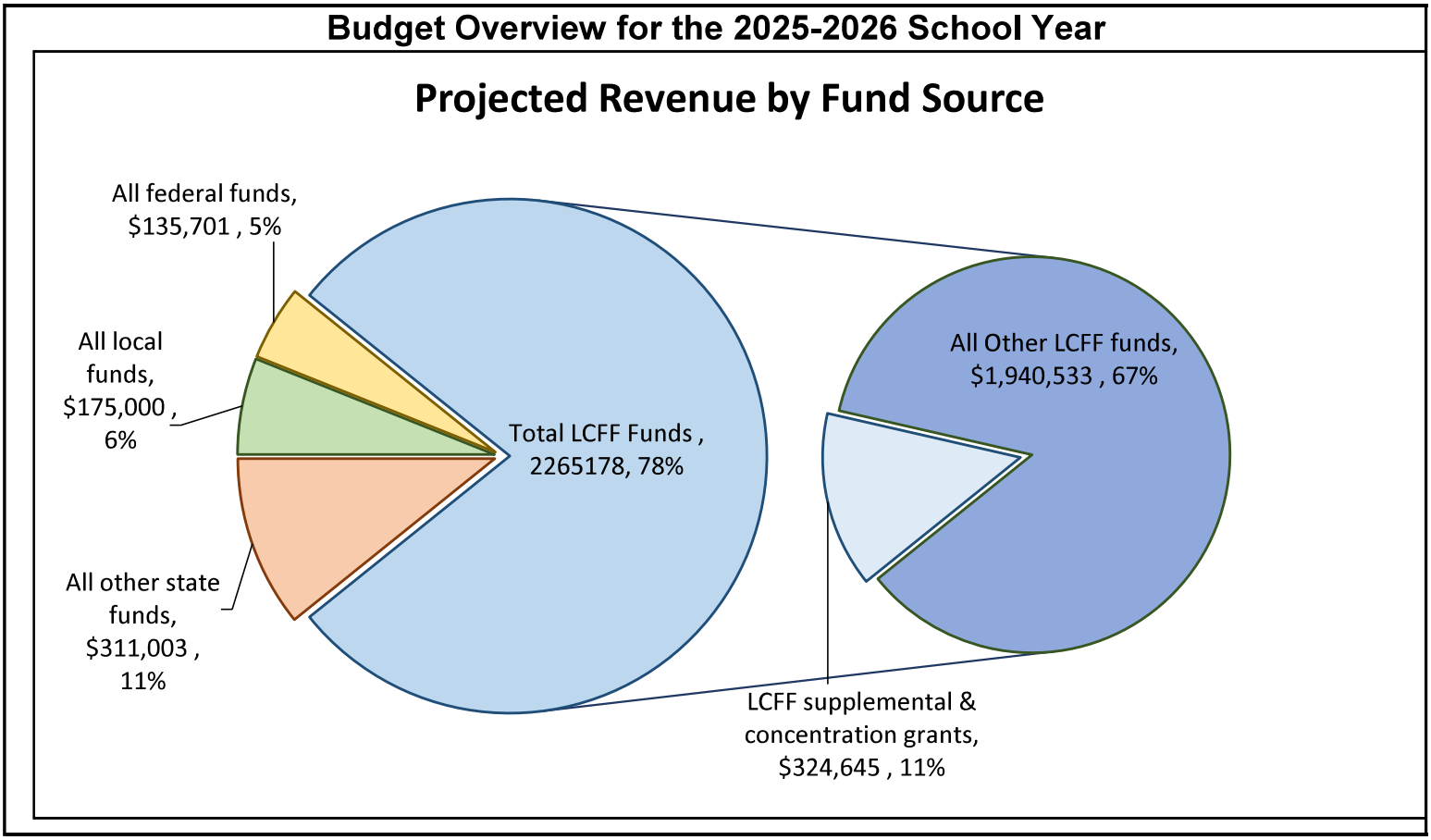
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pasadena Rosebud Academy
CDS Code: 19648810113894
School Year: 2025-2026
LEA contact information: Shawn Brown

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).

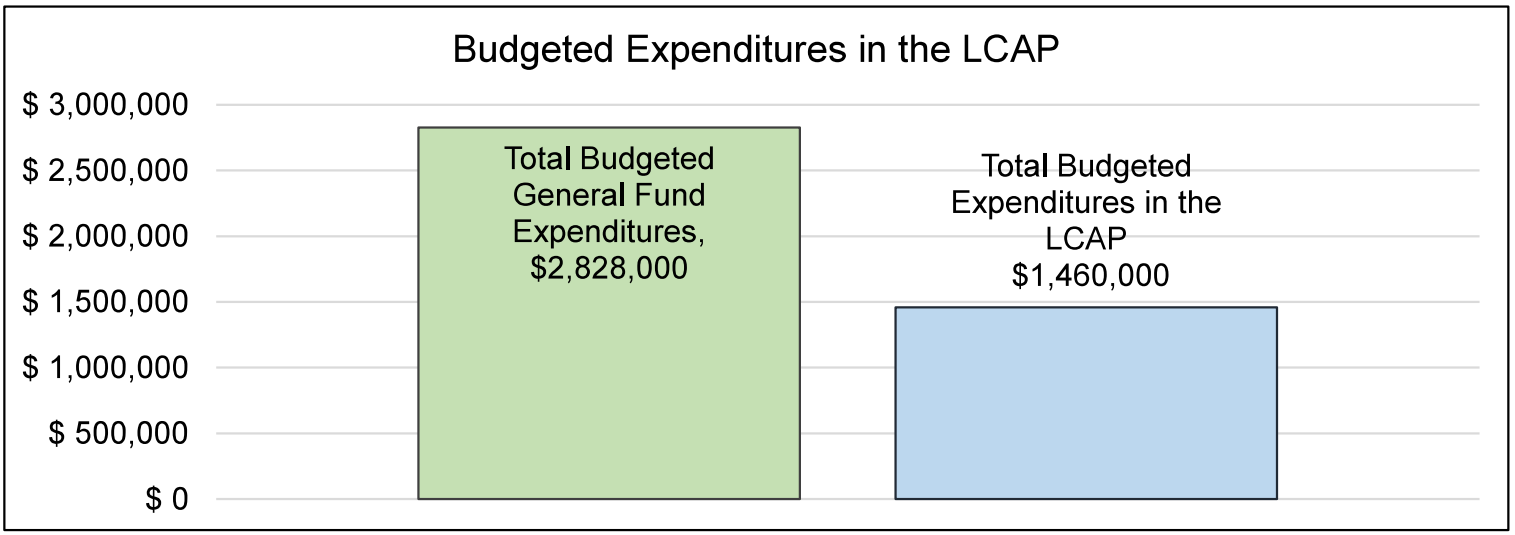


This chart shows the total general purpose revenue Pasadena Rosebud Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pasadena Rosebud Academy is $2,886,882.00, of which $2,265,178.00 is Local Control Funding Formula (LCFF), $311,003.00 is other state funds, $175,000.00 is local funds, and $135,701.00 is federal funds. Of the $2,265,178.00 in LCFF Funds, $324,645.00 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 Pasadena Rosebud Academy plans to spend for 2025-2026. 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: Pasadena Rosebud Academy plans to spend $2,828,000.00 for the 2025-2026 school year. Of that amount, $1,460,000.00 is tied to actions/services in the LCAP and $1,368,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

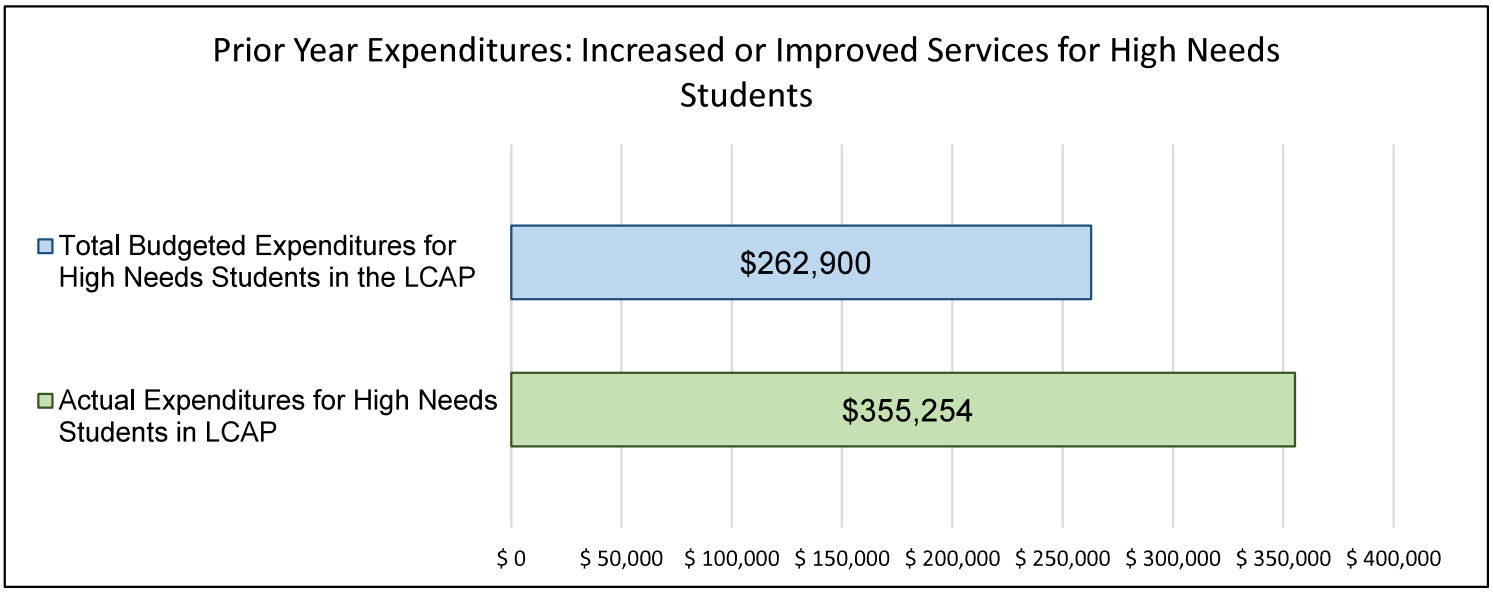
Pasadena Rosebud Academy Plans to spend $2,828,000 on expenditures for the school year 2025-2026 school year. Of the expenditures not capture in the LCAP would consist of: Administrative Costs: Salaries and benefits for PRACS and school administration staff, Directors and administrative support staff. These items are essential for the overall operations of PRACS but fall outside the specific goals and actions outlined in the LCAP, which focuses more on student achievement and targeted programs for specific

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Pasadena Rosebud Academy is projecting it will receive $324,645.00 based on the enrollment of foster youth, English learner, and low-income students. Pasadena Rosebud Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Pasadena Rosebud Academy plans to spend $275,000.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what Pasadena Rosebud Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pasadena Rosebud Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, Pasadena Rosebud Academy's LCAP budgeted $262,900.00 for planned actions to increase or improve services for high needs students. Pasadena Rosebud Academy actually spent $355,254.00 for actions to increase or improve services for high needs students in 2024-2025.

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
Pasadena Rosebud Academy Charter School	Sonia Anand, Director	sonia.anand@rosebudacademy.com

Plan Summary 2025-2026

General Information

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

Pasadena Rosebud Academy Charter School (PRACS) is a high-performing, tuition-free TK–8 public charter school dedicated to closing the achievement and wealth gap for students of color. Founded in 2007 with just 14 students in kindergarten and first grade, PRACS has since grown into a thriving learning community serving approximately 154 scholars. For the past 18 years, the school has been proudly serving the Altadena and Pasadena community. In August 2024, it expanded its program to include Transitional Kindergarten, deepening their commitment to early learning and long-term academic success.

The mission is to provide an exceptional educational experience through uncompromisingly high expectations and standards for all students, staff, and parents in Pasadena and the surrounding communities. The vision is to develop well-rounded critical thinkers who will have a positive impact in the world.

On January 8, 2025, PRACS faced a devastating loss when the school was completely destroyed in the Eaton Fire. Despite this immense challenge, the school community demonstrated incredible resilience. PRACS has relocated to a

shared site at Don Benito Elementary School, located at 3700 Denair Street, Pasadena, CA 91107. This temporary location has allowed the school community to maintain continuity of instruction, uphold its school culture, and ensure their students' learning and well-being remain the top priorities.

The scholars who attend the school come from a wide range of communities, with the majority residing in and around Pasadena and Altadena. The student population is composed of approximately .56% African American, .344% Hispanic/Latino, .058% unspecified, .006% Asian, .006% White, and .026% two or more races. Subgroups include 6% English Learners and 9% students with Individualized Education Plans (IEPs). Sixty-eight percent of students qualify for free or reduced-price meals. The gender makeup is 52% male and 48% female.

Pasadena Rosebud Academy stands on five core principles that guide its instructional design and student development: Critical Thinking, Financial Literacy, Exposure and Experiences, Cultural and Global Awareness, and Service. These pillars foster the development of well-rounded individuals who are intellectually sharp, socially conscious, and emotionally aware.

The financial literacy program is a key driver in the school's mission to promote generational wealth. This year, the 8th grade students purchased their first stock shares, a tradition which will be upheld annually, ensuring each graduating class leaves PRACS as stockholders.

Through the experiential learning model, students participate in rich educational travel opportunities. Annual trips include Catalina Island, Sacramento, San Francisco, Washington D.C., New York, Costa Rica, to name a few. Pre Pandemic we took two groups of students to China. These experiences help students think and dream beyond the boundaries of their immediate environments.

PRACS also proudly offers a robust performing arts program, where students engage in music, dance, and theater to build creativity, expression, and cultural appreciation.

The service-learning initiatives instill a spirit of kindness and responsibility in students. Scholars are taught to be stewards of their communities and the world—empowering them to pay it forward and see beyond themselves.

PRACS employs a dedicated team of 34 staff members, including 11 credentialed teachers, 19 classified and support staff, and a small but effective administrative team of three school leaders and an administrative assistant. We are governed by a committed five-member board that ensures accountability, alignment with our mission, and strategic growth.

Pasadena Rosebud Academy Charter School remains a proud and resilient educational pillar in the Altadena and Pasadena communities. We are honored to continue serving our families and are determined to build back stronger after the Eaton Fire. Our commitment to equity, excellence, and community will continue to shape the lives of every scholar who walks through our doors.

Equity Multiplier Funding
Pasadena Rosebud Academy Charter School is the sole school within its LEA and does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Pasadena Rosebud Academy's 2024 performance, as reported on the California School Dashboard and supported by local data, reflects a year of meaningful progress, sustained excellence in school climate, and targeted efforts to close achievement gaps. While some subgroup performance experienced slight declines, it is important to note that Pasadena Rosebud Academy continues to outperform both the state and the local district in key areas, reinforcing our school's commitment to high expectations and equitable outcomes.

Successes

1. School Climate and Student Behavior

- Suspension Rate – BLUE (No Suspensions)
  For the second consecutive year, Pasadena Rosebud Academy reported zero suspensions, maintaining the highest performance rating (Blue) on the Dashboard. This achievement is a testament to our school-wide

commitment to restorative practices, proactive behavioral support systems, and a nurturing environment that prioritizes student well-being.

2. English Language Arts – GREEN Overall

- In 2024, the school moved from *Yellow* to *Green* overall in ELA—a significant improvement.
- African American students improved by +8.6 points, moving from *Orange* in 2023 (with a -16.7 point drop) to *Yellow* in 2024.
- While Hispanic students (Orange) maintained performance with a slight +2.7 point gain, and Socioeconomically Disadvantaged students (Orange) saw a -9.2 point decline, the school's overall ELA performance continues to exceed the state and district averages.

2023 ELA Performance (Dashboard):

- Overall: Yellow
- African American: Orange (↓16.7 points)
- Hispanic/Latino: Yellow
- Socioeconomically Disadvantaged: Yellow

Challenges and Areas for Growth

1. Math Performance – YELLOW Overall

- While the overall school math score moved from *Green* in 2023 to *Yellow* in 2024, Pasadena Rosebud Academy remains above the state and district averages in Math performance.
- The declines were most notable in:
    - African American students: *Orange*, with a 20.3-point decrease
    - Socioeconomically Disadvantaged students: *Yellow*, 16.4-point decrease
    - Hispanic students: *Yellow*, 5.4-point decrease

These changes follow a strong year in 2023 when all subgroups were in the Green category, with substantial growth:

2023 Math Performance (Dashboard):

- Overall: Green
- African American: Green (↑34.2 points)
- Hispanic/Latino: Green (↑12.4 points)
- Socioeconomically Disadvantaged: Green (↑28.9 points)

Although scores dipped slightly in 2024, it is important to contextualize these changes within a broader multi-year trend of academic growth and resilience. The school is implementing strategies to reverse these short-term dips and build on our long-term progress.

2. Chronic Absenteeism – ORANGE

- In 2024, 32.7% of students were chronically absent, placing the school in the *Orange* category.
- However, this represents a 5.7% improvement from 2023 and shows that recent interventions are having a positive impact.

Meeting Identified Needs

To address performance disparities and student needs, Pasadena Rosebud Academy is implementing the following strategies:

1. Targeted Professional Development

- Teachers and support staff are receiving job-embedded professional development focused on:
    - Culturally responsive instruction
    - Data-driven differentiation
    - Inclusive practices to better support diverse learners

2. Academic Support and Tutoring

- After-school tutoring and in-school intervention blocks are prioritized for students in underperforming subgroups.
- Ongoing formative assessments are used to identify skill gaps and monitor student progress in real time.

3. Student Engagement and Attendance

- A renewed focus on student voice, enrichment opportunities, and culturally relevant curriculum is helping to increase student engagement.
- To improve attendance, the school has:
    - Launched attendance incentives
    - Strengthened family outreach
    - Provided personalized support for chronically absent students

4. Family and Community Involvement

- Parent workshops, bilingual communication strategies, and family engagement events are reinforcing the home-school connection.
- Community partnerships offer additional support, including mental health resources, mentoring, and academic guidance.

Looking Forward

Pasadena Rosebud Academy remains a model of perseverance, equity, and academic ambition. Despite some subgroup performance declines in 2024, we are proud to note that we are still outperforming the state and local school district in key areas, including overall ELA and Math performance, and have sustained an exemplary school climate with zero suspensions.

Our staff, families, and community partners are aligned in a shared commitment to student success. By focusing on professional growth, academic intervention, meaningful engagement, and whole-child support, we are confident that Pasadena Rosebud Academy will continue to close equity gaps and promote excellence for all learners.

Learning Recovery Education Block (LREBG):

Pasadena Rosebud Academy has unexpended Learning Recovery Emergency Block Grant (LREBG) funds from a prior allocation. In alignment with Education Code (EC) Section 32526(c)(2) and based on the school's comprehensive needs

assessment (EC Section 32526(d)), these funds will be used to support targeted actions under Goal 1: To provide rigorous differentiated instruction to develop critical thinking and analytical skills for college and career readiness upon graduating 8th grade.

LREBG funds will be used to support the following actions, either in whole or in part:

Goal 1 – Rigorous Differentiated Instruction for College and Career Readiness

Action 2 **– Professional Development for Teachers and Support Staff**

LREBG Funding Use: Partial

Rationale: This action focuses on building the instructional capacity of teachers and support staff through high-quality professional development in the areas of differentiated instruction, data-driven practices, equity-centered teaching, and targeted interventions.

Alignment with EC Section 32526(c)(2):

- This action is aligned with the allowable use of funds for **"professional development for certificated and classified staff."**

Alignment with Needs Assessment (EC Section 32526(d)):

- The needs assessment identified a pressing need to improve outcomes for historically underserved student groups, including socioeconomically disadvantaged, Hispanic/Latino, and African American students, particularly in English Language Arts and Mathematics.
- Professional learning will equip educators with the strategies and tools necessary to effectively address learning gaps and provide targeted academic support within the classroom.

Action 8 **– Academic Support and After-School Tutoring**

LREBG Funding Use: Partial

Rationale: This action provides structured tutoring and academic intervention before and after school. Services target students demonstrating academic need based on assessment data, with a focus on English Language Arts and Mathematics.

Alignment with EC Section 32526(c)(2):

- This action is aligned with the allowable use of funds for "instructional learning supports, including, but not limited to, tutoring or other one-on-one or small group learning supports provided by certificated or classified staff."

Alignment with Needs Assessment (EC Section 32526(d)):

- The school's needs assessment revealed performance declines in key subgroups on the 2024 California School Dashboard—particularly in Math for African American students (-20.3 points) and ELA for socioeconomically disadvantaged students (-9.2 points).
- Tutoring will provide personalized academic support to help students recover learning and accelerate progress toward grade-level proficiency.

Action 10 – Summer Step-Up Program

LREBG Funding Use: Partial

Rationale: The Summer Step-Up program offers extended-year learning opportunities for students performing below grade level, including structured instruction in ELA and Math as well as enrichment activities. The program supports both academic recovery and student engagement.

Alignment with EC Section 32526(c)(2):

- This action is aligned with the allowable use of funds for **"instructional learning supports"** and **"extended learning time, including summer school or intersession programs."**

Alignment with Needs Assessment (EC Section 32526(d)):

- The needs assessment showed that students continue to experience learning gaps exacerbated by pandemic-related disruptions. In particular, the most recent data identified a need for additional learning time and targeted instruction to mitigate learning loss and prevent summer regression.
- This program provides equitable access to extended learning time for students most in need of academic support.

Addressing Chronic Absenteeism Across Actions

In addition to supporting learning recovery, Actions 8 and 10 indirectly support improved attendance and engagement—areas also identified in the needs assessment. With 32.7% of students chronically absent in 2024 (Orange Dashboard rating), offering engaging academic support like after-school tutoring and summer learning can help foster stronger school connections and increase daily attendance. "These strategies support the allowable use of funds for integrated pupil supports to address barriers to learning and for programs designed to reduce chronic absenteeism."

Conclusion

The selection and use of unexpended LREBG funds reflect Pasadena Rosebud Academy's commitment to equity, academic recovery, and student well-being. Each funded action is grounded in identified student needs and fully aligned with the allowable uses of the Learning Recovery Emergency Block Grant. These targeted investments will help ensure that every student receives the opportunity and support needed to thrive academically and socially.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Governing Board	Meeting Dates: ☐ Aug 15, 2024 - LCAP Overview, feedback and input ☐ October 17, 2024- LCAP Planning Discussion ☐ February 20, 2024- Fire Relief and Recovery ☐ June 26, 2025 - LCAP Presentation, Discussion, Input, and Approval Engaging the Governing Board in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. PRACS engaged the governing board in the LCAP process by: ● Holding a dedicated meeting to explain LCAP requirements, timelines, and key components. Distributed informational materials and answer any questions from board members. ● Providing an overview of the Local Control and Accountability Plan (LCAP) process, its importance, and the role of the governing board. ● Gathering input from various educational partners to identify the unique needs of students, including unduplicated student groups (low-income, English learners, foster youth). ● Developing a comprehensive understanding of the school's needs, challenges, and opportunities.

	• Developing and presenting a draft LCAP that reflects the collective input of all educational partners and addresses identified needs. • Refining the LCAP draft based on the board's insights and recommendations. • Providing an opportunity for the broader school community to review and comment on the draft LCAP. • Publishing the draft LCAP on the school's website. • Presenting board members and other educational partners with LCAP mid-year progress reports. Collecting additional feedback from parents, students, staff, and community members to ensure the LCAP addresses their concerns and priorities. • Securing formal approval of the LCAP from the governing board. • Presenting the final LCAP at a scheduled board meeting. Providing an overview of changes made based on feedback and how the plan addresses identified needs. • Obtaining the board's approval and formal adoption of the LCAP. • Establishing a schedule for regular progress reports, collecting data on performance metrics, and adjusting actions as needed. • Maintaining transparency and accountability, ensuring the LCAP is effectively improving student outcomes. By following this structured process, Pasadena Rosebud Academy Charter School can ensure the governing board is actively engaged in developing the LCAP, leading to a well-informed and collaborative approach to meeting the needs of all students. It is important to note that the LCAP Mid-Year Progress Report was not presented this school year to the governing board due to the Eaton Fire, which resulted in the school burning down. The school community was in crisis mode during January and February and has remained focused on recovery efforts since then.
Administrators	Meeting Dates: ☐ September 17, 2024 (Overview and review of LCAP goals and objectives) ☐ December 13, 2024 (Analyzing data) ☐ January 7, 2025 (Analyzing Data/ Prep for Mid-Year Progress Report)

	Engaging the administrative team in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. The administrative team engaged with with the LCAP process by: ● Initiating a preliminary meeting to review LCAP guidelines, objectives, and goals. ● Establishing a leadership team that includes the executive director, director, business manager, and business development team to guide the LCAP process. ● Identifying team members, defining roles, and setting a schedule for regular meetings. ● Collecting comprehensive data to understand the needs of all students, including unduplicated student groups (low-income, English learners, foster youth). ● Analyzing academic performance data, attendance records, behavior reports, and feedback from surveys and focus groups. ● Providing the team with detailed insights into the school's current performance and areas needing improvement. ● Organizing meetings, surveys, and forums with parents, students, staff, and community members. ● Developing a draft LCAP that reflects the needs assessment and feedback from educational partners, ensuring the goals align the LCAP with the school's overall mission and vision and state priorities. ● Refining the draft LCAP based on initial feedback from the leadership team and the Executive Director. ● Ensuring the draft LCAP is polished and addresses all identified needs effectively. ● Publishing the draft LCAP for public review, holding forums and public hearings, and collecting feedback. ● Collecting comprehensive community feedback to further refine the LCAP. ● Finalizing the LCAP by incorporating all feedback from the public and the governing board. ● Collaborating to make final revisions. Ensuring the plan is complete and ready for board presentation and approval. ● Presenting the final LCAP to the governing board, highlighting key elements, educational partners' engagement, and alignment with strategic goals. Addressing any final questions or concerns from the board. ● Obtaining board approval and formal adoption of the LCAP.

	• Monitoring the progress of the LCAP implementation and reported outcomes to the governing board and educational partners. • Establishing a schedule and presenting mid year progress reports. Collecting data on performance metrics and making adjustments as needed. The Executive Director ensures accountability and transparency in reporting. By following this structured process, PRACS can ensure that the Executive Director and the administrative team is actively engaged in developing the LCAP, leading to a well-informed, strategic, and collaborative approach to meeting the needs of all students. Although administrators began preparing for the mid-year progress report, the LCAP Mid-Year Progress Report was not presented this school year due to the Eaton Fire, which resulted in the school burning down. The school community has been in crisis mode during January and February and has remained focused on recovery efforts since then.
Teachers and Support Staff	Meeting Dates: ☐ August 20, 2024 (Discussion and Collaboration) ☐ September 25, 2024 (Data Collection and Analysis) ☐ March 26, 2025 (Mid-Year Progress Report) ☐ May 28 2025 (End of the Year Assessment Data ☐ June 5, 2025 (Teacher and Staff Survey) Engaging the teachers and support staff in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. PRACS engaged the teachers and support staff with the LCAP development by: • Ensuring that teachers and support staff actively participated in data collection and analysis, offering valuable insights into student needs. Their involvement as educational partners in engagement activities, such as meetings, surveys, and focus groups, ensured their perspectives and expertise are integrated into the needs assessment and goal-setting phases.

	• During the draft development, teachers and support staff collaborated on drafting goals, actions, and expected outcomes, ensuring the LCAP reflects classroom realities. • Helping assign responsibilities, set timelines, and allocate resources. • Ongoing monitoring and reporting included regular progress reports and feedback from teachers and staff to ensure the LCAP's effectiveness in improving student outcomes. This comprehensive approach ensured that educators' insights and experiences are central to the LCAP's success. By creating a process, PRACS can effectively engage teachers and support staff in the development of the LCAP, ensuring that the plan reflects the diverse needs and priorities of the students including unduplicated students, leading to improved educational outcomes for all students.
Students	Meeting Dates: ☐ October 26, 2024 (LCAP Informational) ☐ May 27, 2025 (Student Survey) Engaging students in the Local Control and Accountability Plan (LCAP) process is crucial to ensure that the plan reflects their needs, perspectives, and ideas. PRACS effectively involved students in the development and implementation of the LCAP through: • Outreach and Awareness: Informing students about the LCAP process, its significance, and how their input can shape their educational experience. Methods: Use school announcements, assemblies, classroom presentations, and digital platforms. • Associated Student Body (ASB): Leadership group Associated Student Body (ASB) that includes a group of students in middle school. Methods: Invite nominations, hold elections, or seek volunteers to ensure representation from various student demographics, including unduplicated student groups. • Conducting Needs Assessments: Gathering input from students to identify their needs, priorities, and concerns regarding their education and school environment. Methods: Distribute surveys and conduct focus groups.

	• Implementation and On-going Engagement: Implement the LCAP with continuous student involvement through regular feedback mechanisms. Methods: ASB meetings, provide implementation updates, and gather ongoing feedback from the student body. By following these procedures, PRACS has effectively engaged students in the development and implementation of the LCAP, ensuring that the plan reflects the diverse needs and priorities of the student body, leading to improved educational outcomes and school climate.
Parents	Meeting Dates: ☐ September 9, 2024 LCAP Overview (PTO) Governing Board ☐ October 8, 2024 LCAP Overview Communication (Discussions, feedback and parent input) ☐ June 5, 2025 (Parent Survey) Engaging parents in the development of the Local Control and Accountability Plan (LCAP) at PRACS is essential to ensure that the plan reflects the needs and priorities of the entire school community. PRACS engaged parents with the LCAP by: • Informing parents about the LCAP process, its purpose, and the importance of their participation. • Conducting a Needs Assessment: Gather input from parents to identify needs, priorities, and concerns related to their children's education. Method: Distribute surveys, hold focus groups, and conduct individual interviews. • Hosting Informational and Feedback Sessions: Organize informational meetings to explain the LCAP process and gather feedback on proposed goals and actions. Method: PTO Meetings • Regular Communication Updates: Keeping parents informed about the progress of the LCAP development and how their input is being used. Method: Regular updates via emails, Back-to-School night and PTO meetings. • Implementation and On-Going Involvement: Implement the LCAP with ongoing parent involvement. Method: Regular PTO meetings, implementation updates, ongoing feedback.

	By creating a process, PRACS can effectively engage parents in the development of the LCAP, ensuring that the plan reflects the diverse needs and priorities of the school community, leading to improved educational outcomes for all students.
Desert Mountain Charter SELPA	Meeting Dates: ☐ Monthly Governing Council Meetings Engaging Desert Mountain Charter SELPA in the development of the Local Control and Accountability Plan (LCAP) for PRACS involves a structured process to ensure their expertise and resources are effectively integrated into the planning and implementation phases. The engagement with Desert Mountain Charter SELPA included: • Identifying key educational partners from Desert Mountain Charter SELPA who will participate in the LCAP process. • Conducting a joint needs assessment, leveraging Desert Mountain Charter SELPA's expertise to analyze student achievement data, special education needs, and feedback from educational partners. • Organizing planning sessions with Desert Mountain Charter SELPA representatives to set goals and actions related to special education and support services. • Drafting the LCAP with input from Desert Mountain Charter SELPA, ensuring their feedback is integrated into relevant sections, particularly those addressing student support services and special education. • Sharing the LCAP draft with Desert Mountain Charter SELPA for review and additional feedback. • Incorporating all final feedback from Desert Mountain Charter SELPA into the LCAP. • Implementing the LCAP with ongoing support and collaboration from Desert Mountain Charter SELPA. • Monitoring the progress of LCAP implementation with regular check-ins and data review sessions with Desert Mountain Charter SELPA. This structured process allows PRACS to effectively engage Desert Mountain Charter SELPA in the development of the LCAP, ensuring that the plan addresses the unique needs of students with disabilities and fosters an inclusive, supportive educational environment. The second semester PL

	conversation with the SELPA did not take place this year due to the Eaton Fire, which destroyed the school and placed the community in crisis and recovery mode, diverting school leaders' attention from certain responsibilities and requirements.
Community Partners for Fire Relief Effort	The Eaton Fire has brought together a strong network of fire recovery partners who have provided PRACS with critical resources and support throughout the crisis, recovery, and ongoing rebuilding efforts. Many of these partners remain committed to walking alongside PRACS on our journey to restore and rebuild the school community.

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

The development and adoption of the Local Control and Accountability Plan (LCAP) at PRACS were meaningfully shaped by input from a diverse group of educational partners, including the Governing Board, administrators, teachers and support staff, students, parents, the Desert Mountain Charter SELPA, and community organizations such as the Community Partners for Fire Relief Effort. Through a variety of engagement efforts—including surveys, focus groups, public meetings, and advisory committee consultations—the plan was crafted to reflect the collective priorities and needs of our school community. Below is a detailed description of how their feedback influenced the final LCAP:

Governing Board

The Governing Board emphasized fiscal transparency and long-term sustainability, which led to the inclusion of clear budget alignments and phased implementation strategies for new programs. Their advocacy for equity resulted in additional funding allocated to support high-need student populations.

- **Input:** The Governing Board provided strategic guidance on the overall goals and priorities of the LCAP, emphasizing accountability, fiscal responsibility, and alignment with PRACS's long-term vision.
- **Influence:** Their feedback led to the inclusion of clear, measurable objectives and outcomes in the LCAP, ensuring that resource allocation and program implementation were aligned with the school's strategic plan. They also emphasized the need for transparent reporting and monitoring mechanisms to track progress.

Administrators

- **Input:** School administrators highlighted operational needs, logistical considerations, and the importance of cohesive implementation strategies. They also focused on the necessity for professional development and improving student achievement.
- **Influence:** Administrative feedback resulted in the incorporation of professional development that supported the implementation of effective and engaging instructional practices. The focus on student incentives that encourage scholars to work towards academic achievement was another area of the LACP that was influenced by administrators. The metrics for student outcomes were also influenced by administrators.

Teachers and Support Staff

- **Input:**
  Teachers and support staff provided valuable insights into the day-to-day challenges and opportunities within the classroom, focusing on instructional practices, student engagement, behavior, and the need for supportive resources. A key area of concern identified was student mental health and behavior supports, especially in the aftermath of the recent fire that deeply affected the school community. Staff emphasized the need for trauma-informed approaches, social-emotional learning, and differentiated instruction to meet the wide-ranging academic and emotional needs of their students.
- **Influence:**
  This input directly informed several components of the adopted LCAP. The plan includes targeted instructional supports such as differentiated instruction strategies, enhanced classroom resources, and structured collaboration time for educators. Teacher and staff feedback also led to the inclusion of smaller class sizes and additional classroom aides to strengthen student-teacher interactions. Recognizing the increased need for mental health support post-fire, the LCAP incorporates additional school counselors and a comprehensive Social-Emotional Learning (SEL) curriculum to help address trauma-related challenges and promote student well-being. Furthermore, teachers and support staff played a critical role in shaping the student outcome metrics outlined in the LCAP, ensuring alignment with both academic goals and socio-emotional development.

Students

- **Input:** Students shared their experiences and perspectives on school climate, academic programs, and extracurricular activities. They highlighted the need for more clubs and extracurricular activities, engaging learning environments, and cleaner bathrooms.

- **Influence:** Student feedback directly influenced the addition of programs and the enhancement of extracurricular offerings. Their input also led to the implementation of the clean bathroom initiative which included better maintenance of the school facilities.

Parents

Input:
Parents provided valuable insights on their children's needs, focusing on communication, academic support, and access to extracurricular activities. They emphasized the importance of consistent and transparent family engagement, culturally responsive outreach, and accessible school resources. Additionally, many parents expressed concerns about the school's new location, specifically the limited space available for classrooms and the need for a more functional and welcoming campus environment.

Influence:
Parental feedback played a significant role in shaping key components of the LCAP. In response to concerns about family engagement, the plan includes expanded initiatives such as regular communication updates, parent education workshops, support programs, and parent socials to build a stronger school-home connection. To create a more welcoming and inclusive environment, the LCAP also includes increased opportunities for parent volunteers and participation in school activities. Addressing concerns about the new location, the LCAP outlines plans to evaluate and improve classroom space utilization, pursue facility enhancements, and explore options to ensure learning environments are comfortable, safe, and adequately equipped to meet students' needs.

Desert Mountain Charter SELPA

- **Input:** The SELPA provided specialized knowledge and recommendations for supporting students with disabilities, ensuring compliance with special education regulations and promoting inclusive practices.
- **Influence:** Their expertise led to the inclusion of specific actions aimed at improving special education services, such as the implementation of individualized education plans (IEPs), specialized training for staff, and enhanced resources for students with disabilities. The SELPA's feedback ensured that the LCAP addressed the needs of all learners, promoting equity and inclusion.

Specific Changes and Additions Influenced by Feedback

Academic Support and Intervention Programs:
Based on feedback from teachers and parents, the LCAP included enhanced academic support and intervention programs, such as

after-school tutoring and summer learning opportunities, to address learning gaps and support student achievement. In recognition of challenges caused by temporary learning environments following the fire, the plan also prioritizes efforts to ensure that academic interventions are accessible and effective despite ongoing facility constraints.

Counseling/Social-Emotional Learning (SEL) Programs:
Student and parent feedback strongly highlighted the urgent need for expanded SEL programs and counseling services, particularly in light of the significant trauma and emotional distress caused by the fire. Many students not only lost their school, but also their homes, resulting in a profound sense of instability and loss. Parents specifically requested access to counseling for their children to help them process these traumatic experiences and begin healing. In response, the LCAP incorporated several initiatives focused on student well-being, including the hiring of additional school counselors, partnerships with community mental health providers, and the implementation of a comprehensive SEL curriculum. These efforts aim to support students' emotional recovery, build resilience, and ensure every child has access to the mental health resources they need during this period of recovery and transition.

Professional Development:
Teacher and administrative feedback underscored the importance of ongoing professional development. The LCAP now includes comprehensive training programs on differentiated instruction, cultural competency, and specialized strategies for supporting students with special needs—especially in the context of disrupted learning environments and the emotional impact of the fire.

Family Engagement Initiatives:
Parental input led to the development of robust family engagement initiatives, such as regular parent workshops, improved communication channels between school and home, and programs that empower parents to support their children's education effectively. In response to parental concerns about the new school site, the LCAP also prioritizes efforts to maintain transparent communication about the school's recovery process and future plans for a permanent facility rebuild.

Inclusive Practices:
The SELPA's feedback ensured that the LCAP included actions aimed at enhancing inclusive practices, such as accessibility improvements and tailored support for students with disabilities. These efforts include ensuring that any temporary or permanent classroom spaces meet accessibility standards and are equipped to support diverse learners.

Facilities and Learning Environment:
In direct response to concerns from parents and staff regarding limited classroom space and the temporary nature of the current site, the LCAP outlines strategies to optimize existing learning environments while actively supporting recovery efforts to secure and

rebuild a permanent school facility. These actions reflect the community's shared priority to provide a stable, well-equipped, and safe educational setting for all students.

By integrating comprehensive feedback from all educational partners, PRACS ensures that the LCAP is a dynamic and responsive document, effectively addressing the diverse needs of its student population and fostering an environment of continuous improvement and collaboration.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1.	***To provide rigorous differentiated instruction to develop critical thinking and analytical skills for college and career readiness upon graduating 8th grade.***	Broad Goal

State Priorities addressed by this goal.

The State Priorities addressed by this goal include: Priorities 1,2,3,4,5,6,7,& 8

An explanation of why the LEA has developed this goal.

Providing students with a high-quality education that prepares them for college and career readiness is in alignment with the mission and vision of Pasadena Rosebud Academy Charter School. The parents and other educational partners are in agreement and support wholeheartedly the school's mission and vision to challenge students to grow intellectually and emotionally. As a school that serves a large percentage of students of color, it is important to work towards closing the excellence gap and leveling the playing field for the student population that we serve. The achievement gap has been a prevailing problem in the United States educational system for decades. Moving forward, PRACS will place emphasis on Equitable Educational Success. Students at PRACS deserve to be afforded an opportunity to excel academically, meeting and exceeding the requirements needed to qualify for 4-year colleges and universities.

According to the 2024 CAASPP overall 52.63% met or exceeded the standard, 54.3% *Black scholars met or exceeded the standard, 48.5% Hispanic./Latino* scholars met or exceeded the standard, 46% of scholars identified as *Socioeconomically Disadvantaged* met or exceeded the standards.

PRACS remains committed to continuing this goal because it directly supports the foundational purpose of our educational mission, to ensure all students are prepared for success in high school, college, and future careers. While PRACS consistently outperforms state averages in key academic areas, we recognize that we have not yet met our internal benchmarks to ensure that our student performance reflects the highest-achieving subgroups across the state. This indicates that continued progress is necessary, and that maintaining this goal remains a strategic priority.

Moreover, feedback from educational partners including parents, teachers, staff, and community stakeholders, continues to affirm that this goal reflects the shared values of our school community. There is broad and ongoing support for the emphasis on developing critical thinking, problem-solving, and analytical skills that prepare students not only to meet, but to exceed, the requirements for high school success and admission to four-year colleges and universities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers (Dashboard, Staffing, CALPADS, and/ or Dataquest)	91 % Fall 2023-24 10 preliminary cred. 1 emergency cred.	90 % Fall 2024-25 1 clear credential 8 preliminary cred. 1 STP		Fully credentialed and appropriately assigned teachers: 100%	1% decrease from the baseline
2	Access to Standards Aligned Instructional Materials (Local indicators and/or local survey)	100% Fall (*2023-24)* (per Williams)	100% Fall (*2024-25)* (per Williams)		Access to Standards Aligned Instructional materials: 100%	Met target for Year 3 outcome. No change from the baseline.

3	Attendance Rate (CALPADS, Powerschool, and/or Dashboard)	Attendance Rate: 88% (Powerschool)	Attendance Rate: 90% (Powerschool)		Attendance Rate: 95% (Powerschool)	2% increase from the baseline
4	Parent Engagement (% of Parents attending back to school, parent conference, & PTO meetings)	Attendance at parent-teacher conferences: 98% Attendance at Back-to-School night: 62% On average Attendance at PTO meetings: 10% *(2023-24)*	Records not available as they were destroyed in the Eaton Fires of Jan.7, 2025 *(2024-25)*		Attendance parent teacher conferences: 100% Attended Back-to-School night: 80% On average attendance at PTO meetings: 25%	Records not available as they were destroyed in the Eaton Fires of Jan.7, 2025
5	CAASPP (ELA) (CA Dashboard and CAASPP Results)	All Students and subgroups met/exceeded the standard:**53.4%** ***Black:* 47%** ***Hisp./Lat.*: 56%** ***Soc Eco. Disadvantaged*: 53%** (2022-23) CAASPP Data not available yet (2023-24) CAASPP	All Students and subgroups met/exceeded the standard:**52.63%** ***Black:* 54.3%** ***Hisp./Lat.*: 48.5%** ***Soc Eco. Disadvantaged*: 46%** **EL/ELOP -** CAASPP data not available as less than 13 student tested in this category (2023-24) CAASPP		All Students and subgroups **Meeting/exceeding the standard: 65%** ***Black*: 48%** ***Hisp./Lat*: 66%** ***Soc. Eco. Disadvantaged*: 55%**	**ELA: 0.77%** decrease from the baseline ***Black:* 7.3%** increase from the baseline. Met target for year 3 outcome. ***Hisp./Lat.*: 7.5%** decrease from the baseline ***Soc Eco. Disadvantaged*: 7%** decrease from the baseline **EL/ELOP -** CAASPP data not available as less

			Data not available yet (2024-25) CAASPP			than 13 student tested in this category
6	CAASPP (Math) (CA Dashboard and CAASPP Results)	*All*: met/exceeded the standard **47.7%** ***Black*: 38%** ***Hisp./Lat:* 56%** ***Soc. Eco. Disadvantaged*: 45%** (2022-23) CAASPP Data not available yet (2023-24) CAASPP	*All*: met/exceeded the standard **40%** ***Black*: 39.1%** ***Hisp./Lat:* 39.4%** ***Soc. Eco. Disadvantaged*: 34.9%** **EL/ELOP -** CAASPP data not available as less than 13 student tested in this category (2023-24) CAASPP Data not available yet (2024-25) CAASPP		*All*: meet/exceed the standard: 58% *Black*: 48% *Hisp./Lat*: 66% *Soc. Eco. Disadvantaged*: 55%	**Math: 7.7%** decrease from the baseline ***Black:* 1.1%** decrease from the baseline. ***Hisp./Lat.*: 16.6%** decrease from the baseline ***Soc Eco. Disadvantaged*: 10.1%** decrease from the baseline **EL/ELOP -** CAASPP data not available as less than 13 student tested in this category
7	English Learner Progress towards mastery of the English Language (ELPAC results, Dashboard)	ELPAC scores - 9 students 78% making progress towards English Language Proficiency *Level 4*-Well Developed 44% *Level 3* - Moderately Developed 33%	ELPAC scores - 9 students 56% making progress towards English Language Proficiency *Level 4*- Well Developed 22% *Level 3* - Moderately Developed 34%		Making progress towards English Language Proficiency:85%	ELPAC scores - 9 students 22% overall decrease from the baseline *Level 4*- Well Developed - 22% decrease from the baseline

	LTELs Long Term English Learners Reclassification	*Level 2*- Somewhat Developed 22% *Level 1*- Beginning to Developed 0% (Dashboard ELPAC 2023-24)	*Level 2*- Somewhat Developed 22% *Level 1*- Beginning to Developed 22% (Dashboard ELPAC 2024-25) Level 3 - 5th grade (1) Level 3 - 6th grade (1) Level 2 - 7th grade (1) Level 4 - 8th grade (1)			*Level 3* - Moderately Developed - 1% increase from the baseline *Level 2*- NO change from the baseline *Level 1*- Beginning to Developed 22% increase from the baseline
8	College and Career Ready (Lexile Growth) (Achieve 3000 Lexile growth/Renaissance Lexile Growth Data)	Students who were college and career ready: 70.5% (Achieve 3000 2023-24)	Students who were college and career ready: 65.8% (Achieve 3000 2024-25)		Students who are college and career ready: 80%	4.7% decrease from the baseline
9	STAR Assessment by Renaissance (Data/Reporting Results generated)	ELA/Reading: Students at or above benchmark: 63.4% Math: Students at or above benchmark:42.7%	ELA/Reading: Students at or above benchmark: 42.8% Math: Students at or above benchmark: 39.6% (2024-25)		ELA/Reading: Students at or above benchmark: 70% Math: Students at or above benchmark: 55%	ELA/Reading: 20.6% decrease from the baseline Math: 3.1% decrease from the baseline

		(2023-24)				
10	Professional Development Opportunities (Agendas, registration)	Professional Development Days School-wide: 12 Teachers who attended 1 additional outside PDs: 10 Teachers who attended 2 additional outside PDs: 4 (2023 -24)	Professional Development Days School-wide: 12 Teachers who attended 1 additional outside PDs: 1 Teachers who attended 2 additional outside PDs: 1 (2024 -25) No outside PDs due to the relocation of school after the campus was destroyed in Eaton Fires of Jan.7, 2025		Professional development Days School-wide: 12 Additional PDs per teacher outside of school: 1 Additional: PDs per support staff outside of school: 1	
11	After School Academic Support for Unduplicated Students	*EL Students* met/exceeded standards (IFEP, RFEP, & EO) ELA - 56.41% Math - 48.72% CAASPP 2023 *Socio-economically disadvantaged students* met/exceeded standards ELA - 52.73% Math - 45.46%	*EL Students* met/exceeded standards (IFEP, RFEP, & EO) ELA - 54.65% Math - 41.86% CAASPP 2024 *Socio-economically disadvantaged students* met/exceeded standards ELA - 46.03% Math - 34.92		*EL Students* met/exceeded standards ELA - 65% Math - 55% CAASPP 2023 *Socio-economically disadvantaged students* met/exceeded standards ELA - 65 % Math - 55 %	

		CAASPP 2023 CAASPP 2024 not available	CAASPP 2024 CAASPP 2025 not available			
12	Technology (Students/teachers with devices, annual service and on-going maintenance)	% of student with Chromebooks: 100% % of teachers with computers: 100% (2023-24)	% of student with Chromebooks: 100% % of teachers with computers: 100% (2024-25)		% of students with Chromebooks: 100% % of teachers with computers & iPads: 100%	Met target for Year 3 outcome. No change from the baseline.

Goal 1 Analysis for 2024-25

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

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

The 2024–25 school year was marked by significant disruption due to the complete destruction of our campus in the Eaton Fires on January 7, 2025. As a result, Pasadena Rosebud Academy underwent two relocations—initially to the Beehive by SOLA in Los Angeles and subsequently to a temporary campus at Don Benito Elementary School in Pasadena, secured through Pasadena Unified School District under Proposition 39. This relocation impacted all aspects of school operations, including instruction, staffing, and student support services.

Despite these challenges, the school remained committed to implementing the actions aligned with Goal 1, ensuring that students are prepared for college and career readiness. While the school began the year with 100% teacher staffing, the addition of a TK classroom mid-year required hiring a teacher on an Emergency TK Credential. Additionally, some of our instructional staff were either new, intern, or first-year teachers, which contributed minor challenges in instructional consistency and experience.

This shift in staff experience may have contributed to a **3% drop in College and Career Readiness scores for 2024–25** and a **slight decline in Math CAASPP scores for the 2023–24 school year.** English Language Arts (ELA) CAASPP

scores remained stable compared to the previous year, reflecting continued growth in literacy instruction and instructional planning.

It is important to note that despite these decreases, Pasadena Rosebud Academy's scores in both Math and ELA **remained higher than the statewide and local district average**.

Technology remained an instructional cornerstone. All students were equipped with Chromebooks and had access to Google Classroom. Additionally, this year, teachers were provided with,trained, and supported in the use of VIBE Smart Boards and iPads to create interactive, technology-enhanced lessons. Technology integration was further supported by ongoing professional development throughout the year.

To support student learning, particularly in continued response to pandemic-related learning loss and challenges related to displacement and absenteeism, the school continued to offer during and after school tutoring. These services focused primarily on English Learners and low-income students. While initial participation was strong, student engagement in the program tapered off as the year progressed. The school plans to strengthen parent communication and outreach to improve participation moving forward.

Given the emotional toll of the Eaton Fires and ongoing relocations, there was a noticeable increase in the need for mental health and social-emotional support. In response, the school hired a part-time counselor to provide additional support to students and families—an unplanned but necessary expansion of services.

In summary, while unanticipated disruptions impacted certain planned actions and academic outcomes, Pasadena Rosebud Academy remained focused on its core goal. The school made strategic adjustments to support student achievement, technology integration, and emotional well-being. Even with some slight setbacks, student performance continued to exceed state average, underscoring the resilience of our scholars and the dedication of our staff.

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.

Several material differences occurred between the budgeted and estimated actual expenditures due to the unexpected fire and its profound impact on school operations. The fire caused the loss of many instructional resources, displacement of the school community, and required rapid adjustments to maintain continuity of learning. Below is a summary of the key variances and explanations:

- **Qualified/Fully Credentialed Teachers**
  Budgeted: $850,000 | Actual: $918,232
  The increase in expenditures was due to the need to hire additional credentialed teachers to ensure sufficient staff coverage. Many teachers needed to take time off for mental health and wellness as a result of the trauma and disruption caused by the fire. This additional staffing ensured instructional continuity and support for both students and staff.

- **Professional Development**
  Budgeted: $12,000 | Actual: $22,795
  The fire created a need for targeted professional development centered on mental health, trauma-informed practices, and managing instruction under emergency conditions. With multiple relocations and shared classroom spaces, staff required support in adapting to these challenging environments.

- **Common Core Instructional Materials**
  Budgeted: $70,500 | Actual: $105,842
  Much of the school's curriculum materials were lost in the fire. As a result, we had to repurchase instructional materials to restore our academic programs and meet Common Core standards.

- **Technology**
  Budgeted: $50,000 | Actual: $98,543
  Following the destruction of technology assets in the fire, we had to replace all equipment to support teaching and learning. In our temporary facilities, technology played a critical role in maintaining instruction while awaiting the arrival of new physical curriculum materials.

- **Student Attendance Support**
  Budgeted: $17,500 | Actual: $23,483
  The fire significantly impacted student attendance, with many students and families displaced or facing unstable housing. Additional resources were allocated to support outreach, attendance incentives, and re-engagement efforts to help students return to school consistently.

- **Incentivizing Academic Achievement**
  Budgeted: $20,000 | Actual: $5,264
  This program was paused after the fire due to disruptions in programming and shifting priorities. As a result, expenditures were significantly lower than anticipated. We plan to relaunch the program in the 2025–26 school year.

Overall, these material differences reflect the unanticipated needs and necessary investments the school had to make to ensure student well-being, staff support, and educational continuity following a major crisis. Despite these challenges, Pasadena Rosebud Academy remained committed to serving its students and adapting to ensure the highest possible level of instruction and care.

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

Pasadena Rosebud Academy implemented several key actions to support student progress toward college and career readiness during the 2024–25 school year. These included providing one-to-one technology access, delivering standards-aligned instruction, expanding tutoring support, implementing data-driven interventions using STAR and Achieve3000 assessments, and reinforcing consistent instructional practices school-wide.

While these actions were foundational to our instructional approach, their effectiveness was impacted by significant external challenges, most notably the Eaton Fire in January 2025. The disaster led to two weeks of instructional loss, followed by two weeks of modified learning in a temporary location, and a longer-term relocation to Don Benito Elementary School, where some classrooms had to be shared by two grade levels. These disruptions influenced academic outcomes.

According to STAR assessment data for 2024-25, both ELA and Math saw decline in score as compared to 2023-24, but the scores for the year 2024-25, showed recovery from beginning to the end of year despite displacement and relocation to 2 different sites.

- **Math STAR Scores:** 42.7% of students were at or above grade level by the end of the year.
- **ELA STAR Scores:** 39.6% of students were at or above grade level at the end of the year.
- Based on the STAR **Math assessment, 42.7% of students scored at or above grade level in Math in 2023–24**, which declined to **39.6% in 2024–25**.
- Based on the STAR **ELA assessment , 63.4% of students were at or above grade level in 2023–24**, which declined to **42.8% in 2024–25**.
- **Lexile scores** from Achieve3000 showed a **3% decrease** from the previous year, reflecting a dip in reading proficiency.

Despite these declines, the Achieve3000 College and Career Readiness data demonstrated growth. At the start of the year, **35.1% of students were identified as College and Career Ready**, and by year's end, **65.8% of students reached that benchmark—**a strong indicator of progress and recovery.

The school's actions to prioritize instructional consistency and teacher alignment with the mission and vision were evident. Teachers, many of whom were new, intern, or in their first year, implemented school-wide instructional practices and upheld high academic expectations. Their commitment also extended to supporting students' self-esteem and social-emotional growth, which played a crucial role in sustaining student engagement.

Additionally, students who consistently participated in after-school tutoring demonstrated marked academic improvement and increased confidence. Although overall participation in the tutoring program tapered off later in the year, those who attended regularly showed strong gains in both engagement and achievement.

In summary, while academic performance saw some declines due to unprecedented interruptions, the school's targeted actions—particularly in the areas of instructional technology, tutoring, and college readiness monitoring—proved effective

in mitigating greater losses. The school will continue to build on these efforts, strengthen teacher development, and enhance student support systems to accelerate recovery and close academic gaps.

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

After reviewing our prior practices, we have made a change to the Attendance metric used to monitor and assess progress. Previously, we relied on both the California School Dashboard and PowerSchool to report and analyze attendance data. However, for the coming year, we have decided to use PowerSchool exclusively as our attendance performance indicator. This change was made to improve the accuracy and timeliness of our data analysis. PowerSchool is our primary attendance management system, and it provides real-time data throughout the school year. By using a single, consistent source, we can more effectively monitor student attendance, identify trends, and implement timely interventions to support student success.

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	Qualified/Fully Credentialed Teachers	PRACS baseline metrics for qualified/fully credentialed teachers indicates 90% of teachers are fully credentialed. CAASPP reports that 52.63% of scholars are meeting/exceeding standards in ELA and 40% in math. Although our student population is outperforming the same subgroup students statewide, there is still a prevailing achievement gap for students of color that needs to be closed. It is imperative that highly qualified/credentialed teachers are hired and retained in order to	$900,000	No

		implement instructional practices that will lead to developing scholars into critical thinkers and closing the achievement gap.		
1.2	Professional Development	PRACS baseline metrics for student achievement on CAASPP in ELA and math indicates that 52.63% of scholars are meeting/exceeding standards in ELA and 40% in math. PRACS has outlined a goal for 70% of scholars to meet/exceed that standards in ELA and 60% of scholars to meet/exceed the standards in math, thus closing the achievement gap. On-going professional development for teachers and support staff will support the implementation of instructional practices that will improve student performance. Teachers will work closely with support staff to provide one-on-one and small group instruction using practices acquired by participating in professional development.	$15,000	No
1.3	Common Core Instructional Materials	PRACS baseline metrics for student achievement on Achieve 3000, IXL math, and STAR Renaissance indicate that scholars are progressing year after year in reading and mathematics. Instructional practices that are implemented using a common core aligned curriculum supports the continual increase in student performance in reading and math.The administrative assistant will continue to ensure that teachers have common core aligned instructional teaching materials, and all students are supplied with standards-based learning materials in order to ensure high quality teaching and learning.	$75,000	No
1.4	Home-School Connection	PRACS baseline metric for Parent Engagement indicates that roughly 62% of parents attend back-to-school nights and on average 10% of parents attend PTO meetings. Current Parent Engagement data is unavailable due to records destroyed in Eaton Fires. Administration, teachers, and CAASPP show that there is still work to do to close the achievement gap. A stronger Home-School connection would close the communication gap between school and home. Creating a partnership with parents will help to maximize student academic achievement and social development. Home-School connection will increase communication with parents using a variety of communication applications and strategies to improve parent engagement with teachers and the school. (i.e., Parentsquare, Website, parent-teacher conferences, Back-to-School night, etc.)	$8000	No

1.5	Technology	PRACS metrics for College and Career Readiness indicates that 65.8% of scholars are college and career ready. There is a school goal for 80% of scholars to be college and career ready. Administrators, staff, and parents indicate that in order for scholars to be college and career ready in the 21st century, they must possess advanced technology skills. Administration will ensure that school technology keeps pace with technological evolution. All teachers and students are provided with computers/Chromebooks. Annual and on-going updates and maintenance of technology (i.e., Devices, internet service, etc.) is provided.	$50,000	No
1.6	EL Support	Administrators will hire an educational professional to train educators on techniques and strategies that support English learners in their English language development. Teachers will receive professional development and resources that will support EL students' progress towards English proficiency.	$4000	Yes
1.7	Student Attendance	Teachers, administrators, and staff will implement practices that will improve student attendance and decrease chronic absenteeism.	$20,000	Yes
1.8	Academic Support and After School Tutoring	Staff will be hired to provide academic support during the school day and after-school tutoring to support the academic progress for EL and low-income students.	$50,000	Yes
1.9	Incentivizing Academic Achievement (IAA)	PRACS metrics for College and Career Readiness indicates that 65.8% of scholars are proficient or advanced readers. STAR Renaissance data indicates that 42.8% of scholars are proficient or advanced in grade level math. Monitoring and progress of student performance on Achieve3000 and STAR Renaissance throughout the school year provides data on how well students will perform on standardized assessments. The gradual progress of the academic development of scholars is important to long term student success and achievement. Administrators and parents noted a need to incentivize academic achievement to engage students academically throughout the school year. Students receive monthly monetary and non-monetary incentives for working towards academic success. Students who show	$15,000	No

		effort and progress towards improving their reading comprehension and math skills will receive monthly monetary and non-monetary rewards for their efforts.		
1.10	Summer Step Up Program	The Summer-Step Up Program is encouraged and offered to EL and socio-economically disadvantaged scholars. It was created to bridge the learning loss that occurred due to the pandemic and distance learning. It is also designed to reduce or eliminate the summer slide. EL and low-income students are offered one-on-one or small group academic support. Each week during the Summer Step Up Program, scholars are taken on a field trip that provides experiential learning and makes learning fun and engaging.	$50,000	Yes

Goal #	Description	Type of Goal
2	***To develop the whole child to become emotionally mature individuals and responsible citizens with the help from parents and community upon graduating from 8th grade. Scholars will demonstrate their social-emotional growth through service hours and leadership achievements.***	Broad Goal

State Priorities addressed by this goal.

The State Priorities addressed by this goal include: Priorities: 3, 5, & 6

An explanation of why the LEA has developed this goal.

This goal was developed to support the mission and vision of the school and to complement Goal 1. PRACS endeavors to develop the whole child. To effectively do this, it is imperative to address the social emotional development of scholars. The actions were created in response to the need to support scholar's ability, in collaboration with parents and other educational partners, to maximize their critical thinking skills and to provide them with the confidence they need to be successful in any undertaking of their desire.

PRACS will continue with this goal because fostering the social-emotional development of students is essential for their long-term success both in and out of the classroom. By focusing on the whole child, PRACS ensures that scholars are not only academically prepared but also equipped with the emotional intelligence, resilience, and civic awareness needed to thrive in high school and beyond. This goal has become even more critical in light of the recent fire that impacted our school community. The emotional and

social support needed in the aftermath has highlighted the importance of creating safe spaces where students can process trauma, express their feelings, and rebuild a sense of normalcy. In response, PRACS has deepened its commitment to social-emotional learning by partnering with families, mental health professionals, and community organizations to ensure scholars receive the support they need to heal and grow.

By maintaining this goal, PRACS affirms its dedication to nurturing emotionally mature individuals and responsible citizens, recognizing that academic success is closely linked to emotional well-being—especially in the face of adversity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement (Parent volunteer hours recorded)	% of parents who complete a minimum of 10 volunteer hours: 39%	Records not available as they were destroyed in the Eaton Fires of Jan.7, 2025 *(2024-25)*		% of parents complete a minimum of 10 volunteer hours annually: 50%	Records not available as they were destroyed in the Eaton Fires of Jan.7, 2025
2.2	Programs (# Programs/ year)	Programs offered: 10 (2023-24)	Programs offered: 12 (2024-25)		Programs offered: 13	Even though 2 more sports team were added, we were not able to unfold several programs as we were displaced after Eaton Fire into temporary facility
2.3	Field Trips (# of field trips per class)	# of field trips attended by each class: 3-4 (2023-24)	# of field trips attended by each class:5-6 (2024-25)		# of field trips attended by each class/annually: 5	Met/exceeded target for Year 3 outcome.

2.4	SEL Social-Emotional Learning & Support (Hours spent towards the social-emotional development of students and staff)	% of students received counseling/therapy: 7% Resources for staff: EASE, Care Solace, Yoga, Social Events (2023-24)	% of students received counseling/therapy: 16% Resources for staff: EASE, Care Solace, Yoga, Social Events (2024-25)		% of students receiving counseling or therapy: 10%	% of students who received counseling/therapy services increased as there was a greater need in the aftermath of the Eaton Fires.
2.5	Suspension # of students suspended/annually (Local suspension records, Dashboard, CALPADS)	% of students suspended: 0% (2023-24)	% of students suspended: 0% (2024-25)		% of students suspended at least once: 1%	Met/exceeded target for Year 3 outcome. No change from the baseline.
2.6	Nutrition Program % of students who qualify for free and reduced program (Free and reduced application approvals and CALPADS)	% of students who qualified for free meals: 69% State mandated that all students receive free meals: 100% (2023-2024	% of students who qualified for free meals: 60% State mandated that all students receive free meals: 100% (2024-2025)		% of students who qualify for Free and reduced meals: 75%	9% decrease in students who qualified for free meals:

2.7	Community Partners # of donors, new organizations or individuals who support PRACS	Community partners: 8 (2023-24)	Community partners:35 Community engagement increased by 300% after the school was destroyed in the Eaton Fires of Jan.7, 2025 (2024-25)		Community partners: 13	Community engagement increased by 300% after the school was destroyed in the Eaton Fires of Jan.7, 2025
2.8	Facilities Maintenance and Cleanliness (measured by Facility Inspection Tool (FIT) and/or local survey)	97.50% of Fall 2023 (per Williams)	92.50% of Fall 2024 (per Williams)		100%	5% decrease in Facilities Maintenance and Cleanliness (measured by Facility Inspection Tool (FIT) and/or local survey)

Goal 2 Analysis for 2024-25

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

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

The implementation of Goal 2 was significantly impacted by the fire that displaced our school community. Many of the planned actions were delayed or modified as we adjusted to the challenges of being without a permanent school site. Despite this, the PRACS team demonstrated resilience and adaptability to continue supporting the social-emotional development of our scholars.

After the fire, we faced limited space in our temporary location, which restricted our ability to implement many of the programs originally planned for the year. However, we were able to resume our after-school program, and notably launched two basketball teams (4th and 8th grade). The 4th grade team went on to win the league championship, providing students with a meaningful leadership and team-building experience. In addition, we introduced a new financial literacy program for our 8th grade students, through which scholars learned foundational financial skills and graduated with ownership of stock, giving them a real-world understanding of financial responsibility and long-term planning.

One of the most significant outcomes was a dramatic increase in counseling services, as many students experienced trauma and displacement due to the fire. We responded to a substantial rise in parent requests for emotional and mental health support, ensuring we provided the necessary resources during this critical time.

Field trips became a vital part of our strategy to maintain engagement and community while we were without a physical location. We took students on multiple outings during the transition period, which helped preserve a sense of normalcy and connection. Despite the inability to hold traditional end-of-year trips, we ensured all students were able to go to Knott's Berry Farm, creating a shared positive experience. Additionally, 7th grade students traveled to Costa Rica and 8th graders visited Washington, D.C., and New York, continuing our commitment to expanding their horizons through travel and real-world learning.

Parent involvement was impacted due to the limited space at our temporary site, which made it difficult to host events or meetings on campus. However, families remained engaged in meaningful ways, including strong participation in Teacher and Staff Appreciation Week, kindergarten and 8th grade graduations, and classroom support where possible.

We experienced a significant increase in community partnerships, as numerous organizations reached out to support our recovery efforts. This outpouring of support greatly enhanced our capacity to serve students and families during a time of crisis.

Finally, our small temporary facility allowed us to maintain cleanliness more easily, contributing to a safe and organized environment for learning. We also continued to have zero suspensions, demonstrating that our scholars remained focused and respectful even under challenging circumstances.

In summary, while the fire posed serious challenges to the full implementation of Goal 2, PRACS was able to adapt and provide essential support to students and families. The resilience of our school community, along with increased community support, allowed us to continue nurturing the whole child and reinforcing our commitment to emotional growth, leadership, and responsible citizenship.

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.

Pasadena Rosebud Academy experienced several material differences between budgeted and actual expenditures under LCAP Goal 2, largely due to the impact of the fire that disrupted normal school operations. The displacement of the school community, the need for trauma-informed responses, and changes in available facilities and programming significantly influenced how funds were allocated. Below is a breakdown of the key variances and explanations:

- **Parent Involvement**
  Budgeted: $11,000 | Actual: $6,060
  Parent involvement activities decreased after the fire due to displacement, loss of communication, and shifting family priorities. Many families were focused on recovery and relocation, which reduced participation in school-led parent engagement initiatives.

- **Programs**
  Budgeted: $18,000 | Actual: $40,000
  The increase in expenditures was due to the implementation of additional programs focused on relief, recovery, and rebuilding the community after the fire. These included social-emotional wellness activities, community-building events, and services provided to support displaced students and families.

- **Field Trips**
  Budgeted: $13,000 | Actual: $132,655
  This significant increase was due to several factors. Immediately following the fire, the school was without a facility, and field trips were used as a way to re-engage students and provide a sense of normalcy. Additionally, the school prioritized important end-of-year trips for 7th and 8th grade students — including travel to Costa Rica, Washington D.C., and New York — as part of the recovery effort to restore meaningful experiences disrupted by the fire. Transportation and logistical costs were substantially higher than originally anticipated.

- **Social-Emotional Learning (SEL) Support**
  Budgeted: $11,400 | Actual: $29,092
  There was a significant increase in counseling requests and the need for trauma-related support. Many students experienced home loss or instability, prompting parents and staff to advocate for additional SEL services. Increased contract hours and staff were needed to meet demand.

- **Suspensions/Behavioral Interventions**
  Budgeted: $38,000 | Actual: $67,200
  The increase in expenditures was primarily due to salary increases for behavioral support staff and additional staffing needed to manage heightened emotional and behavioral challenges among students following the fire.

- **Nutrition Program**
  Budgeted: $60,000 | Actual: $97,204
  In response to student needs, the school added a breakfast option and absorbed increased food costs for lunch service. Supporting students' nutritional needs became a top priority during and after the displacement.

- **Maintenance and Cleanliness of Facility**
  Budgeted: $70,000 | Actual: $61,939
  Due to the fire and temporary displacement, the school did not incur typical maintenance costs for a portion of the school year. Services such as gardening and regular facility upkeep were not necessary during the time the school was without a physical campus, leading to lower-than-expected expenditures.

These material differences reflect Pasadena Rosebud Academy's efforts to respond compassionately and effectively to an unprecedented crisis. The school prioritized the well-being of students and staff while reallocating resources to ensure continuity of services and educational enrichment despite major disruptions. The expenditures ultimately reflect a community-driven response to trauma, displacement, and the urgent needs of students during recovery.

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

Despite the challenges posed by the fire and school displacement, PRACS made significant progress toward Goal 2 through a variety of meaningful and responsive actions. While some activities were limited in scope, many were successfully adapted and proved effective in supporting students' social-emotional and leadership development.

Highly Effective Actions:

- **Expanded Counseling Services:**
  In response to trauma and housing loss after the fire, PRACS increased counseling services significantly. This support was critical to student well-being, helping scholars process emotions, regain stability, and continue developing emotional maturity.
- **Programs:**
  The return of the after-school program and creation of two basketball teams (4th and 8th grades) provided students with valuable opportunities for leadership, teamwork, and goal-setting. The 4th grade team winning the league championship boosted morale and school spirit. A major new addition this year was the implementation of a financial literacy program for 8th graders. Through this program, students not only learned essential personal finance skills, but graduated with ownership of stock, giving them real-world financial experience and a sense of responsibility and empowerment. This directly supports the development of responsible, informed citizens.
- **Field Trips as Community-Building Tools:**
  With limited physical space after the fire, field trips became a key strategy to keep students engaged and connected. These trips helped restore a sense of normalcy and unity. The school-wide trip to Knott's Berry Farm, along with 7th grade travel to Costa Rica and 8th grade visits to Washington D.C. and New York, broadened student perspectives and supported social-emotional growth through real-world learning.
- **Community Partnerships:**
  PRACS saw a notable increase in community partnerships after the fire, with many organizations stepping in to assist with recovery. These partnerships provided both resources and programming, deepening students' connection to the broader community and reinforcing shared values of resilience and support.
- **Student Behavior and Culture:**
  PRACS maintained zero suspensions throughout the year, even during the period of displacement, indicating a strong school culture, effective SEL strategies, and student maturity.

Partially Effective or Impacted Actions:

- **Parent Involvement:**
  The temporary facility's small size made it difficult to host traditional parent events. However, families still found ways to

engage, including supporting classroom teachers, participating in Teacher and Staff Appreciation Week, and helping with graduation events. While effective in alternative ways, parent involvement was not as robust as planned.

- **Enrichment Program Variety:**
  Due to space limitations, not all enrichment and leadership programs could be offered. While the programs that did run were impactful, fewer students had access than originally intended.
- **Facility Limitations:**
  Although the smaller site was easier to maintain and keep clean, it also limited the physical space needed for some planned activities, reducing the full implementation of actions related to whole-child development.

Conclusion:

Even under difficult circumstances, PRACS demonstrated strong effectiveness in implementing key elements of Goal 2. The addition of the financial literacy program, expansion of mental health services, continued student leadership through athletics and trips, and the growing network of community partners all contributed meaningfully to student growth. These actions reflect a continued commitment to developing emotionally mature and socially responsible scholars, and provide a strong foundation for further progress as the school transitions to long-term recovery.

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.

There were no changes to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practices.

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	Parent Involvement	PRACS Parent Involvement metrics indicate that 39% of parents completed parent volunteer hours. Parents and teachers expressed the need to have more opportunities to engage with their child's education and the school. Program coordinator and PTO will promote parent involvement with the school and classroom teacher by providing more opportunities and a variety of ways for parents to learn how to get involved in their child's education through parent workshops, classes, and volunteer work.	$10,000	No
2.2	Programs	PRACS Program metrics demonstrate that 10 programs were offered during the 2023-24 school year. Parents and students indicated on a survey that they would like more programs and extracurricular activities. Program coordinator will increase and improve school programs offered to enhance enrichment for students.	$20,000	No
2.3	Field Trips	PRACS Field trip metrics indicate that each class attended 3-4 field trips during the school year. Teachers and students expressed the need for more experiential field trips during the school year. Field Trip Coordinator will schedule more excursions for students so that they can receive experiences and exposure outside of the school boundaries that will contribute to their social-emotional and academic development.	$15,000	No
2.4	Social-Emotional Support (SEL)	Qualified counselors will provide social-emotional support for students and school employees. There will be an increase in practices and resources that contribute to mental health and wellness.	$20,000	Yes
2.5	Suspensions-Behavior Impact	Minimize and/or eliminate school suspensions by implementing SEL and restorative justice practices that promote positive behavior. Personnel will be hired to support positive behavior and to partner with parents of students who need intervention.	$20,000	Yes
2.6	Nutrition Program	Offer a nutrition program that provides free and reduced meals to EL and low-income students.	$75,000	Yes
2.7	Resources for EL, Low-Income, and Foster Youth	The school will provide unduplicated pupils with school supplies. Parents will be offered effective parenting workshops that will teach them how to support their children academically and socially and provide them with financing and budgeting tools.	$11,000	Yes

2.8	Community Partners	PRACS metrics indicate that there were 8 community partners during the 2023-24 school year. Administrators and staff expressed the need to increase community partners that can enhance school programs and provide resources for students. Program coordinator and executive director will build relationships outside of school that will increase community partners to support the school's vision and student achievement.	$15,000	No
2.9	Maintenance and Cleanliness of Facility	Per the Williams audit, PRACS received a score of 97.5%. PRACS set a goal to receive a score of 100%. In a survey, students expressed a need to have cleaner restrooms. Custodians will ensure that the interior and exterior facility and campus grounds are maintained and clean in order to provide students and staff with a clean and safe environment.	$62,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$235,128	$ 89,517

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

14.332%	3.0%	-0-	14.332 %

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).Insert or delete rows, as necessary.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 Qualified/Fully Credentialed Teachers	Unduplicated students can benefit from the high quality instruction and support provided by qualified and fully credentialed teachers. These teachers have the expertise and skills needed to effectively work with diverse student populations including unduplicated students who may require additional support. By providing all students, including unduplicated students, with access to well trained and qualified teachers,	This action is designed to address the needs of unduplicated students on a schoolwide basis to ensure that all students have equal access to high quality education and support by having qualified teachers throughout the school, it ensures that unduplicated students are consistently receiving the necessary guidance and instruction to succeed academically.	The effectiveness of hiring highly qualified and fully credentialed teachers for unduplicated students include: Academic performance improvement among unduplicated students. College and Career Readiness of unduplicated students. Feedback and satisfaction survey from unduplicated students and their family

	PRACS can create a more inclusive and Equitable learning environment.		regarding the quality of teaching and support provided.
1.2 Professional Development	Unduplicated students often have unique needs that require targeted support and professional development programs. These students may face barriers such as limited access to resources, language barriers, and a lack of emotional support.	To address the needs of unduplicated students in professional development, PRACS will implement tailored strategies such as: Providing teachers with culturally relevant training materials and resources that can resonate with diverse backgrounds of unduplicated students. Provide training so teachers can offer language support services to ensure that language barriers are minimized. Providing additional mentorship or counseling services to support the social and emotional well-being of the unduplicated students.	The effectiveness of these actions can be measured using metrics such as: Academic performance improvements among unduplicated students after receiving targeted support. Feedback and satisfaction survey from unduplicated students regarding the quality and relevance of targeted instructional practices put in place by the teachers.

1.3 Common Core Instructional Materials	**Consistency and Equity:** Common Core materials provide a consistent framework for teaching, ensuring that unduplicated students have access to the same rigorous academic content as their peers. This consistency helps bridge gaps in knowledge and skills that may arise due to socioeconomic disparities or language barriers. **Language Support:** Common Core resources include support for English learners, such as scaffolding strategies and language development components, which are crucial for the academic success of non-native English speakers. **Differentiated Instruction:** Common Core materials are designed to be flexible and adaptable, allowing teachers to differentiate instruction to meet the diverse needs of unduplicated students. This ensures that lessons can be tailored to various learning styles and proficiency levels.	Providing Common Core instructional materials across the entire school ensures that all students benefit from a unified, high-quality educational framework. This holistic approach promotes inclusivity and prevents the segregation of unduplicated students, fostering a more supportive and equitable learning environment for everyone. Additionally, school-wide implementation facilitates smoother transitions between grade levels, as all students and teachers work within the same curricular framework.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: **Academic Performance:**Track the performance of unduplicated students on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. **English Language Proficiency:** Monitor the progress of English learners in acquiring language proficiency. Measure the rate at which English learners are reclassified as fluent English proficient.

1.4 Home-School Connection	Establishing a robust home-school connection across the entire school enhances the educational experience for all students, while fostering a supportive and inclusive environment that addresses their unique needs while promoting overall school success. **Parental Involvement and Support:** Strengthening communication channels between school and home ensures that parents and guardians of unduplicated students are well-informed about their child's progress, school activities, and available resources. This can be particularly beneficial for families who may face language barriers or lack access to information. Providing workshops and resources for parents equips them with the tools and knowledge to support their child's education at home. This is crucial for parents who may not have had access to similar educational opportunities. **Cultural Relevance and Sensitivity:** Promoting cultural awareness and sensitivity within the school community helps create an environment where unduplicated	Implementing an effective home-school connection across the entire school ensures that all students and families benefit from enhanced communication and support structures. This inclusive approach fosters a cohesive community, prevents isolation of unduplicated students, and promotes equity by addressing diverse needs comprehensively. It also standardizes practices, ensuring consistent support and engagement opportunities for all families.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: **Parental Involvement:**Track the attendance rates of parents at school meetings, workshops, and events to measure engagement levels. **Academic Performance:**Track the homework completion rates and quality of homework assignments to assess the impact of parental support. **Communication Effectiveness:**Monitor the usage of bilingual resources and translation services to ensure effective communication with non-English speaking parents. **Attendance and Engagement:**Analyze student attendance rates to identify any improvements linked to increased parental engagement and support. **Social-Emotional Development:**Track behavioral incidents and improvements to determine the impact of enhanced home-school communication on student conduct and well-being.

	students feel valued and understood. Engaging parents in culturally relevant activities and discussions fosters a sense of belonging and respect. Offering bilingual communication and translation services ensures that non-English speaking parents can fully participate in their child's education, enhancing their ability to support their child's learning. **Academic Support and Monitoring:** Providing regular updates on academic progress and school events helps parents of unduplicated students stay informed and engaged. This transparency allows for early intervention if a student is struggling, ensuring timely support. Creating programs that help parents assist their children with homework and study habits can be particularly beneficial for families that may lack resources or educational background.		

1.5 Technology	**Access to Resources:** Providing access to digital learning platforms and resources ensures that unduplicated students have the same educational opportunities as their peers. This includes online textbooks, interactive exercises, and educational software tailored to diverse learning needs. Ensuring that all students, especially those from low-income families, have access to reliable internet and devices at home helps bridge the digital divide and supports continuous learning outside of school. **Personalized Learning:** Utilizing adaptive learning software that adjusts to the individual pace and level of each student can help unduplicated students receive personalized instruction that meets their specific needs. Technology can offer language translation tools and English language learning programs that support English learners, aiding their understanding and fluency in academic content.	Implementing technology school-wide ensures that all students benefit from enhanced educational resources and opportunities, promoting equity and inclusivity. By standardizing access to technology, we prevent the segregation of unduplicated students and create a cohesive learning environment where everyone can thrive.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: **Academic Performance:**Track the performance of unduplicated students on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. Use digital tools to regularly monitor academic progress and identify areas needing additional support. **Technology Utilization:**Monitor the usage rates of school-provided devices and online learning platforms among unduplicated students to ensure they are accessing and benefiting from these resources. Track the number of unduplicated students with reliable internet access at home, and provide support where needed. **Language and Literacy Development:** Monitor progress in English language proficiency for English learners using assessments like ELPAC (English Language Proficiency Assessments for California). Track improvements in literacy skills through digital literacy programs and regular assessments.

	Engagement and Motivation: Engaging, interactive content can increase motivation and participation among unduplicated students who may struggle with traditional teaching methods. Gamified learning and multimedia resources can make learning more appealing.		
1.9 Incentivizing Academic Achievement (IAA)	**Motivation and Engagement:** Incentives such as awards, recognition ceremonies, and tangible rewards (e.g., gift cards, monetary) can motivate unduplicated students to engage more actively in their studies. This is especially important for students who may face external challenges that impact their motivation. Recognizing academic achievements helps build self-esteem and confidence among unduplicated students, encouraging them to strive for further success. **Equity in Opportunities:** Providing incentives can include access to additional educational resources such as tutoring, mentorship programs, and enrichment activities. This ensures that unduplicated students have the support they need to excel academically. Ensuring that incentive programs are designed to recognize diverse forms of achievement (e.g., improvement,	Implementing incentives for academic achievement across the entire school ensures that all students benefit from a culture of recognition and motivation. This approach promotes equity by providing unduplicated students with the same opportunities for recognition and rewards as their peers. It also fosters a cohesive environment where success is celebrated collectively.	To measure the effectiveness of this action for unduplicated students, the following metrics can be used: **Academic Performance:** Track the performance and measure changes in grades and academic performance over time of unduplicated students on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. **Engagement and Participation:** Monitor participation rates in incentive programs and related activities, ensuring unduplicated students are actively engaged. Track improvements in attendance rates, as increased motivation often leads to better school attendance. **Student and Parent Feedback:** Collect feedback from unduplicated students and their parents regarding their experiences with the incentive programs and their

	effort, attendance) ensures that all students, including those who may not traditionally excel, receive recognition. **Supportive Environment:** Incentives contribute to a positive and inclusive school culture where academic achievement is celebrated. This helps unduplicated students feel valued and supported by their school community. Incentive programs can help unduplicated students set and achieve personal academic goals, fostering a sense of purpose and direction in their educational journey.		perceived impact on academic motivation and success. Conduct focus groups with unduplicated students to gather qualitative data on how incentive programs influence their academic attitudes and behaviors. **Teacher Observations:** Gather insights from teachers on the effectiveness of incentive programs in motivating unduplicated students and any observed changes in student engagement and performance.
2.1 Parent Involvement	Effective parent involvement includes strategies like regular parent-teacher meetings, workshops on educational support, volunteering, parent engagement opportunities, and open communication channels between parents and school staff. These initiatives aim to engage parents in the educational process, helping them to support their children's academic and social development. Unduplicated students, including English learners, low-income students, and foster youth, often face additional challenges such as language barriers, financial constraints, and lack of stable support systems. By fostering strong parent	The action is designed for the whole school to ensure inclusivity and a partnership with parents. By promoting a school-wide culture of engagement, all parents are encouraged to participate, creating a cohesive community that supports all students. This holistic approach ensures that the specific needs of unduplicated students are met within the broader context of overall school improvement.	To measure the effectiveness of parent involvement initiatives specifically for unduplicated students, the following metrics can be used: 1. **Parent Engagement Surveys:** Surveys that measure parent satisfaction, understanding of school programs, and perceived ability to support their children's education. These can be segmented by student subgroups to track unduplicated students' parents' responses. 2. **Attendance at Parent Meetings/Workshops:** Tracking attendance rates of parents at meetings and workshops, with a

	involvement, schools can create a supportive community that addresses these specific needs through: communication, language support, access to resources, and cultural competence.		focus on participation by parents of unduplicated students. 3. **Student Academic Performance:** Monitoring changes in academic performance (e.g., grades, test scores) of unduplicated students over time, correlating improvements with increased parental involvement. 4. **Chronic Absenteeism Rates:** Evaluating changes in absenteeism rates among unduplicated students as parental involvement increases. 5. **Access to Support Services:** Measuring the uptake of support services (tutoring, counseling, social services) by unduplicated students, linked to parent involvement efforts. 6. **Feedback from Focus Groups:** Conducting focus groups with parents of unduplicated students to gather qualitative data on the effectiveness of engagement strategies and areas for improvement. By implementing these metrics, schools can ensure that their efforts in parent involvement are effectively supporting the unique needs of unduplicated students, leading to improved educational outcomes.

2.2 Programs	Effective programs designed for the entire school can include initiatives like academic support services, social-emotional learning (SEL) programs, extracurricular activities, and access to technology. These programs aim to enhance the overall educational environment, benefiting all students while specifically addressing the needs of unduplicated student groups.Unduplicated students, including English learners, low-income students, and foster youth, face distinct challenges that can be effectively mitigated through well-designed school-wide programs. These needs are identified through comprehensive needs assessments, including analysis of student achievement data and feedback from educational partners. Addressing the unique needs of unduplicated students include: Academic support services, Social-Emotional Learning (SEL), extra curricular activities, and access to technology.	The action is designed for the whole school to promote inclusivity and ensure all students benefit from a supportive educational environment. By integrating programs that address the general needs of the student population, schools create a cohesive and inclusive community where unduplicated students can thrive without being singled out. **Academic Support Services:** • **Tutoring and Homework Assistance:** These services can help bridge learning gaps, especially for students who may not have academic support at home. • **Language Development Programs:** Specialized support for English learners to improve language proficiency and academic performance. **Social-Emotional Learning (SEL) Programs:** • **Counseling and Mental Health Services:** Providing mental health support to low income, foster youth and students experiencing trauma or instability. • **SEL Curriculum:** Teaching skills such as emotional regulation, resilience, and social skills, which are	.To measure the effectiveness of these school-wide programs specifically for unduplicated students, the following metrics can be used: 1. **Academic Achievement:** ○ **Test Scores and Grades:** Tracking improvements in standardized test scores and report card grades, with a focus on unduplicated students. ○ **Progress in Language Proficiency:** Monitoring the advancement of English learners in language proficiency assessments. 2. **Attendance and Participation:** ○ **Attendance Rates:** Measuring changes in overall attendance and reduction in chronic absenteeism among unduplicated students. ○ **Extracurricular Involvement:** Recording participation rates in clubs, sports, and other extracurricular activities. 3. **Social-Emotional Outcomes:** ○ **SEL Assessment Scores:** Evaluating improvements in SEL skills through

		particularly beneficial for students dealing with adverse circumstances. **Extracurricular Activities:** ● **Clubs and Sports:** Offering opportunities for all students to engage in interests and develop a sense of belonging, which can be crucial for foster youth and low-income students. ● **Cultural and Language Events:** Creating spaces where English learners can celebrate their heritage and improve their language skills in a supportive environment. **Access to Technology:** ● **Equitable Access to Devices and Internet:** Ensuring all students, particularly low-income students, have the necessary technology to participate fully in their education. ● **Digital Literacy Programs:** Helping students and parents navigate digital tools, which is essential for academic success in a tech-driven world.	standardized SEL assessments and surveys. ○ **Mental Health Referrals:** Tracking the utilization of counseling and mental health services. 4. **Access and Equity:** ○ **Technology Access:** Measuring the distribution and usage of technological resources among unduplicated students. ○ **Resource Utilization:** Monitoring the uptake of tutoring, homework assistance, and other academic support services. 5. **Feedback from Educational Partners:** ○ **Parent and Student Surveys:** Collecting feedback from parents and students about the effectiveness and accessibility of school-wide programs. ○ **Focus Groups:** Conducting focus groups with unduplicated students and their families to gather qualitative data on program impact. By implementing these metrics, schools can ensure that their whole-school programs are

			effectively meeting the needs of unduplicated students, leading to improved educational outcomes and a more equitable learning environment.
2.3 Field Trips	Field trips provide students with experiential learning opportunities outside the traditional classroom setting. These trips can enhance academic learning, foster social skills, and provide exposure to new environments and experiences. Unduplicated students, including English learners, low-income students, and foster youth, often face barriers to accessing enriching extracurricular experiences due to financial constraints, language barriers, and lack of stable support systems. Field trips can address these unique needs in several ways: Exposure to new learning environments, social integration and development, and real world connections.	The action of providing field trips for the whole school is designed to be inclusive, ensuring that all students, including unduplicated students, benefit from the same enriching experiences. This approach fosters an inclusive school culture where every student has access to the same opportunities, thereby addressing educational equity. **Exposure to New Learning Environments:** • **Cultural and Historical Sites:** Visiting museums, historical landmarks, and cultural institutions helps broaden students' understanding of diverse cultures and histories, particularly beneficial for English learners. • **Science and Technology Centers:** Trips to science museums or tech centers provide hands-on learning experiences that can ignite interest in STEM fields, important for students who might lack access to such resources at home. **Social Integration and Development:**	To measure the effectiveness of field trips specifically for unduplicated students, the following metrics can be used: 1. **Student Engagement and Participation:** ○ **Participation Rates:** Tracking the participation rates of unduplicated students in field trips to ensure they are taking part in these experiences. ○ **Feedback Surveys:** Collecting feedback from students on their experiences and perceived benefits of the field trips. 2. **Academic and Social Outcomes:** ○ **Academic Performance:** Monitoring changes in academic performance (e.g., grades, test scores) following field trips that are directly related to curriculum content. ○ **Social Skills Development:** Using teacher and peer assessments to evaluate improvements in social skills

		• **Team-Building Activities:** Field trips often involve group activities that help foster social skills and build relationships among students, crucial for foster youth who may struggle with social connections. • **Inclusive Experiences:** Ensuring all students, regardless of background, participate equally in enriching activities promotes a sense of belonging and equity. **Real-World Connections:** • **Career Exposure:** Visits to businesses, colleges, and vocational training centers expose students to potential career paths and educational opportunities, which can be particularly inspiring for low-income students who may have limited exposure to such prospects.	and classroom behavior post-trip. 3. **Cultural and Career Awareness:** ○ **Interest in STEM and Other Fields:** Evaluating the impact of trips to science and technology centers on students' interest in STEM subjects and careers. ○ **Awareness of Educational and Career Opportunities:** Surveying students about their awareness and interest in various careers and educational paths following visits to colleges and vocational centers. 4. **Equity and Inclusion:** ○ **Equitable Access:** Ensuring that no financial or logistical barriers prevent unduplicated students from participating in field trips, and tracking efforts to provide necessary support. ○ **Inclusive Planning:** Reviewing the planning and selection of field trips to ensure they are inclusive and culturally relevant for all student groups. By implementing these metrics, schools can ensure that field trips are not only a source of enrichment for the entire student body but

			also specifically address and support the unique needs of unduplicated students, leading to improved educational and social outcomes.
2.8 Community Partners	Unduplicated students, including English learners, low-income students, and foster youth, often require additional resources and support to overcome various challenges. Community partners can address these needs by providing: Supplemental educational resources, health and wellness services, career and college readiness/awareness, and family and community engagement.	The action of engaging community partners is designed for the whole school to ensure that all students benefit from the enhanced resources and support. This inclusive approach fosters a supportive school environment where unduplicated students' unique needs are addressed within the broader context of community engagement. **Supplemental Educational Resources:** ● **Tutoring and Mentorship Programs:** Community organizations can offer tutoring and mentorship tailored to the academic and personal development needs of unduplicated students. ● **Language Support:** Partnerships with local cultural and language centers can provide language support and translation services for English learners and their families. **Health and Wellness Services:** ● **Mental Health Services:** Collaborating with local health	To measure the effectiveness of community partnerships specifically for unduplicated students, the following metrics can be used: 1. **Academic and Personal Development:** ○ **Academic Performance:** Monitoring improvements in grades and test scores of unduplicated students participating in tutoring and mentorship programs. ○ **Personal Growth:** Assessing the impact of mentorship programs on students' self-esteem, resilience, and social skills through surveys and qualitative feedback. 2. **Health and Wellness Outcomes:** ○ **Utilization of Services:** Tracking the number of unduplicated students accessing mental health, health screenings, and wellness services provided by community partners. ○ **Health Metrics:** Monitoring changes in health and

		organizations to provide counseling and mental health services, crucial for foster youth and students facing trauma. • **Health Screenings and Services:** Offering free or low-cost health screenings, dental checkups, and nutrition programs to low-income students. **Career and College Readiness:** • **Career Day:** Businesses and vocational organizations can provide career exploration opportunities, particularly valuable for low-income students. • **College Prep Programs:** Partnerships with local colleges and educational nonprofits can offer college readiness programs. **Family and Community Engagement:** • **Parent Workshops:** Offering workshops on navigating the education system, supporting student learning at home, and accessing community resources. • **Cultural Events and Programs:** Partnering with cultural organizations to celebrate diversity and promote inclusivity within the school community.	wellness indicators (e.g., attendance rates, incidences of illness) among unduplicated students. 3. **Career and College Readiness:** ○ **Participation in Internships/Programs:** Measuring the participation rates of unduplicated students in career day and college prep programs. ○ **Post-Secondary Enrollment:** Tracking the college enrollment rates and career outcomes of unduplicated students who participated in readiness programs. 4. **Family and Community Engagement:** ○ **Attendance at Workshops/Events:** Recording attendance and engagement levels of unduplicated students' families in parent workshops and cultural events. ○ **Parent and Student Feedback:** Collecting feedback from parents and students on the effectiveness and accessibility of community partnership programs.

			By implementing these metrics, schools can ensure that their community partnerships are effectively supporting the unique needs of unduplicated students, leading to improved educational, health, and social outcomes. This comprehensive approach helps create a more equitable and supportive learning environment for all students.
2.9 Maintenance and Cleanliness of the Facility	Student, staff, and family input from annual surveys indicate the importance of having clean, safe, and well-maintained facilities to support student learning. Site inspections, including the Facility Inspection Tool (FIT), revealed specific areas requiring improved custodial attention and ongoing maintenance. Maintaining facilities is essential to meeting basic student needs and supporting engagement and attendance.	This action ensures that all students have access to a clean and safe learning environment, which directly supports student well-being, engagement, and academic readiness. Providing routine custodial services and timely repairs addresses immediate health and safety concerns and prevents long-term facility deterioration. Because all students and staff utilize shared spaces across campus, this action is implemented **schoolwide** to ensure equitable conditions for learning throughout the entire facility.	• Facility Inspection Tool (FIT) result • Annual student/staff/parent survey results (perception of campus cleanliness and safety) • Work order response and completion times • Site walk-through documentation by administration

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
1.6 EL Support	**Language Barriers:** English Learners (ELs) often face significant language barriers that impede their ability to fully engage with academic content and participate in classroom activities. **Academic Performance:** ELs frequently struggle with core subjects due to limited English proficiency, leading to lower academic performance and achievement gaps. **Social-Emotional Challenges:** ELs may experience social-emotional challenges, such as isolation, low self-esteem, and difficulties integrating into the school community, due to language and cultural differences.	**Targeted Differentiated Instruction for EL students: I**mplementing targeted instruction to improve language proficiency by integrating language support within core subjects. **Bilingual Resources:** Providing bilingual materials and translation services to support ELs in understanding academic content and completing assignments. This also includes resources for parents to engage in their child's education. **Professional Development:** Offering professional development for teachers to equip them with strategies for supporting ELs in the classroom, such as differentiated instruction and culturally responsive teaching. **Tutoring Programs:** Establishing tutoring programs specifically for ELs to provide additional academic support and guidance, helping them to overcome language barriers and succeed academically. **Cultural Competence Initiatives:** Promoting cultural competence and awareness within	To evaluate the effectiveness of EL support, the following metrics can be used: **Language Proficiency** Monitor progress in English language proficiency through the English Language Proficiency Assessments for California (ELPAC) to track improvements in listening, speaking, reading, and writing skills. Measure the rate at which ELs are reclassified as fluent English proficient, indicating their readiness to succeed in mainstream classrooms without additional language support. **Academic Performance:** Track the performance of ELs on state assessments and standardized tests to monitor academic growth and proficiency in core subjects. Analyze changes in grades and overall academic performance, focusing on subjects where ELs have historically struggled. **Engagement and Attendance:**

		the school to create an inclusive environment where ELs feel valued and supported. This includes celebrating diverse cultures and languages within the school community.	Monitor attendance rates to ensure that ELs are regularly attending school and participating in classroom activities. **Social-Emotional Development:** Use social-emotional learning assessments to evaluate the well-being and social integration of ELs, ensuring they feel connected and supported within the school community. Analyze behavioral records to identify any improvements in conduct and participation linked to enhanced language support and social-emotional well-being. **Parent and Student Feedback:** Collect feedback from ELs and their parents regarding their satisfaction with the support provided and its impact on academic and social outcomes.
1.7 Student Attendance	**Socioeconomic Challenges:** Low-income students may face barriers such as lack of transportation, unstable housing, or health issues that contribute to chronic absenteeism. **Language Barriers:** English learners (ELs) may experience difficulties due to language barriers that make it challenging for their parents to communicate with the school or	**Attendance Monitoring and Early Intervention:** Establish a robust attendance monitoring system to identify at-risk students early. Implement a tiered intervention approach to address absenteeism promptly, including regular check-ins and personalized support plans. **Family Outreach and Education:** Conduct workshops and provide resources to educate families about the importance of regular attendance and how to support their children. Ensure materials are available in multiple	To evaluate the effectiveness of these practices, the following metrics can be used: **Attendance Rates:** Monitor overall attendance rates of unduplicated students to identify improvements over time. Track the percentage of unduplicated students classified as chronically absent (missing 10% or more of school days) to measure reductions in absenteeism. **Academic Performance:**

	understand the importance of regular attendance. **Social-Emotional Issues:** Foster youth and other vulnerable student groups may deal with trauma, mental health issues, or a lack of stable support systems, leading to irregular attendance. **Family Engagement:** Families of unduplicated students might not be fully aware of the impact of chronic absenteeism on academic success or may lack resources to support consistent attendance.	languages to accommodate non-English speaking families. **School-Based Support Services:** Offer on-site counseling and mental health services to address social-emotional issues that may impact attendance. Collaborate with community organizations to provide additional support for foster youth and other vulnerable groups. **Positive School Climate:** Foster a welcoming and inclusive school environment that makes students feel safe and valued. Implement programs that build a positive school culture, such as mentoring programs and student recognition initiatives. **Incentives and Recognition:** Create attendance incentive programs to reward regular attendance and punctuality. Recognize and celebrate students who show improvement in their attendance records.	Assess changes in academic performance and standardized test scores to determine if improved attendance correlates with better academic outcomes. Analyze report card grades and academic progress of unduplicated students to identify any positive trends linked to increased attendance **Engagement and Participation:** Track participation rates in extracurricular activities and school events to gauge student engagement and sense of belonging. Monitor behavioral records for improvements in conduct and participation, which can be indicative of a more engaged student body. **Family and Student Feedback:** Collect feedback from students and their families regarding the effectiveness of attendance initiatives and their overall satisfaction with the support provided. **Social-Emotional Development:** Use social-emotional learning assessments to evaluate the well-being of unduplicated students and the impact of attendance on their social-emotional development. **Counseling Utilization:** Track the utilization of counseling and support services to ensure students are accessing the help they need.

1.8 Academic Support and After School Tutoring	**Language Barriers:** English Learners (ELs) often struggle with understanding instructional content due to limited English proficiency, affecting their academic performance and confidence. **Academic Gaps:** Low-income students may have less access to educational resources and support at home, resulting in academic gaps and lower performance in key subjects. **Limited Parental Support:** Many EL and low-income students may have parents who are unable to provide adequate academic assistance due to language barriers, work schedules, or limited educational backgrounds. **Extra Help Needed:** Both EL and low-income students often require additional help beyond regular classroom instruction to meet academic standards and close achievement gaps.	**Targeted Instructional Support:** Hiring staff to provide targeted academic support during the school day ensures that EL and low-income students receive additional help tailored to their specific needs. This can include differentiated instruction, small group sessions, and one-on-one support. **After-School Tutoring:** Offering after-school tutoring programs provides a structured environment where students can receive help with homework, reinforce learning from the school day, and address specific areas of difficulty. **Qualified Educators:** Employing staff with expertise in language development and subject-specific instruction ensures that ELs receive effective support to improve their English proficiency and comprehension of academic content. **Homework Assistance:** Providing dedicated time and support for homework completion helps bridge the gap for students who may not have access to help at home, reinforcing learning and promoting academic success. **Consistency and Continuity:** Continuous support throughout the school day and after-school programs creates a consistent learning environment, helping students retain and apply knowledge more effectively.	To evaluate the effectiveness of hiring staff for academic support and after-school tutoring, the following metrics can be used: **Academic Performance:** Monitor changes in standardized test scores for EL and low-income students to assess improvements in proficiency in core subjects such as math and reading. Track changes in report card grades and overall academic performance, focusing on subjects where students have received additional support. **Language Proficiency:** For EL students, measure progress in English language proficiency through the English Language Proficiency Assessments for California (ELPAC) to track improvements in listening, speaking, reading, and writing skills. Monitor the rate at which EL students are reclassified as fluent English proficient, indicating their readiness to succeed in mainstream classrooms without additional language support.

			Attendance and Participation: Track attendance rates for after-school tutoring sessions to ensure students are participating regularly and benefitting from the additional support. Monitor overall school attendance rates, as increased academic support may lead to better engagement and attendance. **Student Engagement and Behavior:** Use classroom and tutoring session participation data to gauge student engagement and motivation. Analyze behavioral data to identify any positive changes linked to increased academic support and engagement. **Student and Parent Feedback:** Collect feedback from students and their parents regarding their satisfaction with the academic support and tutoring provided, and their perceptions of its impact on academic performance and confidence. **Teacher Observations:** Gather insights from teachers on the effectiveness of the additional academic support and after-school tutoring, and any

			observed improvements in student performance and engagement.
1.10 Summer Step Up Program	**Summer Learning Loss:** EL and low-income students are particularly vulnerable to summer learning loss, where they lose academic skills and knowledge over the summer break, widening the achievement gap. **Language Proficiency:** EL students need continuous language development support to maintain and improve their English proficiency, which can regress without practice over the summer. **Access to Enrichment Opportunities:** Low-income students often have limited access to enrichment activities and educational resources during the summer, hindering their academic progress and readiness for the next school year. **Academic Gaps:** Both EL and low-income students may have existing academic gaps that require additional instructional time beyond the regular school year to address effectively.	**Focused Instruction:** The summer school program will provide focused, intensive instruction in core subjects such as math, reading, and writing to help students retain and build upon the knowledge and skills they acquired during the school year. **Language Development:** For EL students, the program will include dedicated English language development (ELD) classes to support ongoing language acquisition and proficiency. **Enrichment Activities:** Incorporating enrichment activities such as STEM projects, arts, and physical education will engage students in a holistic learning experience that stimulates their interest and supports their overall development. **Individualized Support:** Small class sizes and personalized instruction will ensure that students receive the attention and tailored support they need to address their specific academic challenges and goals. **Parental Engagement:** Providing resources and workshops for parents to support their children's learning at home during the summer will enhance the program's impact	To evaluate the effectiveness of the summer school program, the following metrics can be used: **Academic Performance:** **Pre- and Post-Assessments:** Conduct assessments at the beginning and end of the summer program to measure student progress in core subjects and identify areas of improvement. **Standardized Test Scores:** Track changes in standardized test scores for EL and low-income students in the subsequent school year to assess the long-term impact of the summer program on academic achievement. **Language Proficiency:** **ELPAC Scores:** For EL students, measure progress in English language proficiency through the English Language Proficiency Assessments for California (ELPAC) to track improvements in listening, speaking, reading, and writing skills. **Reclassification Rates:** Monitor the rate at which EL students are reclassified as fluent

		and encourage a collaborative approach to education.	English proficient following the summer program. **Engagement and Attendance:** **Program Attendance:** Track attendance rates for the summer school program to ensure students are participating regularly and benefitting from the additional instruction. **Student Engagement:** Use surveys and observations to gauge student engagement and enthusiasm for learning during the summer program. **Social-Emotional Development:** **SEL Assessments:** Use social-emotional learning assessments to evaluate the impact of the summer program on students' social-emotional well-being and development. **Behavioral Data:** Analyze behavioral records to identify any positive changes linked to participation in the summer program. **Student and Parent Feedback:** **Surveys and Interviews:** Collect feedback from students and their parents regarding their satisfaction with the summer school

			program and its impact on academic performance and confidence. **Focus Groups:** Conduct focus groups with students and parents to gather qualitative insights and identify areas for further improvement. **Teacher Observations:** **Teacher Feedback:** Gather insights from summer school teachers on the effectiveness of the program and any observed improvements in student performance and engagement.
2.4 Social-Emotional Support	**Social emotional support** is a critical component in addressing the holistic needs of students, particularly for unduplicated student groups who often face additional challenges. Unduplicated student groups at PRACS include low-income students, English learners, and foster youth. These groups often face unique challenges that impact their social emotional well-being: **Low-Income Students:** These students may experience financial instability, leading to stress, anxiety, and difficulty focusing on academics.	To address the social-emotional needs of unduplicated student groups, PRACS will implement a comprehensive social emotional support program with the following components: • **School-Based Counseling Services:** Provide access to school counselors trained in trauma-informed practices to support students' emotional and psychological needs. This includes one-on-one counseling, group therapy sessions, and crisis intervention.	The effectiveness of the social emotional support program will be measured through a combination of qualitative and quantitative metrics: • **Student Well-Being Surveys:** Administer pre- and post-intervention surveys to assess changes in students' self-reported well-being, including measures of stress, anxiety, and overall emotional health. • **Behavioral and Academic Indicators:** Monitor changes in behavioral incidents, attendance rates, and academic performance. Improvements in these areas can

	They may also lack access to basic necessities and extracurricular opportunities that support social development. **English Learners:** Students learning English may face language barriers that affect their ability to engage fully in the classroom and build relationships with peers. They may also experience cultural adjustment challenges and isolation. **Foster Youth:** These students often deal with trauma, instability, and a lack of consistent support from caregivers. They may have difficulty forming trusting relationships and exhibit higher levels of emotional and behavioral issues.	• **Social Emotional Learning (SEL) Curriculum:** Integrate SEL into the regular curriculum to teach students skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This curriculum will be culturally responsive and accessible to all students, including those with limited English proficiency. • **Mentorship Programs:** Establish mentorship programs that pair unduplicated students with adult mentors who can provide guidance, support, and positive role modeling. Special attention will be given to matching mentors who can relate to the students' backgrounds and experiences. • **Family Engagement Workshops:** Conduct workshops for parents and guardians to equip them with strategies to support their children's social emotional development at home. These workshops will include resources for low-income families, bilingual sessions for non-English-speaking parents, and trauma-informed care training for foster families. • **Partnerships with Community Organizations:** Collaborate with local community organizations to provide additional support services such as mental health resources,	indicate better social emotional health and increased engagement in school. • **Counseling and Mentorship Participation Rates:** Track the number of students participating in counseling sessions, mentorship programs, and SEL activities. Higher participation rates can reflect increased access to and utilization of support services. • **Feedback from Students, Parents, and Staff:** Collect qualitative feedback through focus groups and interviews with students, parents, and staff to gain insights into the perceived impact of the social emotional support services. • **IEP and 504 Plan Progress:** For students with Individualized Education Programs (IEPs) or 504 Plans, track progress on social emotional goals included in these plans. This will help measure the effectiveness of targeted interventions for students with identified special needs. By addressing the unique social emotional needs of unduplicated student groups, PRACS aims to create a supportive and inclusive school environment that fosters resilience, well-being, and academic success for all students.

		after-school programs, and recreational activities.	
2.5 Suspension-Behavior Impact	**Suspension-Behavior Impact support** is crucial for addressing the needs of unduplicated student groups who may be disproportionately affected by disciplinary actions. Here's a brief explanation within the context of the Local Control and Accountability Plan (LCAP) for PRACS: **Unique Identified Needs of the Unduplicated Student Groups Being Served** Unduplicated student groups such as low-income students, English learners, and foster youth often face specific challenges related to behavior and disciplinary actions: • **Low-Income Students:** These students may experience stressors related to poverty, such as housing instability, food insecurity, and exposure to community violence, which can contribute to behavioral challenges in school. • **English Learners:** Language barriers and cultural adjustment issues may lead to misunderstandings,	To address the suspension-behavior impact needs, PRACS will implement a comprehensive Suspension-Behavior Impact support program with the following components: • **Restorative Justice Practices:** Implement restorative practices that focus on repairing harm, building relationships, and fostering responsibility rather than punitive measures. This includes restorative circles, peer mediation, and conflict resolution training for staff and students. • **Social Emotional Learning (SEL) Integration:** Embed SEL principles and skills development into the school culture and curriculum to enhance self-awareness, self-management, social awareness, relationship skills, and responsible decision-making among all students, with targeted support for unduplicated groups. • **Positive Behavior Supports (PBS):** Implement PBS frameworks to promote positive behaviors through incentives, recognition programs, and clear expectations communicated	The effectiveness of the Suspension-Behavior Impact support program will be assessed using the following metrics: • **Reduction in Suspension Rates:** Measure changes in suspension rates among unduplicated student groups compared to baseline data. A decrease in suspension incidents indicates improved behavior management and support effectiveness. • **Behavioral Incident Reports:** Track and analyze trends in behavioral incident reports to assess whether there is a decrease in disruptive behaviors and disciplinary actions among **Student Engagement and Attendance:** Monitor improvements in student attendance and engagement levels as indicators of a positive school climate and effective behavioral supports. • **Feedback from Educational Partners:** Gather qualitative feedback from students, parents, teachers, and staff through surveys, focus groups, and interviews to

	communication difficulties, and feelings of isolation, which can impact behavior and interactions with peers and teachers. • **Foster Youth:** Students in foster care often experience trauma, multiple school placements, and a lack of consistent adult support, which can manifest in behavioral issues as coping mechanisms.	consistently across all school settings. • **Family and Community Engagement:** Engage families and community organizations in supporting students' behavioral and emotional needs through workshops, parent education sessions, and partnerships with social service agencies.	gauge perceptions of the impact of behavior support interventions. By addressing the behavioral needs of unduplicated student groups through proactive and supportive measures, PRACS aims to create a safe, inclusive, and nurturing learning environment where all students can thrive academically and socially.
2.6 Nutrition Program	**Providing a nutrition program** is essential for addressing the specific needs of unduplicated student groups within the Local Control and Accountability Plan (LCAP) framework. Unduplicated student groups such as low-income students, English learners, and foster youth often face distinct nutritional challenges: • **Low-Income Students:** These students may lack access to nutritious meals at home due to financial constraints, leading to potential food insecurity, inadequate diets, and health disparities. • **English Learners:** Language barriers may hinder access to	To address these nutritional needs, PRACS will implement a comprehensive nutrition program with the following components: • **School Meals Program Enhancement:** Enhance the quality and variety of school meals provided to ensure they meet nutritional guidelines and cater to diverse dietary needs, including culturally appropriate options. • **Breakfast and Snack Programs:** Expand access to breakfast and healthy snack programs to ensure all students, particularly unduplicated groups, have consistent access to nutritious foods throughout the school day. • **Nutrition Education:** Integrate nutrition education into the curriculum	The effectiveness of the nutrition program in improving outcomes for unduplicated student groups will be assessed using various metrics: • **School Meal Participation Rates:** Track participation rates in the school meals program among unduplicated students to ensure equitable access and utilization of nutritional resources. • **Academic Performance:** Analyze correlations between improved nutrition and academic outcomes, including attendance rates, behavior incidents, and academic achievement. • **Parent and Community Feedback:** Gather qualitative feedback from parents, caregivers, and community

	nutrition education and understanding of healthy eating habits, potentially impacting their dietary choices and overall health. • **Foster Youth:** Students in foster care may experience frequent changes in living situations and caregivers, which can disrupt meal routines and access to balanced nutrition.	to promote healthy eating habits, meal planning skills, and understanding of nutritional content among students, including targeted sessions for English learners and their families.	stakeholders through surveys or focus groups to assess perceptions of the program's impact on student health and well-being. By addressing the nutritional needs of unduplicated student groups through proactive interventions and educational support, PRACS aims to promote overall health, enhance academic readiness, and foster a supportive school environment where every student can thrive.
2.7 Resources for EL, Low Income, & Foster Youth	Providing resources to unduplicated student groups is crucial within the Local Control and Accountability Plan (LCAP) to address their unique needs effectively. Unduplicated student groups such as low-income students, English learners, and foster youth often have specific needs that require additional resources: • **Low-Income Students:** These students may lack access to essential resources such as educational materials, technology, school supplies, and extracurricular opportunities due to financial constraints. • **English Learners:** Students learning English may require specialized instructional	To address these needs, PRACS will implement a targeted resource allocation strategy with the following components: • **Equitable Access to Educational Materials:** Ensure all unduplicated students have access to textbooks, digital resources, and instructional materials that support their academic growth and language development. • **Technology Integration:** Provide access to computers, tablets, and internet connectivity for homework assignments, research, and online learning platforms, particularly important for English learners needing language reinforcement and digital literacy skills. • **Support Services:** Establish partnerships with community organizations and social services to	The effectiveness of resource allocation in improving outcomes for unduplicated student groups will be assessed using the following metrics: • **Resource Utilization Rates:** Measure the distribution and utilization rates of allocated resources among unduplicated student groups to ensure equitable access and maximum benefit. • **Academic Achievement:** Monitor improvements in academic performance indicators such as standardized test scores, grades, course completion rates, and graduation rates for unduplicated students receiving targeted resources. • **Attendance and Engagement:** Track attendance rates and student

	materials, bilingual support services, and language acquisition resources to fully participate and succeed academically. • **Foster Youth:** Students in foster care often face challenges related to stability, including access to transportation, school uniforms, personal hygiene items, and consistent educational support.	offer additional support such as counseling, mentoring, tutoring, and enrichment programs tailored to the needs of unduplicated student groups. • **Professional Development:** Provide training and professional development opportunities for educators and staff to enhance their cultural competence, understanding of equity issues, and ability to support diverse student populations effectively.	engagement levels in school activities and programs supported by allocated resources. • **Parent and Student Satisfaction:** Gather feedback through surveys, focus groups, or parent-teacher conferences to assess satisfaction levels and perceived impact of provided resources on student success and well-being. • **Long-term Outcomes:** Evaluate long-term outcomes such as college and career readiness, and socio-emotional development to determine the sustained impact of resource allocation strategies. By strategically allocating resources to meet the specific needs of unduplicated student groups, PRACS aims to foster an inclusive learning environment where all students have the support and opportunities necessary to achieve academic success and personal growth.

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary: 3:60 Middle School: 3:45
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary: 1:18 Middle School: 1:15

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$2,265,178	$324,645	14.332%	0.000%	14.332%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,460,000	$ -	$ -	$ -	$ 1,460,000.00	$ 1,071,000	$ 389,000

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	Qualified/Fully Credentialed Teachers	All Students	No	Schoolwide	All	PRACS	On-Going	$ 850,000	$ 50,000	$ 900,000	$ -	$ -	$ -	$ 900,000	0.000%
1	2	Professional Development	All Students	No	Schoolwide	All	PRACS	On-Going	$ 15,000	$ -	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	3	Common Core Instructional Materials	All Students	No	Schoolwide	All	PRACS	On-Going	$ -	$ 75,000	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
1	4	Home-School Connection	All Students	No	Schoolwide	All	PRACS	On-Going	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
1	5	Technology	All Students	No	Schoolwide	All	PRACS	On-Going	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
1	6	EL Support	EL	Yes	Schoolwide	English Learners	PRACS	On-Going	$ 4,000	$ -	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
1	7	Student Attendance	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	On-Going	$ 20,000	$ -	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	8	Academic Support and After School Tutoring	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	On-Going	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
1	9	Incentivizing Academic Acheivement (IAA)	All Students	No	Schoolwide	All	PRACS	On-Going	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	10	Summer Step-Up Program	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	5 Weeks	$ 35,000	$ 15,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
2	1	Parent Involvement	All Students	No	Schoolwide	All	PRACS	On-Going	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	2	Programs	All Students	No	Schoolwide	All	PRACS	On-Going	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	3	Field Trips	All Students	No	Schoolwide	All	PRACS	On-Going	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
2	4	Social-Emotional Support (SEL)	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	On-Going	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	5	Suspensions-Behavior Impact	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	On-Going	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	6	Nutrition Program	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	On-Going	$ -	$ 75,000	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
2	7	Resources for EL, Low-Income, and Foster Youth	Low-Income Students, EL	Yes	Schoolwide	English Learners and Low-Income	PRACS	On-Going	$ 11,000	$ -	$ 11,000	$ -	$ -	$ -	$ 11,000	0.000%
2	8	Community Partners	All Students	No	Schoolwide	All	PRACS	On-Going	$ 5,000	$ 10,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
2	9	Maintenance and Cleanliness of Facility	All Students	No	Schoolwide	All	PRACS	On-Going	$ 31,000	$ 31,000	$ 62,000	$ -	$ -	$ -	$ 62,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,265,178	$ 324,645	14.332%	0.000%	14.332%	$ 275,000	0.000%	12.140%	**Total:**	$ 275,000
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 275,000

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	Qualified/Fully Credentialed Teachers	No	Schoolwide		PRACS	$ -	0.000%
1	2	Professional Development	No	Schoolwide		PRACS	$ -	0.000%
1	3	Common Core Instructional Materials	No	Schoolwide		PRACS	$ -	0.000%
1	4	Home-School Connection	No	Schoolwide		PRACS	$ -	0.000%
1	5	Technology	No	Schoolwide		PRACS	$ -	0.000%
1	6	EL Support	Yes	Schoolwide	English Learners	PRACS	$ 4,000	0.000%
1	7	Student Attendance	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 20,000	0.000%
1	8	Academic Support and After School Tutorir	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 50,000	0.000%
1	9	Incentivizing Academic Acheivement (IAA)	No	Schoolwide		PRACS	$ -	0.000%
1	10	Summer Step-Up Program	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 50,000	0.000%
2	1	Parent Involvement	No	Schoolwide		PRACS	$ -	0.000%
2	2	Programs	No	Schoolwide		PRACS	$ -	0.000%
2	3	Field Trips	No	Schoolwide		PRACS	$ -	0.000%
2	4	Social-Emotional Support (SEL)	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 20,000	0.000%
2	5	Suspensions-Behavior Impact	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 45,000	0.000%
2	6	Nutrition Program	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 75,000	0.000%
2	7	Resources for EL, Low-Income, and Foster	Yes	Schoolwide	English Learners and Low-Income	PRACS	$ 11,000	0.000%
2	8	Community Partners	No	Schoolwide		PRACS	$ -	0.000%
2	9	Maintenance and Cleanliness of Facility	No	Schoolwide		PRACS	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,397,400.00	$ 1,768,567.00

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	Qualified/Fully Credentialed Teachers	No	$ 850,000	$ 918,232
1	2	Professional Development	No	$ 12,000	$ 22,795
1	3	Common Core Instructional Materials	No	$ 70,500	$ 105,842
1	4	Home-School Connection	No	$ 7,000	$ 8,145
1	5	Technology	No	$ 50,000	$ 98,543
1	6	EL Support	Yes	$ 3,500	$ 4,358
1	7	Student Attendance	Yes	$ 17,500	$ 23,483
1	8	Academic Support and After School Tutoring	Yes	$ 72,000	$ 79,137
1	9	Incentivizing Academic Acheivement (IAA)	No	$ 20,000	$ 5,264
1	10	Summer Step-Up Program	Yes	$ 50,000	$ 44,700
2	1	Parent Involvement	No	$ 11,000	$ 6,060
2	2	Programs	No	$ 18,000	$ 40,398
2	3	Field Trips	No	$ 13,000	$ 132,655
2	4	Social-Emotional Support (SEL)	Yes	$ 11,400	$ 29,092
2	5	Suspensions-Behavior Impact	Yes	$ 38,000	$ 67,200
2	6	Nutrition Program	Yes	$ 60,000	$ 97,204
2	7	Resources for EL, Low-Income, and Foster Youth	Yes	$ 10,500	$ 10,080
2	8	Community Partners	No	$ 13,000	$ 13,440
2	9	Maintenance and Cleanliness of Facility	No	$ 70,000	$ 61,939

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 320,882	$ 262,900	$ 355,254	$ (92,354)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Qualified/Fully Credentialed Teachers	No	$ -	$ -	0.000%	0.000%
1	2	Professional Development	No	$ -	$ -	0.000%	0.000%
1	3	Common Core Instructional Materials	No	$ -	$ -	0.000%	0.000%
1	4	Home-School Connection	No	$ -	$ -	0.000%	0.000%
1	5	Technology	No	$ -	$ -	0.000%	0.000%
1	6	EL Support	Yes	$ 3,500	$ 4,358.00	0.000%	0.000%
1	7	Student Attendance	Yes	$ 17,500	$ 23,483.00	0.000%	0.000%
1	8	Academic Support and After School Tutoring	Yes	$ 72,000	$ 79,137.00	0.000%	0.000%
1	9	Incentivizing Academic Acheivement (IAA)	No	$ -	$ -	0.000%	0.000%
1	10	Summer Step-Up Program	Yes	$ 50,000	$ 44,700.00	0.000%	0.000%
2	1	Parent Involvement	No	$ -	$ -	0.000%	0.000%
2	2	Programs	No	$ -	$ -	0.000%	0.000%
2	3	Field Trips	No	$ -	$ -	0.000%	0.000%
2	4	Social-Emotional Support (SEL)	Yes	$ 11,400	$ 29,092.00	0.000%	0.000%
2	5	Suspensions-Behavior Impact	Yes	$ 38,000	$ 67,200.00	0.000%	0.000%
2	6	Nutrition Program	Yes	$ 60,000	$ 97,204.00	0.000%	0.000%
2	7	Resources for EL, Low-Income, and Foster Youth	Yes	$ 10,500	$ 10,080.00	0.000%	0.000%
2	8	Community Partners	No	$ -	$ -	0.000%	0.000%
2	9	Maintenance and Cleanliness of Facility	No	$ -	$ -	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,625,007	$ 320,882	0.000%	19.746%	$ 355,254	0.000%	21.862%	$0.00 - No Carryover	0.00% - No Carryover