; Math and Literacy intervention; SGI Classes; increased support for English learners; enhanced training for teachers on instructional efficacy; school activities to promote wellness and academic achievement - Goal 2: Build College and Career Skills • Workforce readiness opportunities through WIOA partnerships; College and University field trips; expansion of CTE and Dual Enrollment opportunities - Goal 3: Student Retention • Re-engagement and retention process and support staff; formation of Coordination of Services Team (COST) with School Counselor, School Social Worker, Community Liaison, and Parent Engagement Liaison; focus on Social-Emotional Learning and building belonging and connection for overall wellness - Goal 4: Educational Partner Engagement • Implementation of Community Schools model; Needs and Assets Assessment process including Annual Survey; Increased participation at PAC/ELAC meetings; Student Council leadership Shared workforce opportunities; presented Annual Survey; shared WASC Mid-Cycle Report draft for educational partner review and provided highlights of actions and improvement; held breakout discussion groups with families to obtain feedback on WASC Mid-Cycle Report and actions and improvements. Q3 Meeting - 3/13/25: Request for PAC members; Shared updated 2024 CA Dashboard results for Mathematics, English Language Arts, College & Career, English Learner Progress, Suspension, and Graduation indicators and provided action steps and plans for each; provided overview of Title I Schoolwide Program; provided update on Comprehensive Support and Improvement status and progress on increasing tutoring access; provided update on Community Schools model implementation and partnerships; Held discussion groups with

Educational Partner(s)	Process for Engagement
	educational partners to record feedback on CA Dashboard Data and improvement programs. Q4 Meeting - 5/1/25: Request for PAC Members; shared School Accountability Report Card (SARC); reviewed LCAP Goals and shared metrics update with successes and areas of growth; shared Annual Surveys results; provided Community Schools Implementation Plan update; held breakout discussion groups with families to obtain feedback on LCAP areas of strength and need.
ELAC/ English Learner Advisory Committee	Q1 Meeting - 8/8/24: Shared purpose of English Learner Advisory Committee and call for members; provided overview of Parent Compact; provided overview of WASC Accreditation process and upcoming Mid-Cycle Visit; provided overview of Community Schools Partnership Program; introduced student support services staff; shared 23-24 LCAP Goals; reviewed California Dashboard Data and provided school action plan for addressing gaps in LCAP Goals 1 & 2: - Goal 1: Increase Academic Progress • Increased tutoring & support in SGI • Increased Literacy and Intervention programs • Dedicated program to support English Learners • Increased activities for students to connect socially - Goal 2: Build College and Career Skills • Expanded Dual Enrollment offerings • Increased coordination of integrated services • Improved monitoring of student Academic Plans for focus on core credits • Expanded workforce readiness opportunities Q2 Meeting - 11/21/24: Request for ELAC members; Provided overview of LCAP Infographic and Budget Overview and shared Local Control Funding Formula, Federal, and Grant funding; Provided overview of Reclassification with purpose, domains, and criteria; with Reviewed LCAP Goals and services to improve outcomes for English learners, low-income, foster youth:

Educational Partner(s)	Process for Engagement
	- Goal 1: Increase Academic Progress • Tutoring program; Math and Literacy intervention; SGI Classes; increased support for English learners; enhanced training for teachers on instructional efficacy; school activities to promote wellness and academic achievement - Goal 2: Build College and Career Skills • Workforce readiness opportunities through WIOA partnerships; College and University field trips; expansion of CTE and Dual Enrollment opportunities - Goal 3: Student Retention • Re-engagement and retention process and support staff; formation of Coordination of Services Team (COST) with School Counselor, School Social Worker, Community Liaison, and Parent Engagement Liaison; focus on Social-Emotional Learning and building belonging and connection for overall wellness - Goal 4: Educational Partner Engagement • Implementation of Community Schools model; Needs and Assets Assessment process including Annual Survey; Increased participation at PAC/ELAC meetings; Student Council leadership Shared workforce opportunities; presented Annual Survey; shared WASC Mid-Cycle Report draft for educational partner review and provided highlights of actions and improvement; provided overview ELPAC testing and targeted interventions for English learners; held breakout discussion groups with families to obtain feedback on WASC Mid-Cycle Report and actions and improvements. Q3 Meeting - 3/13/25: Request for PAC members; Shared updated 2024 CA Dashboard results for Mathematics, English Language Arts, College & Career, English Learner Progress, Suspension, and Graduation indicators and provided action steps and plans for each; provided update on Long-Term English Learner subgroup progress monitoring and targeted academic supports; provided overview of Title I Schoolwide Program; provided update on Comprehensive Support and Improvement status and progress on increasing tutoring

Educational Partner(s)	Process for Engagement
	access; held discussion groups with educational partners to record feedback on CA Dashboard Data and improvement programs. Q4 Meeting - 5/1/25: Request for ELAC Members; shared School Accountability Report Card (SARC); reviewed LCAP Goals and shared metrics update with successes and areas of growth; shared Annual Surveys results; provided Community Schools Implementation Plan update; provided overview of English Learner Reclassification purpose and criteria; held breakout discussion groups with families to obtain feedback on LCAP areas of strength and need.
Teachers and Staff	Professional Development Days - 8/28/24 - Reclassification Training: This course is centered on ensuring that schools are following the correct policy and procedures for reclassification based on criteria set forth by the California Department of Education (CDE) guidelines and Lifelong Learning. The goal of this process is to transition students from English learner status to fluent English proficient (RFEP) status by meeting specific related to students' language and academic abilities. - 9/23/24 - Parent Orientation Training: This training is a unique-to-model, back-to-basics training that explains why we require 1-on-1 student appointments. In the Effective Student Appt, we cover: 1) relationship building, 2) academic planning, 3) NWEA/assessment growth goals, 4) goal setting and 5) progress monitoring. These are the 5 expectations of our appts with students on our caseload. - 9/23/24 - Reclassification and the IELDP: As the CDE has changed the requirements of ELD instruction in California per 5 CCR Section 11309 C1, LLAC has created a revised IELDP form for ELs. This form focuses on instructional strategies and supports for both integrated and designated ELD. The students' ELPAC scores in each domain will guide the supervising teaching to indicate which level of support is needed for each domain(listening, speaking, reading, writing). This form will need to be referenced and shared with any instructional staff member that will provide instruction to an English learner.

Educational Partner(s)	Process for Engagement
	- 10/21/24 - Personalized Student Learning: This training covers the philosophy behind the Judith Kleinfeld research of the “warm demander”. It explains how the most inspirational and moving teachers are the teachers that provide warm relationships with their students coupled with high academic expectations. In this training, teachers reflect and identify how to develop relationships with their students and how to set attainable academic expectations with their students. - 10/21/24 - CPI Reframing Behavior: Reframing Behavior is a training program designed to help us better understand how our bodies respond to stress and anxiety, which can affect how we teach and learn. Based on the principles of modern neuroscience, the program teaches all educators how to regulate their own emotions while helping students exit fight, flight, or freeze mode and enter learning mode. - 11/18/24 - Intro to Professional Learning Communities: This course provides school staff with the framework and structure needed to begin implementing a PLC at their school(s). With support from the C+I team, this training helps administrators introduce the purpose and objectives of Professional Learning Communities to their staff using four driving questions. - 11/18/24 - NWEA Reports: This is the second course in the NWEA series. In this course, attendees will identify NWEA reports to begin using with their students to demonstrate growth. Specific reports can be requested to be included in the training. Content is focused on how to use the system reports to identify students' skill gaps, and how to use the information to make instructional decisions for students. Note: A strong testing and communication process should be in place prior to this training. Professional Learning Communities - Monthly PLC meetings by subject and job domain discussing curriculum and assessment (LCAP Goal 1), academic interventions and student progress (LCAP Goal 1), college and career readiness (LCAP Goal 2), student retention and

Educational Partner(s)	Process for Engagement
	re-engagement (LCAP Goal 3), social-emotional learning and mental health wellness (LCAP Goal 3), community partnerships and educational partner engagement (LCAP Goal 4) ELD Task Force Meetings - 8/6/24: EL Lead small group; Ellevation Platform; 24-25 EL Tracker; SIS Contact Manager; EL Paraprofessional targeted tutoring - 8/22/24: EL support schedule; Designated EL intervention days on Mondays; EL updates at Monday Staff meetings; - 11/6/24: Ellevation training for staff; Significant Disproportionality; ELPAC Score level 1 & 2 students - 2/26/24: EL credit completion by LP tracker; Education Support Staff PLC Meetings - 10/4/24: LP3 Data review and discussion; Tutoring session record keeping; SIS Contact Manager - 11/4/24: LP4 Data review and discussion; CSI Goal review - 1/8/25: LP5 Data review and discussion; CSI Goal; Virtual tutoring - 2/4/25: LP6 Data review and discussion; CSI Goal update; Virtual tutoring update - 3/7/25: LP8 Data review and discussion; Senior Cohort and CAASPP student focus; CSI Data reflection and goal celebration Comprehensive Support & Improvement Meetings - 10/9/24 - OCDE CSI/ATSI Principal's Network Meeting: CSI/TSI/ATSI status and eligibility; - 11/6/24 - LACOE Coaching and Capacity Building Session: CA MTSS; Family and Community Engagement; Differentiated Assistance; Improvement Science/Implementation Science; ESSA CSI Support - 12/4/24 - OCDE CSI/ATSI Principal's Network Meeting: 2024 CA Dashboard data; Communicating Dashboard data to your school community; CSI/ATSI/TSI status and eligibility - 2/7/25 - OCDE CSI/ATSI Principal's Network Meeting: LCFF Priorities and Local Indicators; Local Indicator Performance Standards; LCAP Local Data - 2/20/25 - LACOE State and Federal Programs Directors Meeting: LCAP Federal Addendum; 24-25 ESSA School Support and

Educational Partner(s)	Process for Engagement
	Improvement; California Healthy Youth Act; Federal Program Requirements Update; LCAP Update
Principals / Administrators	7/9/24 - LCAP Goal and Action review; Significant Disproportionality; Mandatory Staff Trainings; Trauma-Resilient Educational Communities (TREC) modules; Ethnic Studies Block Grant; Prop 28 Arts & Music in Schools Grant; Tutoring/CSI PLC; Community Schools; PLC Model 7/22/24 - Q1 PAC/ELAC; Significant Disproportionality Progress Reports and Addendum; Ellevation Platform; OCDE CCSPP Community Schools Coordinator and Community of Practice Networks; LCAP Non-Personnel Budget Overview 8/6/24 - ELD Task Force; 2024 CCEIS Budget; Community Schools Implementation Grant 8/20/24 - WASC Mid-Cycle Visit; August Board Meeting; Significant Disproportionality technical assistance; OCDE Community Schools Network Meeting; Intervention programs/curriculum; CCSPP Annual Expenditure Report 9/6/24 - Significant Disproportionality 2022 Final Progress Report, 2023 Progress Report #3, and 2024 Addendum; Ellevation staff training; WASC Conference; Community Schools Implementation Grant budget overview 9/17/24 - WASC Mid-Cycle Report Draft; Significant Disproportionality 2024 Addendum; Staffing; Ellevation platform; A-G Learning Loss Mitigation Grant; Ethnic Studies Block Grant; Prop 28 Arts & Music in Schools Grant; Solution Tree PLC at Work Institute; Khamigo Tutoring platform 10/29/24 - WASC Mid-Cycle Report Draft; Workforce development offerings; Social-emotional supports; RCOE Differentiated Assistance technical assistance; Comprehensive Support and Improvement;

Educational Partner(s)	Process for Engagement
	Significant Disproportionality reports; Q2 PAC/ELAC; Ellevation platform 11/21/24 - ELD Task Force updates; WASC Mid-Cycle Visit; OCDE Career Education Unit; Solution Tree PLC at Work Institute; Q2 PAC/ELAC 12/2/24 - Community Schools staffing and budget overview; CISC Visit; Partnerships Matrix; WASC Mid-Cycle Visit preparation 12/10/24 - Community Schools budget overview; HopSkipDrive service; CISC Visit 1/7/25 - Annual Surveys; WASC Mid-Cycle Visit preparation; Educational Partner Feedback; WIOA; 2024 CA Dashboard Data; College and Career Indicator; English Learner Progress Indicator; Graduation Rate; Mathematics; English Language Arts; Data+Design platform; Facility damage 1/21/25 - WASC Mid-Cycle Visit schedule; Credit Drop-Off days; Ellevation training; Annual Surveys progress; Ethnic Studies Block Grant 2/4/25 - LCAP budget review; WASC Mid-Cycle Visit review; February Board Meeting; Annual Survey progress; CABE Conference; Ethnics Studies Block Grant; 2/18/25 - CISC Visit preparation; February Board Meeting; Mid-Year LCAP Report; 2024 CA Dashboard Data; WASC Mid-Cycle Visit follow up; Conferences & Training 3/4/25 - LCAP budget review; Community Schools budget review; CEI Peer Professional Learning Network; OCDE Oversight visit; Staffing updates
Students	10/3/24 - Community Schools Steering Committee: Provided overview of Community Schools purpose and framework with 4 Pillars.

Educational Partner(s)	Process for Engagement
	Students and parents shared feedback about family engagement and student opportunities such as tutoring, student spaces, workforce and job opportunities, college courses, field trips and athletics, and mental health 10/29/24 - Food 4 Thought Meeting: Area Superintendent hosted open forum with students to listen. Students provided feedback on Dual Enrollment, tutoring support, school schedule, student lounge space, athletics, and more 11/20/24 - Cupcakes 4 Comments Event: Held booth to speak with students and capture their feedback. Students provided written feedback on positive and encouraging school climate, flexibility of schedule, individualized support, food options 12/5/24 - WASC Mid-Cycle Focus Group: Shared WASC Mid-Cycle Report and provided highlights of goals, actions, and areas of focus. Students provided feedback on Mid-Cycle Report, LCAP Goals, and action plan on the topics of College and Career Readiness, Arts and Music opportunities, Workforce opportunities
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	8/27/24 - Shared Financial Update and Financial Reporting for 24-25 School Year, Technology Information update, Academic Progress Metrics (LCAP Goal 1), School Activities, Professional Development, and Community Schools model 10/8/24 - Shared Title I Program Evaluation, 23-24 Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Plan update, Academic Progress metrics (LCAP Goal 1) Workforce Innovation and Opportunities Act (WIOA) and Senior workshops (LCAP Goal 2) 12/3/24 - Shared updates on Finance, Vendor list, Academic Progress Metrics and Instructional improvements (LCAP Goal 1), Workforce development activities (LCAP Goal 2), Social-Emotional Learning (LCAP Goal 3), Parent education classes and parent engagement opportunities (LCAP Goal 4), Community Schools model 2/25/25 - Shared updates on facility damage and temporary campus closure, LCAP Mid-Year Monitoring Report with updates on LCAP Goals, Actions, and progress, 2024 CA Dashboard update, Long–Term English Learners, WASC Mid-Cycle Visit, Academic Progress

Educational Partner(s)	Process for Engagement
	Metrics (LCAP Goal 1), CTE Photography (LCAP Goal 2), PAC/ELAC Meetings (LCAP Goal 4),
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	6-3-25 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	6-3-25 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	6-3-25 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.

Parent Feedback: Parents provided feedback through multiple channels, including quarterly PAC/ELAC committee meetings, educational partner gatherings such as the Title I Annual Meeting and Community School Coffee Hour, annual surveys (including the Community Schools Survey), individual consultations, and Empathy Interviews. This multi-faceted approach continued our ongoing Comprehensive Needs and Assets Assessment process, enabling us to pinpoint key areas of strength and need. These included a continued need for increased one-on-one academic support, such as tutoring (LCAP 1.2 and 1.3), clear academic counseling and awareness of graduation requirements (LCAP 1.4), expanded college and career opportunities (LCAP 1.5 and 2.1), and expanded access to mental health and community resources (LCAP 3.1, 3.2, 4.1, and 4.3).

The following are samples of direct parent feedback that informed LCAP development and school decision making:
- “I love that improvement is a key factor in the goals, especially college and career readiness. The youth of today really need to accomplish educational goals today and in their near future.”
- "Instruction in regards to drugs, domestic violence. To create awareness how to set up boundaries in a healthy way."

- "Mental health services for students are beneficial. This allows for students to process and cope with overwhelming pressure when it comes to being a student and outside life."
- "I like the information. I can see a lot improvement in all areas. Thank you for providing Cynthia for interpretation in Spanish. I'm so happy more parents came today. Don't forget the parents and staff who are always here supporting even though it is our responsibility. I would follow up with the parents who show up today so they keep coming back. A thank you note maybe."

Our Annual Survey had 84 parents participate this year, which increased from 66 responses last year and 45 responses the year before that, demonstrating significant growth in parent engagement. Overall, our families feel well-informed and that school communication is clear and effective, with 100% stating they feel connected and would recommend our program to others. Our families feel our school is safe, encourages regular attendance, and supports student progress towards graduation. We continued delivering our Community Schools Survey which gathered important insights aligned to our LCAP regarding services and areas of need our parents prioritize, such as instruction and academic support (LCAP 1.1, 1.2, and 1.3), communication with families (LCAP 4.1 and 4.3), college and career readiness (LCAP 2.1), and mental health and social-emotional learning (LCAP 3.1 and 3.2)

Student Feedback: Ensuring that student voice is actively and meaningfully integrated into the development and implementation of our LCAP remains a top priority. This year, we emphasized a purposeful Comprehensive Needs and Assets Assessment process that prioritized opportunities for student feedback.

Our Student Council met regularly to strengthen student voice and leadership skills. As part of their continued efforts to build connection among our student body, Student Council held Fall and Winter Social events and participated in our annual Trunk-or-Treat and Community Resource Fair. Additionally, student involvement was strongly represented in our biweekly Community School Coffee Hour and newly formed Community Schools Steering Committee. Our Annual Surveys had 151 students participate: 100% of students reported feeling safe and the school environment is positive and inclusive, and 95% reported feeling connected. 99% of students feel the academics are preparing them for college and career and that they are pushed academically to be their best. Our answers from the Social-Emotional Learning questions show us that while our students are self-aware and have self-regulation skills, there are still areas of need to ensure all students build these social-emotional competencies, especially in the skills of stress management and relationships (LCAP 3.1 and 3.2). Our Future Goals, College, and Career answers were also interesting and reflected some notable shifts. While Work and Community College were again the most prominent post-secondary plans, we had a significant increase of responses for enrolling in Trade Programs and Attending a 4-Year University (LCAP 2.1). One area we want to focus on for improvement is with ensuring students are regularly informed of Graduation Requirements (LCAP 1.4).

In addition to our Annual Surveys and Community School Survey, we launched several activities intentionally designed to provide diverse platforms for students to provide meaningful input about school goals, needs, and culture. These events included a Food 4 Thought luncheon with our Area Superintendent, a Cupcakes 4 Comments event, and a WASC Focus Group.

The following are samples of direct student feedback that informed LCAP development and school decision making:
- Students expressed a desire for broader college and career exploration such as trade schools, internships, and apprenticeships; more college and university field trips; and more information on available workforce development programs and partnerships
- Student mentioned additional academic support other than tutoring and suggested small study groups based on subject

- “Improve math classes to enhance student knowledge of Math. English learning. Culinary. Wood workshop. Foreign language in person. Structure for students. Push kids towards dual-enrollment and college. Hobby weeks, beach days, circus, town fairs, etc. You are doing amazing"
- "I think everything is great, but how I said the snacks should improve they should add protein shakes and protein bars. I also think we have little private rooms to do our homework in so we can work alone without any distractions. We should also do more field trips that are outside field trips like hikes and garden walks."

Administration Feedback:

Administrators met regularly to review data, assess progress, and evaluate the effectiveness of LCAP Goals and Actions. Throughout the school year, there was a strong emphasis on shared decision-making and continuous improvement, with administrators prioritizing alignment across school-wide strategic plans to achieve desired LCAP outcomes. They received consistent updates on Comprehensive Support and Improvement, Differentiated Assistance, and CA Dashboard data. A key focus was addressing the Differentiated Assistance status by developing an effective mathematics intervention system—this involved assessing current practices and resources and making targeted improvements based on identified gaps.

Teachers Feedback:

Teacher and staff involvement in developing the Local Control and Accountability Plan (LCAP) and driving continuous improvement continues to grow. Their active participation in collaborative discussions, Professional Learning Communities (PLCs), and county-level technical assistance has been crucial in shaping the plan and advancing ongoing progress. Staff participation at educational partner meetings grows and deepens year after year at events like PAC/ELAC, Community School Coffee Hour, and our new Community Schools Steering Committee. At these events, staff both participate as educational partners and lead meaningful discussions to obtain valuable feedback. Staff played a crucial role in our WASC Mid-Cycle Visit process this year, helping develop the report and representing the school during the visit itself. Staff members are especially enthusiastic about the Community Schools model, which supports both school-wide initiatives and their professional development. The Community Schools model has amplified our LCAP goal of supporting targeted professional development (LCAP 2.2) and allowed staff to attend diverse training opportunities aligned to LCAP goals such as the Solution Tree PLCs at Work Institute (LCAP 2.2), California Association of Bilingual Education (CABE) Conference (LCAP 1.8), the CA MTSS Professional Institute (LCAP 3.1), and OCDE’s Family and Community Engagement Network (LCAP 4.1) to name a few. These robust, targeted professional learning opportunities build individual and collective capacity to improve student outcomes, and reflect the school and staff’s commitment to a sustained cycle of inquiry and continuous improvement to attend to the evolving needs of students and the school community.

School Board Feedback:

The Board received regular reports on financial updates, key performance indicators, grant plans, and significant school achievements or challenges. These reports support informed decision-making, effective resource allocation, and transparency, helping the school meet its goals while keeping the community informed about performance and direction. Topics covered included progress on LCAP goals, actions, and outcomes; the school budget, including LCAP funds and grants such as Prop 28 Arts and Music in Schools and the California Community Schools Partnership Program; school improvement and accountability statuses like Comprehensive Support and Improvement

and Differentiated Assistance; and critical data from the CA Dashboard and Annual Surveys. Board members expressed satisfaction with academic improvements such as increased credit completion and attendance (LCAP 1.1 and 1.2), increased one-on-one tutoring (LCAP 1.3), and workforce development and CTE offerings (LCAP 2.1). They also appreciated increased engagement with educational partners through more school events, deeper involvement via student and family feedback, and higher participation in Annual Surveys (LCAP 4.1 and 4.3).

Public Feedback:

During Board Meetings time was set aside for public feedback. To date there has not been any public feedback presented at Board Meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Progress: This is a focus goal for increasing academic progress for all students, especially our English language learners, low-income, and foster youth, 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, credit 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 on key state and local data, we determined the need for a focus goal on academic performance for all our English language learners, low-income, and foster youth students. This new goal specifically addresses low key metrics such as the English learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the “All" Student Group, and the English language learners, low-income, and foster youth 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 focus 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 help address the learning loss 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	Teachers are Highly Qualified– Priority 1	87%	100%		100%	+13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	Data Year: 2024-25 Data Source: Internal HR Tracking		Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	
1.2	Teachers are Appropriately Assigned – Priority 1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Appropriately assigned Data Year: 2024-25 Data Source: CalSAAS		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference
1.3	Reading – Lexile Growth – Local	All: 994.94 EL: 821.54 LTEL: 842.93 FY: 831.36 LI: 990.18 SWD: 909.32 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 998.59 EL: 792.98 LTEL: 818.75 FY: 866.67 LI: 975.64 SWD: 895.75 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		All: 1100 EL: 850 FY: 850 LI: 1100 SWD: 940 LTEL: 800 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +3.65 EL: -28.56 LTEL: -24.18 FY: +35.31 LI: -14.54 SWD: -13.57
1.4	Mathematics -Quantile Growth - local	All: 750.06 EL: 565.00 LTEL: 605.46 FY: 509.50 LI: 731.73 SWD: 614.24 Data Year: 23-24 LPs 1-7	All: 775.91 EL: 571.63 LTEL: 588.48 FY: 449.17 LI: 743.39 SWD: 636.84 Data Year: 2024-25 LPs 1-7		All: 800 EL: 600 FY: 550 LI: 800 SWD: 650 LTEL: 700 Data Year: 26-27 LPs 1-7	All: +25.85 EL: +6.63 LTEL: -16.98 FY: -60.33 LI: +11.66 SWD: +22.60

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: NWEA reports on PowerBI		Data Source: Internal PowerBI	
1.5	Average Credit Completion – Local Metric	All: 2.08 EL: 2.21 FY: 2.51 LI: 2.41 SWD: 2.05 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.03 EL: 2.87 FY: 2.50 LI: 3.00 SWD: 3.07 Data Year: 2024-25 LPs 1-7 Data Source: Internal Data+Design		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.95 EL: +0.66 FY: -0.01 LI: +0.59 SWD: +1.02
1.6	English Learner Reclassify - Priority 4	8% Data Year: 2023-24 LP1-7 Data Source: Internal Calculation	10% Data Year: 2024-25 Data Source: Internal Calculation		8.6% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	+2%
1.7	EL Annual Progress on ELPI -Priority #4	38.9% ELPI Red Data Year: 2023 Data Source: CA Dashboard	32.1% ELPI, No Performance Color Declined 6.7% LTEL - 32.1%, No Performance Color, Declined 7.3% Data Year: 2024		Moderate Growth 5% increase each year of EL Annual Progress on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Declined 6.7% LTEL - Declined 7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard			
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 64.5% EL: ** FY:** LI: 63% SWD: ** Homeless: ** AA: ** AS: ** H/L: 61.9% WH: ** Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 78.8% EL: ** FY:** LI: 76.7% SWD: ** Homeless: ** AA: ** AS: ** H/L: 75.0% WH: ** Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 85% EL: 85% FY: 85% LI: 85% SWD: 85% Homeless: 85% AA: 85% AS: 85% H/L: 85% WH: 85% LTEL: 85% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +14.3% EL: (w/o comparison) FY: (w/o comparison) LI: +13.7% SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +13.1% WH: (w/o comparison)

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 One supported the progress in meeting the following goal: Increase academic progress.

Action 1.1: English learners support staff, interventions, and materials.
Implementation Status: 3
We have assigned a designated EL Lead Teacher and EL Paraprofessional. An ELD Task Force consisting of faculty, paraprofessionals, and administrators meets consistently to review practices, progress monitor, and assign interventions to support English learners. No substantive difference in the planned action compared to the actual implementation.

Actions 1.2: All academic interventions and program materials.
Implementation Status: 4
Our Intervention Program consists of Literacy and Math through delivery targeted one-on-one tutoring as well as Small Group Instruction classes. Our Literacy Intervention consists of four courses: System44, Read 180, English Intensive, and Writing Intensive. Our Math Intervention provides targeted support through tutoring and Small Group Instruction (SGI) classes in Algebra 1, Algebra 2, and Geometry, with additional online courses available through Subject.com. A video library was created consisting of in-house instructional videos for all math credits which include Algebra 1, Geometry, Algebra 2, and Personal Finance as an additional resource for students to access. Tutoring is a core component, focusing on essential math credits as outlined in the Comprehensive Support and Improvement (CSI) Plan. To maximize impact, the instructional week was restructured to increase student appointment days from two to three per week and extend appointment times from two to three hours, with Mondays designated for study hall and Fridays for targeted intervention. This comprehensive approach ensures students receive individualized, consistent support to strengthen foundational math skills and improve academic outcomes. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: 5
As part of our Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) plans, our CSI/DA professional learning community (PLC) consisting of tutors, paraprofessionals, and administrators continued to meet regularly each LP to examine and assess practices, review data, and apply targeted intervention. School leadership reviewed data provided by our CSI/DA PLC each LP to ensure adequate progress and implementation. Tutoring attendance data was reviewed with staff and PAC/ELAC to build a culture of data-driven continuous improvement and successful delivery of individualized academic intervention that supports increased credit completion and graduation rate. For this Action, we met our target of increasing the number of unique students receiving one-on-one tutoring by 50% by LP 7. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 5
Our School Counselor works collaboratively with supervising teachers and administration to ensure appropriate course placement and provide support with post-secondary planning. School Counselors also work closely with student services and school support staff such as school psychologists, Student Retention Support, School Social Workers, and Community Liaisons to coordinate wrap-around services for social-emotional, mental health, and behavioral support. As the designated Homeless and Foster Youth Liaison, our School Counselor is connected with our local county office of education’s Foster and Homeless Youth Educational Services department to provide ongoing support for our special populations. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: 4

Providing a robust and well-rounded educational experience for students is a priority in order to enhance student academic outcomes. OCI offers a diverse array of extracurricular activities to complement classroom learning such as school social events, student leadership platforms, athletics, workforce development, experiential learning, and field trips in order to cultivate belonging and connection to the school community. No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Implementation Status: 4
We strive to hire fully credentialed teachers and we monitor their assignments to be sure that there are no misassignments each year. This year we are fully staffed with 0 vacancies. New teachers are assigned a mentor teacher that works with them throughout the year providing support and guidance. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Implementation Status: 4
With our schoolwide Title I Program, we are able to provide increased academic support and intervention through a designated Tutor in addition to intervention curriculum, Small Group Instruction, and academic counseling. No substantive difference in the planned action compared to the actual implementation.

Action 1.8: Professional Development for English learners.
Implementation Status: 5
All teachers, tutors, and paraprofessionals utilize SDAIE strategies and have been trained on Sheltered Instruction Observation Protocol (SIOP). Additional internal and external professional learning was made available to staff including the California Association of Bilingual Education (CABE) Conference, Multilingual and Multicultural Summit, and Equitable Grading Practices for English learners. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school’s successes related to Goal 1: Increasing Academic Progress are centered on a safe, inclusive, and collaborative school community focused on a personalized learning model that suits the individual needs of each student. We are proud of our diverse learning model that has multiple delivery methods for instructional support including Small Group Instruction and one-on-one tutoring. Between last year and LP7 of this school year, we successfully met our CSI Goal by increasing the number of unique students accessing one-on-one tutoring by 50% to improve from 54 to an average of 68 unique students per LP. We’ve made significant gains in key areas while continuing to find ways to improve programs and increase academic outcomes. Our students also demonstrated growth in both ELA and Math indicators on the CA Dashboard. In English Language Arts, scores increased by 19.6 points and maintained performance at Yellow. Most impressively is that this puts our students at only 19 points away from reaching grade level proficiency. In Math, scores increased by 12.4 points to improve performance from Red to Orange. We’ve increased average credit completion from 2.44 last year to 3.03 this year, getting closer to our overall goal of 4 credits. While our Lexile Growth maintained at 998, our Math Quantile Growth increased 9 points from 766 to 775, and our EL Reclassification increased from 8% to 10%. Our DASS one-year graduation rate also increased 15% from 64% last year to 78.8% this year.

Overall Challenges: Our school’s overall challenges related to Goal 1: Increasing Academic Progress continue to be student proficiency in Mathematics, specifically in local and statewide assessments, English learner progress, College and Career Readiness, and our 4-5 Year Cohort Graduation Rate. However, we are eager and have the resources and human capital necessary to apply evidence-based practices to

support our strategic schoolwide plans, and are fully committed to school transformation through an ongoing cycle of improvement. With focused priorities through our Comprehensive Support and Improvement and Differentiated Assistance statuses, we are growing shared commitment and collective capacity towards data-driven decision-making and targeted academic interventions and measurable goals to improve student success. This year, the school also endured extensive facility damage due to flooding over winter break that necessitated campus closure for nearly two months. Despite extensive damage and an unclear timeline for repairs and return to normal operations, our team demonstrated the resilience and commitment we strive to instill in our students and quickly organized both a switch to remote learning and Credit Drop Off Days, utilizing every available space – from our lobby to the parking lot – to ensure learning continuity for students. The campus closure and lack of in-person learning resulted in a drop in attendance and credit completion for the period. However, students and the school demonstrated resilience and learning and performance metrics recovered in stride once the campus was reopened.

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 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 1.7 for interventions, were also fully expended.

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 One helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1: English learners support staff, interventions, and materials.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement: As noted in the metric section above, our ELPI status remained at Red or Very Low with 32.1% of English learners making progress, which is a decline of 5% and falls short of our goal of Moderate with 5% growth. Our Reclassification Rate increased to 10% from 8% the previous year. We continue to strengthen our EL system of support through a comprehensive approach of designated personnel, structured intervention, and investment in curriculum and resources. Our EL Lead and EL Paraprofessional provide academic support to English Learners and Long-Term English Learners through targeted intervention appointments. Progress is monitored through the Individualized English Language Development Plan (IEDLP) and Reclassified Fluent English Proficient (RFEP) Monitoring Forms, which are in the process of being digitized and integrated into Ellevation, a dedicated progress monitoring platform. Structural improvements to the learning program have been implemented specifically to support English learners, with both increased student appointment times and

designated days for intervention. The ELD Task Force, a professional learning community consisting of faculty, paraprofessionals, and administrators, meets consistently to review practices, progress monitor, and assign interventions to support English learners.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: 2 - Somewhat Effective
Metric: NWEA MAP
Analysis Statement: As noted in the metric above, our NWEA Lexile scores for our All Group show 998.59, which is an increase of +3.65 from the previous year, and our Quantile scores for our All Group show 775.91, which is an increase of +25.85 from the previous year. However, while progress has been made, there are still areas requiring improvement. The Lexile scores for our EL, LTEL, LI, and SWD declined, and we are overall still short of our target Lexile score of 1,100. The Quantile scores of our EL, LI, and SWD increased, but our LTEL and FY declined, and we are overall still short of our target Quantile score of 800. We believe the structural and programmatic enhancements we've made to our learning program will yield improved student outcomes. Consistent implementation and monitoring of evidence-based academic interventions like one-on-one tutoring, differentiation, and Small Group Instruction remain the core of our academic program

We continue to participate in county-level technical assistance provided by Riverside County Office of Education (RCOE) as part of our Differentiated Assistance status. During these meetings with RCOE, OCI's CSI/DA team reviewed the CA Dashboard results and performed a Needs and Assets Assessment to determine root causes for our underperforming student groups in the Very Low (Red) status, Hispanic (HI) and Socio-Economically Disadvantaged (SED). Through this root cause analysis, we began to implement structural changes to our program in order to improve student learning outcomes. First, OCI developed a comprehensive professional development scope and sequence, carving out fundamental training to reinforce instructional efficacy, including training on NWEA assessments, EL Reclassification, and Professional Learning Communities. Next, we restructured our instructional week to increase student appointment days from two to three days, and designated specific targeted intervention and study hall days. We determined our area of focus to be captured in the following Aim Statement: Increase the number of Socio-Economically Disadvantaged and Hispanic students meeting grade level standards in Mathematics by 10% on CAASPP and demonstrating progress by reaching 800 Quantile Range on NWEA Math assessment. Through our personalized learning model, interventions involve targeted support and personalized instruction tailored to address the specific academic needs of each student. Through assessment data, Supervising Teachers can identify areas of difficulty and develop individualized intervention plans that may include differentiated assignments, Small Group Instruction, and one-on-one tutoring. Additionally, incorporating evidence-based instructional strategies and resources into interventions helps scaffold learning and promote mastery of key concepts.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: 2 - Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, while we are still short of our 4.0 credit goal for students, our credit completion increased for each student group with the exception of foster youth (which maintained the same) with 3.08 average credit completion for All students. In accordance with our Comprehensive Support and Improvement and Differentiated Assistance plans, we have increased participation in tutoring. Our CSI/DA professional learning community (PLC) consisting of tutors, paraprofessionals, and administrators continued to meet regularly each LP to examine and assess practices, review data, and apply targeted intervention. School leadership reviewed data provided by our CSI/DA PLC each LP to ensure adequate progress and implementation. Tutoring attendance data was reviewed with staff and PAC/ELAC to build a culture of data-driven continuous improvement and successful delivery of individualized

academic intervention that supports increased credit completion and graduation rate. Analyzing data from last year, our CSI/DA team determined the baseline to be 47 students. We analyzed and discussed the data at LP2 and created a SMART goal for increasing participation in tutoring by 50% from baseline for a target of 67 unique students per LP. By LP7, we had an average of 68 students per LP receiving tutoring, reaching our CSI goal target. An intentional focus on expanding tutoring access for English learners was applied to ensure support for English language acquisition resulting in English learner credit completion increasing from 2.21 to 2.87. We shared this data with our administration team, staff, PAC/ELAC to gain support in the implementation of a successful tutoring program which will help increase credit completion rates and lead to improving graduation rates. Additionally, as part of our Differentiated Assistance status, a dedicated team meets regularly with Riverside County Office of Education (RCOE) for technical assistance and to engage in data-driven conversations and analysis of student subgroup performance related to our CA Dashboard data. The learning provided by this technical assistance is brought back to our school site to grow the collective capacity for implementing improvement actions by reviewing the “Map” and “Street” level data like our NWEA and Annual Survey to provide local context and comprehensive information for decision making.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: 2 - Somewhat Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: As noted in the metric section above, while our DASS 1-year graduation experienced significant growth and rose to 78.3%, demonstrating an increase of 14.3% from the previous year’s rate of 68.5%, we are still short of our goal of 85% . The Federal government requires the reporting of the graduation rate to be a 4-year cohort rate even for DASS schools, which results in the CA Dashboard Graduation Rate to be 24.6%, a decline of 5% from the previous year’s 4-year cohort rate of 29%. OCI often enrolls students who come to us over a year behind in their studies and who are already adults. In fact, this is one of the purposes of our school and the important way we serve our communities. As such, we find that measuring success with our senior population in a 1-year grad cohort is much more relevant to our program. This means we are measuring students who start the school year as a senior and graduate within the year. We are hopeful that California will once again include the 1-year grad cohort metric for DASS schools as we truly believe it is a more relevant metric. In response to our graduation rate and our Comprehensive Support and Improvement (CSI) eligibility, we have formed a CSI/DA professional learning community that meets with our tutors and paraprofessionals as a community of practice to improve one-on-one academic intervention practices to support our graduation rate. This CSI/DA PLC each LP to analyze data and apply targeted high dose tutoring to support students academically. These DASS 1-year grad rates improved significantly from the previous year for our low-income and Hispanic student subgroups, with our low-income subgroup increasing by 13.7% from 63% to 76.7% and our Hispanic subgroup increasing 13.1% from 61.9% to 75%, respectively.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: 3 - Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, while we are still short of our 4.0 credit goal for students, our credit completion increased for each student group with the exception of foster youth (which maintained the same) with 3.08 average credit completion for All students. While academic progress remains the paramount priority, we recognize the importance of building a sense of community and belonging for our students, and design activities that allow for this connection to take place such as Fall Social, Spirit Week, and The Annual Community Resource Fair. Recognition and rewards for important academic milestones like NWEA testing, ELPAC testing, and Graduation are also a cornerstone of our incentive program. A student store was also established this year with the goal of providing regular recognition

and incentive for academic progress and positive behavior support. We continue to invest in our student leadership with our Student Council, which is actively involved in planning and implementing school activities. Experiential learning is another important lever in creating a well-rounded educational experience for our students, with college tours, workforce and career development, and arts and music field trips provided.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: 3 - Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: As noted in the metric section above, 100% of our teachers are highly qualified and all are appropriately assigned. We strive to hire fully credentialed teachers and we monitor their assignments to be sure that there are no misassignments each year. This year we have grown significantly in enrollment and remain fully staffed with 0 vacancies. We've added established new positions like College and Career Paraprofessional and Parent Engagement Liaison, adding depth and specificity to the quality of service to our students and families. New teachers have multiple layers of support and training including being assigned a mentor teacher that works with them throughout the year, providing support and guidance, becoming a part of a Professional Learning Community, undergoing required training through our LifeLong University training platform, and being offered a robust array of both internal and external professional development opportunities.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Effectiveness of Action: 2 - Somewhat Effective
Metric: NWEA
Analysis Statement: As noted in the metric section above, our NWEA scores show 998.59 Lexile, which is an increase from 994.94 the previous year, and 755.91 Quantile, which is an increase from 750.06 last year. However, our Lexile falls short of our goal of 1,100 and our Quantile falls short of our goal of 875. Our Title 1 Schoolwide Program currently serves all students with low performance in reading and writing. We offer a Literacy Workshop SGI where students work on our Literacy Intervention curriculum (System 44 and English Intensive) currently serving 30 students and a Writing Intensive SGI course currently serving 6 students. Through our Title I Schoolwide Program, we are able to provide an additional tutor who has provided one-on-one academic support to over 200 students.

Action 1.8: Professional Development for English Learners.
Effectiveness of Action: 2 - Somewhat Effective
Metric: English Learner Progress Indicator
Analysis Statement: As noted in the metric section above, our ELPI showed Red with 32.1% of English learners making progress, a decrease from 38.9% the previous year. Professional development in serving the needs of English learners is ongoing and remains a priority. As part of our Professional Learning Communities framework, staff are engaged in an ongoing cycle of improvement through a refinement of instructional practices, data-driven decision-making discussions, and intentional professional development with a specific ELD PLC meeting monthly. Each year, our EL Lead and other staff members also attend workshops at the annual CABE conference. Staff members are also provided a virtual training opportunity through a yearly Multilingual and Multicultural Summit, which offers a rich day of professional development with a diverse array of topics ranging from strategies to support Newcomer students to using data to drive instructional practices. We also formed an ELD Team consisting of administrators, teachers, EL Paraprofessionals, and tutors to assess practices and

procedures, monitor student progress, and implement improvements in instruction and support services. Integration of a dedicated EL monitoring platform called Ellevation has begun, with plans to digitize the IELDP and RFEP forms for simple and comprehensive progress monitoring. The Ellevation platform is intended to streamline our compliance and intervention assignment, and will also have a platform for Instructional Strategies for supporting EL students - we believe this investment of a dedicated platform will improve our capacity to support our EL students' academic progress and reclassification.

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 1.1: English learners support staff, interventions, and materials. This action had the intended outcome based on the associated metrics as described in prompt 3. While our ELPI on the CA Dashboard declined, there were positive results such as our Reclassification Rate improving to 10%, 1-year DASS grad rate for EL students increasing by 13%, EL average credit completion increasing to 2.87, and EL Quantile growth to 571.69. Due to these improvements and educational partner feedback from our ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be insufficient targeted intervention. We will adjust the design of the action to ensure that English language learners experience increased success in the upcoming three-year LCAP cycle. In order to improve our support for our EL and LTEL students, changes will include the use of a dedicated online platform for progress monitoring, instructional strategies, and intervention, increased and targeted tutoring, and additional EL paraprofessional support in SGI classes to ensure that English learners have quality instructional support in their program.

Action 1.2: All academic interventions and program materials. This action had the intended outcome based on the associated metrics as described in prompt 3. NWEA Lexile scores for our All Group increased by +3.65 from the previous year to 998.59, and our Quantile scores for our All Group increased by +25.85 from the previous year to 775.91. However, while progress has been made, there are still areas requiring improvement. The Lexile scores for our EL, LTEL, LI, and SWD declined, and we are overall still short of our target Lexile score of 1100. The Quantile scores of our EL, LI, and SWD increased, but our LTEL and FY declined, and we are overall still short of our target Quantile score of 800. We believe the structural and programmatic enhancements we've made to our learning program will yield improved student outcomes. Consistent implementation and monitoring of evidence-based academic interventions like one-on-one tutoring, differentiation, and Small Group Instruction remain the core of our academic program. Due to educational partner feedback from our PAC and ELAC along with student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be a lack of targeted intervention strategies. Additional changes include increased and targeted tutoring, use of designated intervention curricula, and tutor and paraprofessional push-in support in SGI classes to ensure students have quality instructional support in their program.

Action 1.3: Tutoring and supports for students. While there has been meaningful growth, this action has not met the intended outcome based on the associated metrics as described in prompt 3. Our average credit completion increased for each student group with the exception of foster youth (which maintained the same) with 3.08 average credit completion for all students, moving closer to our goal of 4.0. Each group increased by over 0.5 credits, with SWD surpassing the All group with a 1.02 increase. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the effectiveness of this action to be structural improvements to our learning program, targeted interventions with clearly defined responsibilities for staff, and ongoing professional development.

Action 1.5: Student activities that increase learning efforts.While there has been meaningful growth, this action has not met the intended outcome based on the associated metrics as described in prompt 3. Our average credit completion increased for each student group with the exception of Foster Youth (which maintained the same) with 3.08 average credit completion for all students, moving closer to our goal of 4.0. Each group increased by over 0.5 credits, with SWD surpassing the All group with a 1.02 increase. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the effectiveness of this action to be structural improvements to our learning program, targeted interventions with clearly defined responsibilities for staff, and ongoing professional development.

Action 1.7: Title 1 - Intervention programs and personnel to support students. This action will be discontinued because the school will not be applying for Title 1 funds.

Action 1.8: Professional Development for English learners. While our ELPI on the CA Dashboard declined, there were positive results such as our Reclassification Rate improving to 10%, 1-year DASS grad rate for EL students increasing by 13%, EL average credit completion increasing to 2.87, and EL Quantile growth to 571.69. Due to these improvements and educational partner feedback from our ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be a lack of targeted and specialized training on effective English learner instructional practice, and inadequate progress monitoring.

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 Online Platform for monitoring progress. • Designated small group support for EL students. • Tutor and Paraprofessional support in SGI classes. • English Learner Paraprofessional. • Individualized English Language Development Plan (IELDP). • Access to other effective intervention programs such as System 44. • Designated EL Lead teacher. Upon reviewing our local and state assessment data broken down by subgroup data, we have identified several performance and outcome gaps	$117,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment we have found that our English learner students need additional support and scaffolds to be successful. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing our designated and integrated English Language Development (ELD) program is a school priority. It is crucial that every English learner meet the linguistic and academic goals as identified by their level of proficiency. EL's 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 anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is 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 their ELPAC scores, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.		
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: Math: All students, Hispanic, low-income	$337,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Eligibility for Differentiated Assistance: Hispanic: Math, (Priority 4) LI: Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level: Math: LI: 731.73 = 3rd grade level To meet these needs, the LEA will provide the following: • Small Group Instruction. • Math 180 and support or similar designated intervention curricula. • Paraprofessional push-in and targeted tutoring • Professional Learning Communities around this action to monitor effectiveness. • Access to other effective intervention programs. 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 when compared to the All student group. To address this gap, academic interventions will be provided for our English Learners, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180 will accelerate their academic abilities. Students who participate in academic interventions will improve their learning gaps, as shown in their NWEA scores. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect our NWEA scores to increase each year.		
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	$144,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan, • Tutors in-person and virtually are available for additional support. • Intensive tutoring for credit completion • Improve tutor-student relationship to increase participation. • Access to SGI and paraprofessional support 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 groups graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are lowest among the LI, FY & EL student groups. To address the achievement gaps, tutors will provide support for our English learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English learners, low-income and foster youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English learners, low-income and foster youth 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 each year.		
1.4	Counseling students towards 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: • Review academic plans for core courses • Ensure tutoring and academic interventions and progress monitoring is happening. • Provide additional training on the Multi-Tiered, Multi-Domain Systems of Support (MTMDSS). MTMDSS provides tiered levels of school counseling instruction and data-driven intervention	$133,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services that help address the needs of students in the areas of academic, college/career, and social/emotional development. • Counselors help address obstacles to graduation. Some of our lowest graduation rates are among the English learners, low-income and foster youth student groups when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. To address these gaps, counselors will provide additional support to English learners, low-income and foster youth students. They will promote high expectations provide guidance towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups each year.		
1.5	Student activities that increase learning efforts	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 also do the following: • Improve the coordination of integrated services, targeted academic interventions like tutoring and Literacy interventions. • Improve the social connection and community building. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress. • Enrichment experiences and field trips. As demonstrated in the Identified Needs and Metrics sections, the English learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0. They	$25,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		often exhibit low motivation to complete their assignments. To address this need, 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. This includes, but is not limited to, celebrations, field trips and enrichment experiences. We have witnessed how these actions can 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 completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis. We anticipate and increase up to 4 credits per learning period.		
1.6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed 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.	$1,977,605.00	No
1.7	Long-term English Learners (LTEL) and English learners support staff, interventions, and materials	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 learning communities, workshops and conferences for staff. • Professional development for implementing the EL Tool Kit. • Professional development for effective EL strategies, such as SIOP. • Paraprofessionals in ELD SGI classes trained. • EL Lead and EL Paraprofessional trained. • Training in Individualized English Language Development Plan (IELDP) as necessary. In order to stay above the state average for our English language learners' reclassification rate, we will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. To address this need, they will be served by	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are 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 schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English learners' ELPAC scores, as well as 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 for helping students gain skills for college and career-readiness for all students, including low-income, English 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 with the special needs and interests of our unique student population. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the A-G requirements. Year after year, we expect these metrics to show improvement for all of our 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	State Standards–aligned materials – Priority 1	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implement state academic standards and EL access – Priority 2	4.63 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.66 out of 5.0 Data Year: 2024-25 Data Source: Dashboard Fall 2024		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	+0.03
2.3	Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts All:43% EL:** FY:** LI:43% SWD:17% Homeless:33% AA:50% AS:** H/L:44% WH:** Mathematics All: 0% EL: ** FY: ** LI: 0% SWD: 0% Homeless: ** AA: ** AS: ** H/L: 0% WH: ** Science All: 25%	Statewide Assessments: English Language Arts All: 30% EI: ** FY: ** LI: 28% SWD: ** Homeless: 25% AA: ** AS: ** H/L: 28% WH: 50% Mathematics All: 2% EI: ** FY: ** LI: 3% SWD: ** Homeless: ** AA: ** AS: ** H/L: 3% WH: ** Science		Statewide Assessments: English Language Arts All: 50% EL: 10% FY: 10% LI: 50% SWD: 25% Homeless: 40% AA: 60% AS: 10% H/L: 50% WH: 10% Mathematics All: 10% EL: 10% FY: 10% LI: 10% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 10% WH: 10% Science	Statewide Assessments: English Language Arts All: -13.0% EI: (w/o comparison) FY: (w/o comparison) LI: -15.0% SWD:17% (w/o comparison) Homeless: -8.0% AA: 50% (w/o comparison) AS: (w/o comparison) H/L: -16.0% WH: 50% (w/o baseline) Mathematics All: +2.0% EI: (w/o comparison) FY: (w/o comparison) LI: +3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: ** FY: ** LI: 18% SWD: 33% Homeless: ** AA: 50% AS: ** H/L: 13% WH: ** Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small count	All: 25% EI: ** FY: ** LI: 18% SWD: ** Homeless: ** AA: 100% AS: ** H/L: 18% WH: ** Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small count		All: 30% EL: 10% FY: 10% LI: 25% SWD: 40% Homeless: 10% AA: 60% AS: 10% H/L: 20% WH: 10% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +3.0% WH: (w/o comparison) Science All: No Difference EI: (w/o comparison) FY: (w/o comparison) LI: No Difference SWD: 33% (w/o comparison) Homeless: (w/o comparison) AA: +50.0% AS: (w/o comparison) H/L: +5.0% WH: (w/o comparison)
2.4	Participants in career-ready courses – Priority 8 local metric	CTE – 51 Pro Skills – 80 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 71 Pro Skills – 67 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerBI		5% increase in students in career-ready courses each year Data Year: 2026-27 LPs1-7	CTE: +20 Pro Skills: -13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal PowerBI	
2.5	Percentage of CTE course and pathway completers – Priority 4	25.00% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 0% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	31.34% CTE course completion rate Data Year: 2024-25 Data Source: Internal PowerBI 5.8% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		0.5% Increase each year CTE Course Completion rate Data Year: 2026-27 Data Source: Internal PowerBI 0.5% Increase each year in CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	+6.34% CTE course completion rate +5.8% CTE pathway completer rate
2.6	Access to broad range of courses – Priority 7	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.7	Seniors complete A-G courses– and CTE pathway completers with A-G – Priority 4	1.9% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G	0.0% Seniors completing A-G courses		1% A-G course completion rate 1% A-G + CTE Completion	-1.9 % Seniors completing A-G courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CDE DataQuest	0.0% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest		Data Year: 2026-27 Data Source: CDE DataQuest	No Difference-Seniors completing CTE and A-G
2.8	CA Dashboard English Language Arts and Mathematics Status	ELA - Increased 13 Pts. Yellow Math - Declined 25.1 Pts. Red Data Year: 2023 Data Source: CA Dashboard	ELA -Yellow Status, Increased 19.1 Pts. Math - Orange Status, Increased 12.4 Pts. Data Year: 2023-24 Data Source: Dashboard Fall 2024		Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA – Increased 19.1 Pts Math – Increased 12.4 Pts

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 Two 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: 5
Our school fosters partnerships and actively strives to design a variety of workforce readiness, college preparatory, and extracurricular experiences. Through our Workforce Innovation and Opportunity Act (WIOA) partnerships with ReadySetOC and HopeBuilders, we provide screenings for services, work readiness skills, work-based learning, internships, and job opportunities for our students. The average age of our students is 17 years old and through our WIOA partnerships we are able to serve students up to the age of 24. Through Dual Enrollment partnerships with Chaffey, Cerritos, and Rio Hondo colleges, we are able to provide college credit courses in English, Spanish, and Career Planning. Through partnership with SchoolsFirst Federal Credit Union, we host an annual Bite of Reality event, an interactive financial education simulation where students are able to navigate occupation, salary, and financial responsibilities while making real-world budgeting decisions such as rent, buying a home, transportation, and child-care. As part of our Career Technical Education (CTE) offerings, we have Photography, Film, and Arts, Media, and Entertainment courses. 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: 5
All staff are provided diverse professional learning opportunities to foster continuous growth and instructional efficacy. These opportunities encompass a wide spectrum of subject-matter domains and topics to suit the diverse needs of students and staff, including workshops, webinars, conferences, credentialing, and professional learning communities. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: 5
We ensure the provision of all necessary technology for students to complete coursework and participate in our educational program. Chromebooks and hotspots are provided for every student who needs one in order to complete their coursework. All licenses and software are provided on all student technology so that each student has full access to adequate materials and supplies. Our commitment to maintaining 100% supply satisfaction is demonstrated through ongoing orders for Chromebooks and hotspots, accommodating site needs, and facilitating replenishment or replacement of malfunctioning equipment. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: 5
We continue to strengthen standards-based curriculum and instruction by building out our Professional Learning Communities (PLC) model. Subject-based PLC teams meet monthly to analyze student data, review curriculum, and collaborate on instructional practices. In addition to a full curriculum library consisting of core, ELD, Intervention, Electives, and World Languages courses, we also have a variety of curriculum options including Edmentum and Subject.com offerings. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program.
Implementation Status: 5

We are constantly monitoring our materials to ensure that teachers and students have all the necessary curriculum, resources, and equipment needed. A comprehensive curriculum library is available online consisting of core, ELD, Intervention, Electives, and World Languages courses. Texts and supplemental materials are also available online with physical orders placed as needed. Student chromebooks and hotspots are also made available for daily student use. No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: 5
A safe campus and secure facilities is our top priority. A safety officer is on-site each day to check students in and perform routine safety walkthroughs, and students and staff all carry school identification at all times. A monthly safety inspection is conducted by our Lead Teacher. In September, a complete facilities inspection was conducted. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school's successes related to Goal 2: College and Career-Readiness Skills include a strong team of caring educators who all work in unison to meet the needs of our students and families, and a safe, inclusive learning environment where students receive individualized attention to achieve success on their own terms. Our faculty and staff are dedicated and passionate about providing a high quality, equitable education, and we continue to invest in professional learning to expand instructional aptitude to close the achievement gap. We have developed strong partnerships with community-based organizations, including our WIOA partners who provide crucial universal workforce development and job training like HopeBuilders and ReadySetOC; Dual Enrollment offerings through Rio Hondo, Chaffey, and Cerritos colleges; and CTE courses through MDR Films that continue to strengthen and offer more learning opportunities for our students.

Overall Challenges: Our school's challenges related to Goal 2: College and Career-Readiness Skills include our College and Career Indicator and 5-year cohort Graduation Rate on the CA Dashboard. Our goal is to prepare our students for post-secondary success, and while many of our students enter the workforce or attend community college, we still want to ensure they have the broadest possible horizon, and that includes being college ready.

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 2024-25 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 Two 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.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: Work Readiness and CTE courses, CTE and A-G.
Analysis Statement: As noted in the metric section above, our CTE participation increased by 39% and our Life Skills participation decreased by 16%, and we had no students completing A-G or CTE pathways. To address these challenges, we are actively strengthening partnerships with Workforce Innovation and Opportunity Act (WIOA) programs to expand career pathway options and work-based learning experiences with our partners HopeBuilders and Ready Set OC. We also continue to offer our Arts, Media, and Entertainment CTE pathway which allows students to explore the fundamentals of film and video production, media literacy, script writing, and more. We are also expanding our Dual Enrollment offerings with courses offered through Chaffey, Cerritos, and Rio Hondo Colleges including English, Spanish, Japanese, Child Development, and Career Life Planning and Personal Exploration. The addition of dedicated College and Career Paraprofessional position further enhances our capacity to provide targeted guidance and support for our Dual Enrollment and workforce development programs.

Action 2.2: Professional development addressing English learners, low-income, and foster youth students.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: CAASPP for English Language Arts and Math.
Analysis Statement: As noted in the metric section above, our students also demonstrated growth in both ELA and Math indicators on the CA Dashboard. In English Language Arts, scores increased by 19.6 points and maintained performance at Yellow. In Math, scores increased by 12.4 points to improve performance from Red to Orange. This demonstrates that targeted professional development for staff to improve instructional efficacy specifically in ELA and Math is effective and necessary. Staff members are engaged in an ongoing cycle of continuous improvement as part of the Professional Learning Communities model, emphasizing a focus on learning, a culture of collaboration, and results orientation. All of these efforts are aimed at improving student learning and performance outcomes. Professional development sessions are held for two hours monthly throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy, content knowledge, and instructional versatility to meet the needs of the school's diverse learners. Special emphasis is placed on addressing the unique needs of English language learners, students with IEPs, homeless and foster youth, and low-income students through professional development and learning frameworks on Social-Emotional Learning, Trauma-Informed Care and Restorative Practices, Community Schools, and Multi-Tiered Systems of Support. New teacher induction training is provided with a partnership through the Center for Teacher Innovation, while new administrator induction training is provided through ASCA-Palmdale Clear Admin program. External professional development opportunities include the California Association for Bilingual Education (CABE) conference, the California Association of School Counselors (CASC) conference, and the CA MTSS Professional Learning Institute. Through our Comprehensive Support and Improvement Plan and Differentiated Assistance process, we are poised to grow the collective capacity of all staff towards data-driven and effective instructional practices.

Action 2.3: Technology Access and Support.
Effectiveness of Action: 3 - Effective
Metric: 100% of students offered Chromebook and hotspot upon enrollment.

Analysis Statement: As noted in the metric section above, all students have access to hot spots and computers so that they can complete coursework. During the flooding incident that occured this year, we resupplied both hotspots and chromebooks to ensure the transition to remote learning was smooth and learning continuity was preserved for all students. We ensure the provision of all necessary technology for students to complete coursework and participate in our educational program. All licenses and software are provided on all student technology so that each student has full access to adequate materials and supplies. A fully functional computer lab is utilized for our Arts, Media, and Entertainment CTE course and is equipped with upgraded technology for full compatibility to industry standards. Our commitment to maintaining 100% supply satisfaction is demonstrated through ongoing orders for Chromebooks and hotspots, accommodating site needs, and facilitating replenishment or replacement of malfunctioning equipment.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: 3 - Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: As noted in the metric section above, our high-quality standards-based curriculum continues to be fully implemented. Subject-based PLC teams meet monthly to analyze student data, review curriculum, and collaborate on instructional practices. In addition to a full curriculum library consisting of core, ELD, Intervention, Electives, and World Languages courses, we also have a variety of curriculum options including Edmentum and Subject.com offerings.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: 3 - Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: As noted in the metric section above, all of our sites have adequate materials and are constantly being monitored by regional instructional specialists. We are constantly monitoring our materials to ensure that teachers and students have all the necessary curriculum, resources, and equipment needed. A comprehensive curriculum library is available online consisting of core, ELD, Intervention, Electives, and World Languages courses. Texts and supplemental materials are also available online with physical orders placed as needed. Student chromebooks and hotspots are also made available for daily student use.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action: 3 - Effective
Metric: Facilities Inspection Tool (FIT)
Analysis Statement: As noted in the metric section above, our Facility Inspection Tool showed that all of the areas earned an exemplary rating. A safe campus and secure facilities is our top priority. A safety officer is on-site each day to check students in and perform routine safety walkthroughs, and students and staff all carry school identification at all times. A monthly safety inspection is conducted by our Lead Teacher. In September, a complete facilities inspection was conducted.

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 2.1: Career and college-readiness for English learners, low-income, and foster youth students. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be the

ongoing need for effective instruction in English and Mathematics, and exposure and ongoing progress monitoring for workforce readiness, Dual Enrollment, and CTE opportunities.

Action 2.2: Professional development addressing English learners, low-income, and foster youth students. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be ongoing needs for targeted and specialized training on specific topics such as Mathematics and effective English learner instructional practice, strengthened progress monitoring, and structured interventions. A deliberate approach using the Professional Learning Communities model and data-driven decision making to incorporate research-based instructional strategies for scaffolding learning and assignment of interventions will promote academic progress.

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	To address the need to increase college and career readiness for our unduplicated students: • Ensure comprehensive review of course placement. • Counselors support career and college-ready efforts • CTE programs and pathways encouraged. • WIOA job training and placement. • College and Career days as well as field trips. Some of our lowest career and college-readiness rates are among the English learners, LTELs, 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. the state average for completing A-G and CTE was 11.1%. 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, our students engage in career inventory, exploration and professional skills, in order 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 coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. However, because we expect	$121,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our college and career readiness rates for our students and we expect to increase each year for A-G and CTE.		
2.2	Professional development addressing English learners, low income, and foster youth students	Staff participate in professional learning throughout the year that targets our unduplicated student groups. • Increase professional learning opportunities and collaboration. • Regional trainings, workshops/seminars. • Report on training outcomes. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. 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 the English learners, low-income and foster youth student groups when compared to the All student group. To address this issue, professional development for our teachers and staff will be essential to the progress our English learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our English learner 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 with the increase in professional collaboration and learning, that state assessment results for our English learners, low-income and foster youth will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on students with CAASPP scores.	$8,000.00	Yes
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	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 computer. • Provide every student with a hotspot. • Provide students and teachers with tech support to ensure access to curriculum and instruction. All English learners, low-income and foster youth students will have 100% access to the curriculum and instructional supports. We know this involves access to effective technology platforms and support programs. This is an ongoing effort in helping them to access their curriculum and instructional supports. We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our students, by sustaining 100% access to their educational program.		
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: • 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 English learners, 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 based on the CDE Standards Implementation Rubric. To address this, regional and site 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. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a	$246,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.		
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 purchase state adopted texts and update supplemental materials regularly, so that they meet our students' academic needs.	$1,283,562.00	No
2.6	Safe and secure facilities	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$430,435.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Retention: This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.	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.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide 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	Success Rate – local metric (graduation, retention, & rematriculate)	96.30% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100.00% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Success Rate – maintain 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Facilities rating – Priority 1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2023-24 Data Source: Dashboard Fall 2024		Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.3	Retention rate – local metric	94.65% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 100.00% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		Retention Rate – 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+5.35%
3.4	Attendance rate – Priority 5	89.94% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 89.12% Data Year: 2024-25 LP1-7 Data Source: Internal SIS		Attendance Rate – 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	-0.82%
3.5	Non-completer rate (dropout) – local metric	3.29% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 1.39% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI		5% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-1.9%
3.6	Suspension rate – Priority 6	0.39%	All: 0%		0% - low rate	- 0.39

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 PowerBI or CA Dashboard 2023	Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024		Data Year: 2026-27 LPs 1-7 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

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 Three supported the progress in meeting the following goal: Increase Student Retention.

Action 3.1: Student Retention
Implementation Status: 5
Retention is a central focus as both an equity measure and metric of success. A tiered re-engagement system is in place to identify and remove any barriers preventing our students from attending school. Coordination of wrap-around student and family services are initiated by a team of staff members in a Coordination of Services Team (COST) model consisting of the School Counselor, Social Work Intern, School Psychologist, Community Liaison, and Parent Engagement Liaison in addition to direct support from our Student Retention Specialist. This

means facilitating student and parent meetings, home visits, along with Attendance Intervention Meetings (AIM) and Student Retention Meetings (SRM) to re-engage our students. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and Emotional Supports
Implementation Status: 5
Offering a well-rounded educational experience means making social and emotional support available to all students. Building a sense of community and belonging among our students has been a focus this year, with increased school events and opportunities for social connection. Student services staff include a School Counselor, Social Worker Intern, School Psychologist, Community Liaison, and Parent Engagement Liaison. Partnerships with community-based organizations such as Paws-to-Share provides animal assisted therapy on a biweekly basis, while parenting and social-emotional learning workshops are offered through Phoenix House. Staff have been trained on Suicide Prevention and have begun accreditation towards a Trauma-Resilient Educational Communities (TREC) model. No substantive difference in the planned action compared to the actual implementation.

Action 3.3: Access to Transportation
Implementation Status: 5
We believe that providing transportation to students has a positive impact on their attendance. All students are provided with metro passes. Depending on the needs of students they are provided with a weekly or monthly token/pass to attend school and return home. For students with extenuating circumstances and demonstrating high need, we also offer personalized transportation through our Hop, Skip, Drive rideshare program. No substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to Nutrition
Implementation Status: 5
We have partnered with EveryTable to bring fresh, nutritious, and balanced meals for students. These meals are high-quality, complete, and individually packaged for any student to obtain the nutrients and energy needed for learning. No substantive difference in the planned action compared to the actual implementation

Action 3.5: Title 1 – Helping Homeless
Implementation Status: 5
All staff have been trained in order to help with the identification process of McKinney Vento students. Our School Counselor, serving as the designated Foster and Homeless Youth Liaison, directly communicates with our housing unstable students and families to determine resources and supplies needed such as hygiene kits, sleeping bags, clothing, and more. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school’s successes related to Goal 3: Student Retention include a high success rate and retention rate, which are due in large part to having a dynamic team of Student Services staff to support our personalized learning model. We are proud of our faculty and staff for working diligently to build systems for support and reengagement across all departments which lead to increases in attendance, retention, and rematriculation. Our Success Rate increased to 100%, and attendance is at 89.12%. Retention rate also increased to 100% and our Dropout Rate decreased from 3.29% to 1.39%. Our suspension rate is also 0%. Through our Community Schools framework, we are also strengthening our Whole Child and Family supports through growing our partnership network for integrated and coordinated services.

Overall Challenges: Our school's challenges related to Goal 3: Student Retention include ensuring all students attend school regularly and achieve academically. While we have a strong Multi-Tiered System of Support that is rooted in the principles of Social-Emotional Learning, Whole Child and Family Support, and the Community School's model, we have yet to see our student's academic progress match the level of personalized support we are providing. The unexpected flooding event over winter break presented significant challenges, temporarily impacting student attendance and productivity. However, the school community responded with resilience and adaptability, working together to restore learning environments and support students' return to regular routines. This experience has strengthened our commitment to student well-being and highlighted the importance of flexibility and collaboration in overcoming unforeseen obstacles, reinforcing our commitment to ensuring all of our students receive academic, social-emotional, mental health, and behavioral support.

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 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 3.5 for homeless students, were also fully expended.

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 Three helped make progress towards the LEA's goal: To Increase Student Retention.

Action 3.1: Student Retention
Effectiveness of Action: 3 - Effective
Metric: Retention Rate
Analysis Statement: As noted in the metric section above, our retention rate improved to 100%, which is an increase from last year's rate of 94.65%. Our school focuses on retention as measurement of success. A tiered re-engagement system is in place to identify and remove any barriers preventing our students from attending school. This means facilitating Attendance Intervention Meetings (AIM) and Student Retention Meetings (SRM) to re-engage our students. Our Student Retention Specialist works diligently to make sure the needs of our students and families are met by communicating with all of our teaching staff. This includes calling, texting, emailing, and conducting home visits to ensure the safety and well-being of our students and their families. Additionally, coordination of wrap-around student and family services are initiated by a team of staff members in a Coordination of Services Team (COST) model consisting of the School Counselor, Social Work Intern, School Psychologist, Community Liaison, and Parent Engagement Liaison with direct support from our Student Retention Specialist. Any and all attempts at contacting our students are to re-engage and encourage them to attend their weekly synchronous instruction appointments, as well as complete the work needed to obtain their High School diploma.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: 3 - Effective
Metric: Success Rate
Analysis Statement: As noted in the metric section above, our success rate improved to 100%, which is an increase from last year's rate of 96.3%. We recognize that social-emotional learning cannot be separated from academic learning, and that building resilient, self-aware, individuals is integral to building successful scholars and global citizens. We know that offering a well-rounded educational program with diverse learning experiences supports belonging and resiliency, so a focus this year has been to increase student-centered activities and events. Our Student Council leads social events on campus as a way to build connection and belonging among our student body. Social-emotional learning workshops were held by both community partner Phoenix House and our Social Work Intern on topics such as Healthy Relationships and Adult Responsibilities, and animal assisted therapy was provided through Paws-to-Share. Our HOPE Program supports our parenting students with child-friendly areas so they can bring their children to school and receive basic childcare resources like diapers, formula, and strollers and we have seen a significant increase in the usage of our designated HOPE area by our parenting students and their children each day. All staff underwent Suicide Prevention training, and we've begun our Trauma-Resilient Educational Communities (TREC) model accreditation with all staff completing modules on foundations of trauma-resilient practices and building resilient communities. The school is developing two student-centered spaces designed to foster community and enhance student well-being: a Community Hub and Student Corner. These areas will provide safe, welcoming environments where students can connect, access support, and participate in activities that promote social and emotional growth.

Action 3.3: Access to Transportation
Effectiveness of Action: 3 - Effective
Metric: Attendance Rate
Analysis Statement: As noted in the metric section above, our attendance rate maintained at 89.12%, which is a slight decrease from last year's rate of 89.96%. Our English learners, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To remove barriers to school attendance, we provide a variety of transportation options from metro passes, bus services, and individual rideshare service under extenuating circumstances. This year, to strengthen academic support and learning continuity, the instructional week was restructured to increase student appointment days from two to three per week and extend appointment times from two to three hours, with Mondays designated for study hall and Fridays for targeted intervention. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.

Action 3.4: Access to Nutrition
Effectiveness of Action: 3 - Effective
Metric: Non-completer Rate
Analysis Statement: As noted in the metric section above, our non-completer rate continues to improve and shows a decrease of more than half from 3.29% to 1.39%. Food scarcity for our highly mobile English learners, low-income and foster youth students is a serious concern. Students cannot learn when they are hungry, so providing nutrition for all is a priority to mitigate the non-completer rate for our independent study program. To address this, we brought on EveryTable meals to provide a complete and nutritious food option for our students. These fresh, healthy, and balanced options provide for a complete meal for students so that they can focus on their academic achievement. These

actions will decrease non-completer rates for our English learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% each year.

Action 3.5: Title 1 – Helping Homeless
Effectiveness of Action: 3 - Effective
Metric: Percentage of Homeless Served
Analysis Statement: As noted in the metric section above, all of our homeless students were provided services this year. All staff have been trained in order to help with the identification process of McKinnye-Vento students, who are given immediate enrollment in order to provide safety and immediate access to education. Our School Counselor, serving as the designated Foster and Homeless Youth Liaison, directly communicates with our homeless and housing unstable students and families to determine resources and supplies needed such as hygiene kits, sleeping bags, clothing, and more. Additionally, an enhanced supply list consisting of warm weather clothing, suitcases, portable lights, portable chargers, and more has been kept on inventory and distributed to homeless and housing unstable students. Additionally, coordination of wraparound student and family services are initiated by a team of staff members in a Coordination of Services Team (COST) model consisting of the School Counselor, Social Work Intern, School Psychologist, Community Liaison, and Parent Engagement Liaison with direct support from our Student Retention Specialist.

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 3.5: Title 1 – Helping Homeless. This action will be discontinued because the school will not be applying for Title 1.

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	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. We serve English learners, low-income and foster youth with high mobility, who are typically behind in credits and have been out of school for about a	$74,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		semester or more. We have seen success in the retention rate for our student population. Ensuring that our English learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English learners, low-income and foster youth, because our data shows that we have been successful. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the retention rate of our students, and that we will stay above 80% each year.		
3.2	Social and Emotional Supports	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 Mental Health workshops and SEL courses. Our English learners, low-income and foster youth student population were negatively impacted during the pandemic. Many sustained social and emotional trauma, which impacted our Success Rate, which measures graduation, retention and rematriculation. We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices have helped address many of the social-emotional needs of our English learners, low-income and foster youth students. Programs such as TREC, HOPE, counseling, support personal, social workers, professional development, special program such as yoga, have a positive impact on our students. 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	$131,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided on an LEA-wide basis. 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.		
3.3	Access to Transportation	All English learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following: • Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. Our English learners, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To address this issue, we provide a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.	$6,000.00	Yes
3.4	Access to Nutrition	All English learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following: • Ensure that students have access to food on site. • Provide additional services that support nutrition. Food scarcity for our highly mobile English learners, low-income and foster youth students is a serious concern. We intended on doing everything a school can do, including providing nutrition for all. We think this will help	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mitigate the drop-out rate, which is the non-completer rate for our independent study program. To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions will decrease non-completer rates for our English learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% each year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partner Engagement: This is a maintenance goal for increasing educational partner engagement. We believe in parent participation along with their student's academic progress, and we believe in parents should be encouraged to participate in meaningful ways to promote 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.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our educational partners, we made this goal a maintenance of progress goal. There was a down turn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent conferences, events, celebrations – local metric	Participation Count = 434 Enrollment Count = 182 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 455 Enrollment Count = 210 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+21

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Advisory/ ELAC participation all year – local metric	115 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	115 participants to date Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		75+ Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	No Difference
4.3	Parents Feel Encouraged to Participate – Priority 3	98% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Encouraged to Participate Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Parents Feel Encouraged to Participate - 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+2%
4.4	Students feel safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students feel safe- 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference
4.5	Students feel connected – Priority 6	94% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	95% Feel Connected Data Year:2024-25 LPs 1-7 Data Source: School Survey		Students feel connected - 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Teachers feel safe– Priority 6	97% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers feel safe- over 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+3%
4.7	Teachers feel connected– Priority 6	100% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers feel connected - over 95% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	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 Four supported the progress in meeting the following goal: Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Implementation Status: 5
We continue to strengthen our educational partner engagement with increased and improved activities. In addition to our quarterly Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, Title I Annual Meeting, Back to School Night, and Open houses we also held biweekly Orientations, a Halloween event, Fall Social led by Student Council, workforce development workshops

through our partner Ready Set OC, and Social-Emotional Learning workshops through our School Social Worker. Community events that have become annual traditions include our Halloween Trunk or Treat, Community Resource Fair, and Bite of Reality financial education event. We also brought on a Parent Engagement Liaison as a designated support personnel for families, and also started holding two new meeting platforms connected to our Community Schools model implementation for educational partners in our Community Schools Steering Committee and Community School Coffee Hour. No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Translation and Outreach Services
Implementation Status: 5
Written and verbal communications in parents' primary language is an essential service for parent meetings, student orientation, and parent teacher conferences. To ensure important information is conveyed to parents, bilingual staff are present and available at every meeting or gathering. We have established in-person, professional interpretation services with a dedicated interpreter for improved accuracy and access for all our educational partner meetings like PAC/ELAC and Community Schools Steering Committee. Additionally, staff notes/letters designated for parents, can be translated to a student's or parents/guardians preferred language by our bilingual staff, making information more accessible. For more complex and detailed documents we utilize the services of DTS to help translate important documents such as our LCAP and SARC Reports. No substantive difference in the planned action compared to the actual implementation.

Action 4.3: Educational Partner Engagement
Implementation Status: 5
Our Community Liaison helps increase coordination and communication with the school community. In addition to Back to School Night, Parent Teacher Conferences, PAC/ELAC Meetings, and Title I Annual Meeting, this year families regularly participated in two new recurring meeting platforms in our Community Schools Steering Committee and Community Schools Coffee Hour. We've established annual events open to our local community that are well-attended in our Halloween Trunk-or-Treat and Community Resource Fair. We also regularly attend community events in our surrounding area to share about our educational program and stay connected with our local community. New partnerships with community-based organizations have expanded our workforce development, parent engagement, and social-emotional supports. Each year, we deliver our Annual Survey to students, parents, and staff members to assess our strengths, needs, and satisfaction among our educational partners. This data is essential to ensuring we're oriented towards our mission and making progress towards our school-wide goals. Additionally, we've provided a Community Schools Survey to parents, students, and staff to leverage educational partner feedback to gauge needs and assets, empower shared decision-making, and determine precise action steps towards building a sustainable Community School model. No substantive difference in the planned action compared to the actual implementation.

Action 4.4: Title 1 – Parent Engagement
Implementation Status: 5
Our schoolwide Title I program funds help enhance authentic educational partner engagement. We hold a Title I Annual Meeting each year in a Community Dinner to welcome families in an inviting, communal setting to deliver important information regarding Title I funding and its impact on our educational program. We engage parents, students, and community members to provide feedback and make recommendations to help guide our strategies and actions. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school's successes related to Goal 4: Increasing Educational Partner Engagement include increased educational partner engagement, strong partnerships with community-based organizations, and a robust ongoing Needs and Assets Assessment. We

continue to make significant strides in fostering authentic, high-quality engagement with families. More families are participating in educational partner meetings such as PAC/ELAC, and new platforms like the Community Schools Steering Committee and Community Schools Coffee Hour, ensuring families stay connected and involved. Each meeting prioritizes access and meaningful engagement through streamlined meeting and presentation materials; multiple information delivery methods including videos, handouts, and discussions; in-person professional Spanish translation; and dedicated opportunities for recorded feedback from families. We've strengthened existing partnerships like our WIOA partners while adding new ones, such as Phoenix House and Paws-to-Share, to expand services and supports for families. Ongoing feedback is gathered through strong Annual Survey participation, Community Schools Surveys, and Empathy Interviews. Additionally, new student and family-centered spaces, including a Community Hub and Student Corner, are being developed to further support engagement and well-being. We are proud that more students than ever report feeling safe and connected, and we continue to see improvements towards deep, meaningful parent and family participation. We are building towards a sustainable Community School model that ensures we remain focused on centering local needs and community-based definitions of success.

Overall Challenges: While we have seen significant improvement in our Goal 4: Increasing Educational Partner Engagement, especially in building consistency and continuity in the engagement of our families, we still have room to improve. We envision having a core group of parents and community members who both regularly attend meetings and actively participate through our parent committees. Shared decision-making is a priority, and we want to ensure that the voices of our families are centered in school decisions. We will do this by continuing to break down barriers by increasing the number of educational partner opportunities, providing translation in all communication, and tailoring our meetings to meet the needs of families.

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 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 4 for Parent Engagement, were also fully expended.

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 Four helped make progress towards the LEA's goal: To support the progress in meeting the goal to Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: 3 - Effective
Metric: Participation Counts

Analysis Statement: As noted in the metric section above, our participation count data shows parent participation steadily increased in meaningful school activities from 434 to 455. We attribute this to an increased investment of both personnel and resources. Important school information and presentation materials are delivered in concise, parent-friendly language with written translation for printed documents and live translation at in-person meetings, and information is reinforced and consistently delivered in order to build familiarity and capacity among educational partners for important schoolwide plans like LCAP and Community Schools. A dedicated Parent Engagement Liaison has also provided a direct line of support to families.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: 3 - Effective
Metric: PAC/ELAC Participation
Analysis Statement: As noted in the metric section above, our PAC/ELAC participation maintained a high participation rate at 115. Important school information and presentation materials are delivered in concise, parent-friendly language with written translation for printed documents and live translation in Spanish at in-person meetings. Information is reinforced and consistently delivered in order to build familiarity and capacity among educational partners for important schoolwide plans like LCAP and Community Schools. A professional in-person interpretation service was introduced last year and has demonstrated immediate benefits, with parents more engaged and able to provide more substantive feedback - we will continue to utilize this professional interpretation service at all important educational partner meetings.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: As noted in the metric section above, our school survey data shows strong results on our Annual Survey. We are very proud that we had 151 students complete the Annual Survey. While this is a decrease from 191 last year, we are still very proud of this accomplishment, as we had two months where students were not on campus due to the flooding incident. 100% of students reported feeling safe and the school environment is positive and inclusive, and 95% reported feeling connected. 99% of students feel the academics are preparing them for college and career and that they are pushed academically to be their best. One of the highlights of our Annual Surveys this year was our significant increase in Parent responses: 84 parents participated in our Annual Survey, which increased from 66 last year and 55 responses the year before that. Overall, our families feel well-informed and that school communication is clear and effective, with 100% stating they feel connected and would recommend our program to others. Our families feel our school is safe, encourages regular attendance, and supports student progress towards graduation. One area we want to focus on is ensuring parents, like students, stay regularly informed of Graduation Requirements: 8% of parents stated they did not feel this was the case. 100% feel the school treats families with respect and feel the school provides a quality education. There has been an increase in both student participation in school events and the number of school events held. Student Council continued to meet biweekly and lead several school events such as Fall Social and Spirit Week. Faculty and staff likewise have been able to build strong connections as a school community through dedicated professional learning in our year-long professional learning scope and sequence, and targeted professional training like the Solution Tree PLCs at Work Institute and the California Association for Bilingual Education (CABE) annual conference.

Action 4.4: Title 1 – Parent Engagement
Effectiveness of Action: 3 - Effective
Metric: Title 1 Meeting Participation

Analysis Statement: As noted in the metric section above, our Title 1 Meeting participation was effective with 31 parents and students and 8 staff members participating along with one service provider. Important information was delivered regarding our Title I schoolwide program and substantial actionable feedback was obtained from parents, students, and staff members. Information was shared on our academic supports such as our literacy program and one-on-one tutoring as well as coordination of wrap-around services like food and housing assistance. We plan to increase the number of educational partner meeting opportunities next year to continue breaking down barriers to deep and meaningful parent engagement, and to harness the collective wisdom and insight of our families towards our ongoing school improvement efforts.

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.

4.4: Title 1 – Parent Engagement. This action will be discontinued because the school will not be applying for Title 1 funds.

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. • Provide meaningful parent activities • Promote events and activities for parents to participate in at school. The parents of English learners, low-income and foster youth students are some of the least involved educational partners. Parent and educational partner engagement is an essential component to effective schooling for our English learners, low-income and foster youth students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. We expect that these actions will increase involvement of the parents of English learners, low-	$108,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income and foster youth. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our participation counts to be above school enrollment each year.		
4.2	Translation and Outreach Services	All English learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following: • Our translation services are capable of translating for multiple languages in writing. • Oral translation services are also provided at school events. • Provide additional translation and outreach services as necessary. Many of our English learners and low-income students speak a language other than English. Our English learners, low-income and foster youth students require effective communication and outreach about the educational programs and opportunities at the site. Good communication improves a sense of connection. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. We expect that these actions will sustain student's sense of connection for our English learners, low-income and foster youth 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 students to report that over 95% feel connected to school each year.	$2,000.00	Yes
4.3	Educational Partner Engagement	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: • Provide meaningful educational partner engagement activities. • Provide two-way communication opportunities.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide additional services that support virtual communication and materials as necessary. Our English learners, low-income and foster youth students and families often struggle with being involved in meaningful school activities. Results from our school survey show that our parents report that 90% feel encouraged to participate. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, low-income and foster youth students. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect that our parents will report that over 85% feel encouraged to participate each year, based on the school survey.		

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
$1,483,698.00	$187,066.00

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
38.523%	0.000%	$0.00	38.523%

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:** Students who come to us are typically about 5-grade levels or more below in their academics. 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,	Through the continuous school improvement process of Differentiated Assistance, we will engage in regular, county-level technical assistance through Riverside County Office of Education for data-driven conversations and analysis of student subgroup performance. With this layered professional development strategy consisting of county-level technical assistance and school site Professional Learning Communities, improvements to instructional practices will be focused on culturally responsive, high-quality	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA All students, low-income, Hispanic) CA Dashboard Academic Indicator results for ELA and Math

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
	our socioeconomically disadvantaged 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 were our All-student group, Hispanic and socioeconomically disadvantaged students in Mathematics. Our Hispanic and socioeconomically disadvantaged students were yellow in ELA. We found that our student group in the red, for Math, were also in the low-income student group. The 2024 Dashboard had no student groups in the red for ELA and 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:** Schoolwide	academic support and resources for improved academic outcomes. Additional changes include increased and targeted tutoring, the use of Math180 or other designated intervention curricula, and tutor and paraprofessional push-in support in SGI classes to ensure students have quality instructional support in their program. Upon enrollment, student take NWEA MAP to assess their skill gaps and they are placed according to their needs. If they need an SGI program in math, we provide it. This action is ongoing throughout the school year. 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.	We will also consider input from the parents of participating students to enhance the quality of the programs provided.
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-	As a priority aligned to our Comprehensive Support and Improvement goal, we will focus on increasing access to high-dose academic tutoring aimed at supporting our English learners, low-income, and foster youth students in addition to our identified subgroups on the CA Dashboard indicators. Additionally, continued professional development for tutors and paraprofessionals, and tutor and paraprofessional push-in support in SGI	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: All-student group, 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
	student group, and Hispanic students. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard had these student groups in the red: Hispanic and socioeconomically disadvantaged. 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	classes to ensure students have quality instructional support in their program. We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and student relationship with help increase participation. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in- person and are available during school hours and on Saturdays. 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. This action is on-going throughout the school year. 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.	socioeconomically disadvantaged groups. 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.
1.4	**Action:** Counseling students towards 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	To address student needs, we will adjust our practices. This change includes increased and targeted tutoring, review of academic plans to ensure course articulation for core credits, assignment of academic interventions, and progress monitoring of the goal and action. Additionally, to address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs,	We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth and students with disabilities.

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
	compared to the All-student group who are at 64.5% for the 2023 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 78.8%. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Scope:** Schoolwide	incorporate counseling services to support students' well-being and create a positive learning environment. Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive working relationship and will connect frequently or as needed with high-needs students, to help meet social-emotional needs using models such as Trauma-Resilient Educational Communities (TREC), Multi-Tiered Systems of Support, Warm Demander, and Whole Child and Family Supports to promote intrinsic motivation, growth-mindset, and self-directed learning. Counselors are a critical factor in helping students graduate. Counselors will provide additional counseling and social-emotional support for English learners, LTEL, low-income and foster youth students, and students with disabilities. Counseling occurs weekly for our high-needs students. There are also multiple ways for counselors to connect with students such as one-on-one, group meetings, and home visits. Counselors are continually in contact with teachers and parents to help monitor the progress of students. We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income, and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis.	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.

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
1.5	**Action:** Student activities that increase learning efforts **Need:** As demonstrated in the Identified Needs and Metrics sections, English learners, low-income, and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	To address this need, we will improve the coordination of integrated services, targeted academic interventions like tutoring and Literacy intervention, and increased opportunities for social connection and community building. Additionally, the school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-led events and activities,s creating a positive learning environment. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences. Our students participate in a comprehensive incentive and recognition system on an ongoing basis that helps support their scholastic efforts. We have witnessed how these actions can 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 completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We anticipate from these actions and support services to see an increase up to 4 credits per learning period. We will also consider input from students and parents to enhance the quality of the program provided
2.1	**Action:** 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	To address this need, we will adjust the design of the action to ensure a comprehensive review of course placement, promotion, and support of A-G. We will structure course articulation for full CTE pathway completion and expand Dual Enrollment offerings. Additionally, our counselors will work closely with teachers to ensure all students	We will closely monitor progress on our CTE completion rates and our A-G completion rates for all of our student groups, especially English learners, LTEL, low-

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
	learners, LTELs, 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. the state average for completing A-G and CTE was 11.1%. In 2024, completing A-G was 0.0% and CTE pathway completion was 5.8% Our English learners, LTELs, low-income, and foster youth students need to be prepared to pursue a career or attend a college. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	complete college and/or career coursework. Counselors connect students with WIOA to receive job training and placement. Additionally, field trips will be planned for career exploration. When our students enroll, they soon start to 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. We have witnessed our students be successful in these programs. 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.	income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.
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	To address this need, we will adjust the design of the action to ensure dedicated professional learning opportunities and collaboration specifically towards mathematics and support for English learners. A deliberate approach using the Professional Learning Communities model and data-driven decision-making to incorporate evidence-based instructional strategies for scaffolding learning and assignment of interventions will promote academic progress.	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.

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
	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	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 will train on our EL Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning, 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.	We will also consider input from the parents, students, and teachers.
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 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:**	We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Computer and hot spots are provided for every incoming student. 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.	We will monitor and sustain 100% of our students' access to technology for their educational program. 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		
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 4.66, based on the CDE Standards Implementation Rubric. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	To address this need, our staff will continue to participate in local curriculum review, engage in dialogue, and provide input on aligning standards to instructional practices. Professional development will guide the implementation of a standards-based curriculum. Support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices. Teams will adopt an online learning platform to personalize student learning in Mathematics & ELA. 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.	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.
3.1	**Action:** Student Retention **Need:** We serve English learners, LTELs, low-income and foster youth, with high mobility, who are	Ensuring that our English learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have	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

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
	typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 100%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	comprehensive incentive programs. We will continue these practices, for our English learners, low-income and foster youth. These actions occur throughout the school year. 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.	our English learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.
3.2	**Action:** Social and Emotional Supports **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 100%. Teachers and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as our SEL, counseling, support personnel, social workers, professional development, and special programs such as Helping our Parenting-Students Excel (HOPE) have had a positive impact on our students. This action is provided on an ongoing basis, throughout the school year. Staff and teachers are 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	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
		needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
3.3	**Action:** Access to Transportation **Need:** We serve English learners, LTELs, low-income, and foster youth students who are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 89.12%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions are provided throughout the school year and teachers make sure students have access to transportation. We know that staff and students working together daily, will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the average attendance rate, and we will stay above 85% 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.
3.4	**Action:** Access to Nutrition **Need:** Food scarcity for our highly mobile English learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study	To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. Throughout the school day, teachers and staff are diligent about the nutritional needs of students. They are quick to provide food, daily. Students also ask for food as needed.	We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% for all of our students. 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
	program. The non-completer rate is currently 1.39%. Teachers and parents provided feedback indicating that they support the value of supporting student retention **Scope:** Schoolwide	These actions will decrease non-completer rates for our English learners, LTEL, low-income, and foster youth student population. 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:** Feedback from teachers, SRS, administrators, and counselors states 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. **Scope:**	To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events. 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. 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.	We will closely monitor 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
	Schoolwide		
4.2	**Action:** Translation and Outreach Services **Need:** According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 115 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison, in coordination with our staff, will utilize these services to increase communication with our EL, FY and LI parents using written, verbal and virtual communications. This action is provided throughout the school year, as needed, based on identified needs. Translation services are available quickly for written materials and oral services as necessary. This action is designed to meet the needs most associated with increased communication and 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.	We expect that these actions will have a positive increase on participation in ELAC and PAC meetings. This is good for all of our English learners, LTELs, low-income and foster youth. We will also consider input from the parents, students, and teachers.
4.3	**Action:** Educational Partner Engagement **Need:** Feedback from teachers, administrators, and counselors states 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	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We believe in the importance of parents feeling encouraged to participate. We expect that the	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.

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
	survey show that our parents report that 100% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	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 on-going-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 students will benefit, this action is provided on an LEA-wide basis.	We will also consider input from the parents, students, and teachers.

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 llearner 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	To address this, we will improve our support for our EL and LTEL students. Changes will include the use of a dedicated online platform for progress monitoring, instructional strategies, and intervention, increased and targeted tutoring, and additional EL paraprofessional support in SGI classes to ensure that English learners have quality instructional support in their program. Additionally, with intervention programs such as System 44, we will address the identified needs of our EL students and target their learning gaps.	We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standard, and using real-time tracking, student language proficiency, and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LTELs. On the 2024 CA Dashboard, our ELPI was at 32.1%, with no color. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	Additionally, we will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. Implementing our Designated and Integrated Language Development (ELD) program is vital in helping every English learner meet the linguistic and academic goals identified by their level of proficiency. 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. This will be done throughout the school year. 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	academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided.
1.7	**Action:** Long-term English Learners (LTEL) and English learners support staff, interventions, and materials **Need:**	To address this need, we have a more deliberate approach using the Professional Learning Communities model and data-driven decision-making to incorporate evidence-based instructional strategies for scaffolding learning and assignment of interventions, which will promote	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. On the 2024 CA Dashboard, our ELPI was at 32.1%, with no color. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	academic progress for our English learners. We will continue using our ELD Task Force as a guiding coalition for implementing actions and strategies aimed at improving academic success for our EL and LTEL students. Our EL Lead and EL Paraprofessional will work with faculty to plan academic intervention concentrated on effective and equitable instructional strategies for EL and LTEL students, including providing one-on-one and push-in support during SGI classes. Additionally, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or collaborative learning communities focused on effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are 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 schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. Professional development happens throughout the year. There is follow-up with staff who are trained using the professional learning community's	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 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
		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.	

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	3,851,459.00	1,483,698.00	38.523%	0.000%	38.523%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,175,300.00	$0.00	$0.00	$0.00	$5,175,300.00	$3,285,506.00	$1,889,794.00

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 - June 30, 2026	$110,000.00	$7,000.00	$117,000.00				$117,000.00	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 - June 30, 2026	$333,000.00	$4,000.00	$337,000.00				$337,000.00	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 - June 30, 2026	$139,351.00	$5,000.00	$144,351.00				$144,351.00	0.00%
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		July 1, 2025 - June 30, 2026	$117,175.00	$16,000.00	$133,175.00				$133,175.00	0.00%
1	1.5	Student activities that increase learning efforts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$25,797.00	$25,797.00				$25,797.00	0.00%
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2025 - June 30, 2026	$1,977,605.00	$0.00	$1,977,605.00				$1,977,605.00	
1	1.7	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 - June 30, 2026	$0.00	$1,000.00	$1,000.00				$1,000.00	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	2.1	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 - June 30, 2026	$91,375.00	$30,000.00	$121,375.00				$121,375.00	0.00%
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 - June 30, 2026	$0.00	$8,000.00	$8,000.00				$8,000.00	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 - June 30, 2026	$0.00	$10,000.00	$10,000.00				$10,000.00	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 - June 30, 2026	$235,000.00	$11,000.00	$246,000.00				$246,000.00	0.00%
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,283,562.00	$1,283,562.00				$1,283,562.00	
2	2.6	Safe and secure facilities	All	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$430,435.00	$430,435.00				$430,435.00	
3	3.1	Student Retention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$70,000.00	$4,000.00	$74,000.00				$74,000.00	0.00%
3	3.2	Social and Emotional Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$116,000.00	$15,000.00	$131,000.00				$131,000.00	0.00%
3	3.3	Access to Transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$6,000.00	$6,000.00				$6,000.00	0.00%
3	3.4	Access to Nutrition	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$15,000.00	$15,000.00				$15,000.00	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 - June 30, 2026	$96,000.00	$12,000.00	$108,000.00				$108,000.00	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
4	4.2	Translation and Outreach Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$2,000.00	$2,000.00				$2,000.00	0.00%
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$4,000.00	$4,000.00				$4,000.00	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
3,851,459.00	1,483,698.00	38.523%	0.000%	38.523%	$1,483,698.00	0.000%	38.523 %	**Total:**	$1,483,698.00
								LEA-wide Total:	$0.00
								Limited Total:	$118,000.00
								Schoolwide Total:	$1,365,698.00

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	$117,000.00	0.00%
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$337,000.00	0.00%
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$144,351.00	0.00%
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income		$133,175.00	0.00%
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,797.00	0.00%
1	1.7	Long-term English Learners (LTEL) and English learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	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	2.1	Career and college-readiness for English learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$121,375.00	0.00%
2	2.2	Professional development addressing English learners, low income, and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	0.00%
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$246,000.00	0.00%
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$74,000.00	0.00%
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$131,000.00	0.00%
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	0.00%
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	0.00%
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$108,000.00	0.00%
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	0.00%
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,710,653.00	$5,122,342.00

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	$103,627.00	$121,148.00
1	**1.2**	All academic interventions and program materials	Yes	$313,327.00	$367,910.00
1	**1.3**	Tutoring and supports for students	Yes	$143,580.00	$168,804.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$73,876.00	$86,417.00
1	**1.5**	Student activities that increase learning efforts	Yes	$31,797.00	$37,422.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$1,652,174.00	$1,736,385.00
1	**1.7**	Title 1 - Intervention programs and personnel to support students	No	$49,187.00	$50,676.00
1	**1.8**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$2,000.00	$2,421.00
2	**2.1**	Career and college-readiness for English Learners, low income and foster youth students	Yes	$125,186.00	$146,288.00
2	**2.2**	Professional development addressing English Learners, low income, and foster youth students	Yes	$5,000.00	$5,896.00
2	**2.3**	Technology Access & Support	Yes	$10,000.00	$11,730.00

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)
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$158,690.00	$186,171.00
2	2.5	Educational materials for an effective program	No	$1,267,229.00	$1,302,846.00
2	2.6	Safe and secure facilities	No	$427,331.00	$489,943.00
3	3.1	Student Retention	Yes	$72,952.00	$85,767.00
3	3.2	Social and Emotional Supports	Yes	$150,565.00	$176,581.00
3	3.3	Access to Transportation	Yes	$3,000.00	$3,494.00
3	3.4	Access to Nutrition	Yes	$15,000.00	$17,608.00
3	3.5	Title 1 – Helping Homeless	No	$500.00	$538.00
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	$98,528.00	$115,631.00
4	4.2	Translation and Outreach Services	Yes	$1,000.00	$1,170.00
4	4.3	Educational Partner Engagement	Yes	$4,000.00	$4,694.00
4	4.4	Title 1 – Parent Engagement	No	$2,104.00	$2,802.00

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)
$1,494,249.00	$1,312,128.00	$1,539,152.00	($227,024.00)	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	$103,627.00	$121,148.00	0.00%	
1	1.2	All academic interventions and program materials	Yes	$313,327.00	$367,910.00	0.00%	
1	1.3	Tutoring and supports for students	Yes	$143,580.00	$168,804.00	0.00%	
1	1.4	Counseling students towards graduation and materials	Yes	$73,876.00	$86,417.00	0.00%	
1	1.5	Student activities that increase learning efforts	Yes	$31,797.00	$37,422.00	0.00%	
1	1.8	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$2,000.00	$2,421.00	0.00%	
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	$125,186.00	$146,288.00	0.00%	
2	2.2	Professional development addressing English Learners, low income, and foster youth students	Yes	$5,000.00	$5,896.00	0.00%	
2	2.3	Technology Access & Support	Yes	$10,000.00	$11,730.00	0.00%	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$158,690.00	$186,171.00	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	**3.1**	Student Retention	Yes	$72,952.00	$85,767.00	0.00%	
3	**3.2**	Social and Emotional Supports	Yes	$150,565.00	$176,581.00	0.00%	
3	**3.3**	Access to Transportation	Yes	$3,000.00	$3,494.00	0.00%	
3	**3.4**	Access to Nutrition	Yes	$15,000.00	$17,608.00	0.00%	
4	**4.1**	Community/Parent Liaison and Meaningful School Activities	Yes	$98,528.00	$115,631.00	0.00%	
4	**4.2**	Translation and Outreach Services	Yes	$1,000.00	$1,170.00	0.00%	
4	**4.3**	Educational Partner Engagement	Yes	$4,000.00	$4,694.00	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)
$3,765,038.00	$1,494,249.00	0	39.687%	$1,539,152.00	0.000%	40.880%	$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).

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