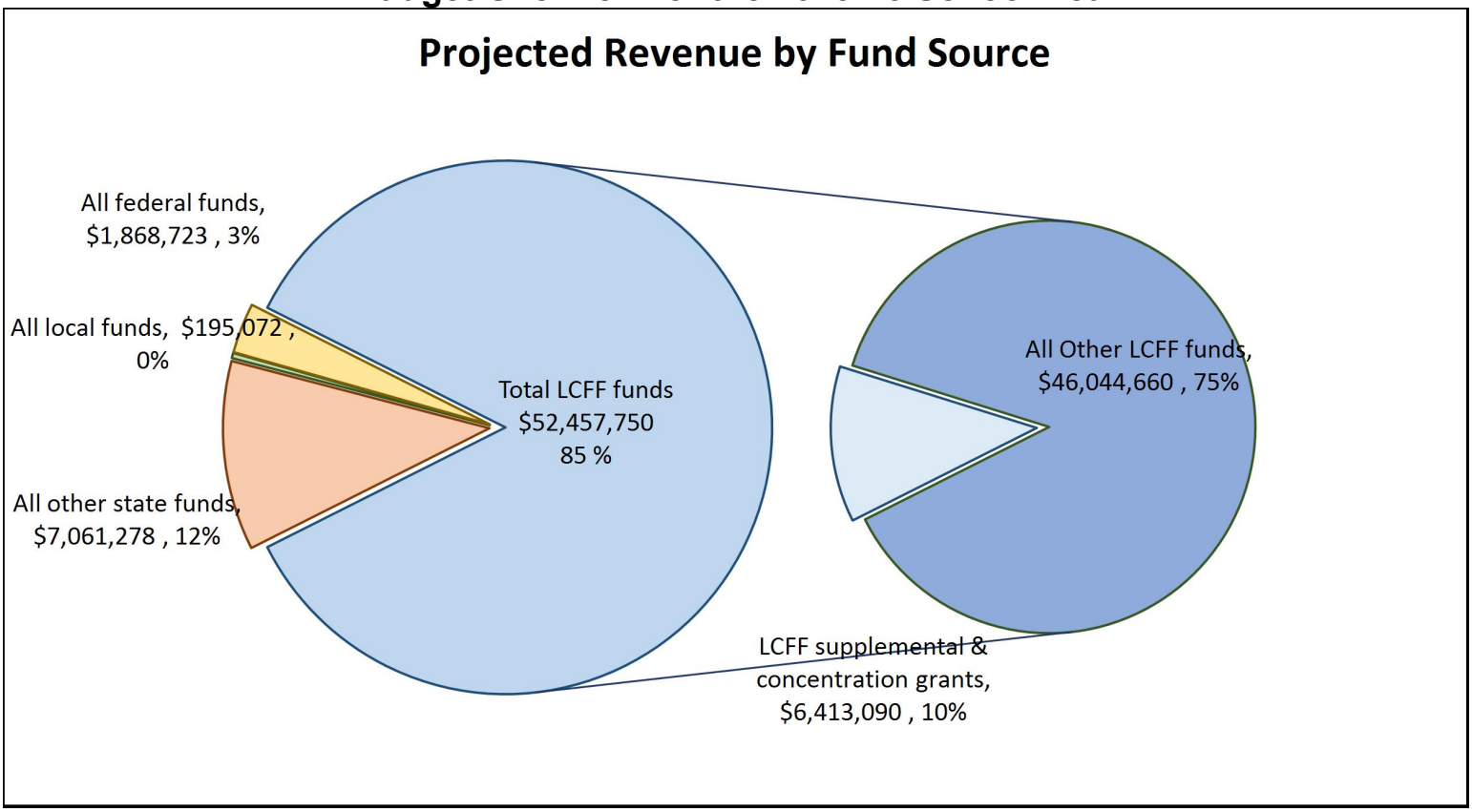
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at San Diego
CDS Code: 37684036120893
School Year: 2025-26
LEA contact information:
Krista Mount
Director of Categorical Programs
kmount@caliva.org
805-581-0202

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Virtual Academy at San Diego expects to receive in the coming year from all sources.

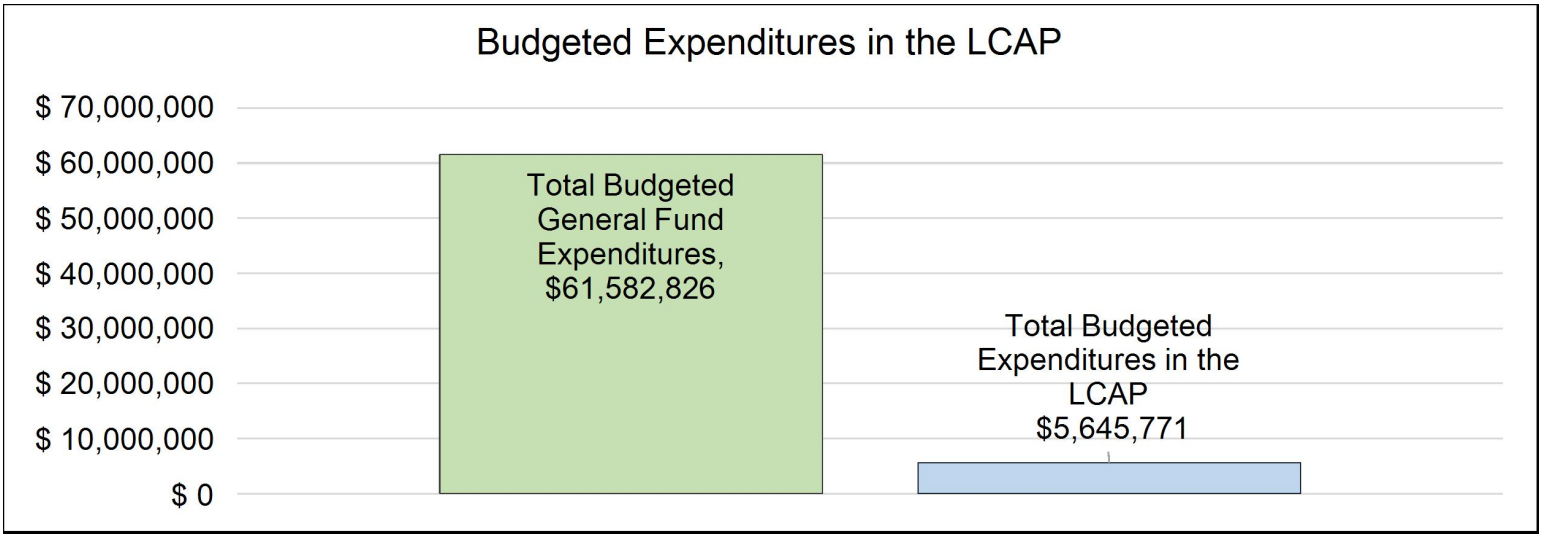
The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at San Diego is $61,582,823, of which $52,457,750 is Local Control Funding Formula (LCFF), $7,061,278 is other state funds, $195,072 is local funds, and $1,868,723 is federal funds. Of the $52,457,750 in LCFF Funds, $6,413,090 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 California Virtual Academy at San Diego plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Virtual Academy at San Diego plans to spend $61,582,826 for the 2025-26 school year. Of that amount, $5,645,771 is tied to actions/services in the LCAP and $55,937,055 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

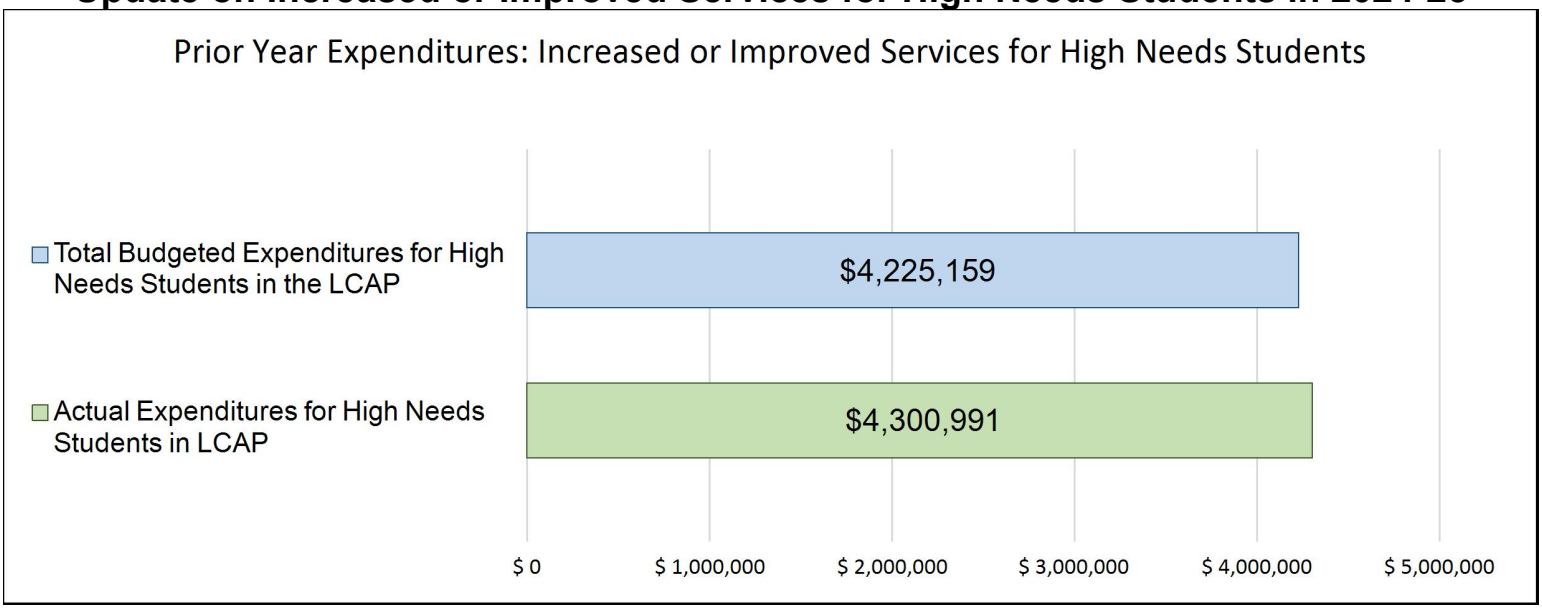
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Virtual Academy at San Diego is projecting it will receive $6,413,090 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at San Diego plans to spend $3,208,531 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, California Virtual Academy at San Diego's LCAP budgeted $4,225,159 for planned actions to increase or improve services for high needs students. California Virtual Academy at San Diego actually spent $4,300,991 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $75,832 had the following impact on California Virtual Academy at San Diego’s ability to increase or improve services for high needs students:

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
California Virtual Academy at San Diego	Krista Mount Director of Categorical Programs	kmount@caliva.org 805-581-0202

Plan Summary [2025-26]

General Information

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

California Virtual Academy at San Diego is a charter school that provides a full-time online independent study program for TK–12 students. The WASC-accredited school offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. The school serves students from the following counties, Imperial, Orange, Riverside, and San Diego. Students are offered an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

Student Demographics (Fall 2024)
9.5% English Learners (Number of students 372)
0.36% Foster Youth (Number of students 14)
2.78% Homeless Youth (Number of students 109)
0.0% Migrant Education (Number of students 0)
14.6% Students with Disabilities (Number of students 574)
68.7% Socioeconomically Disadvantaged (Number of students 2,696)

70.9% Unduplicated Students (Number of students 2,783)
Unduplicated students means that each pupil is counted only once even if the pupil meets more than one of these criteria for Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups.

Total Enrollment: 3924

Mission Statement California Virtual Academy at San Diego is dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Collective Commitments

- Facilitate meaningful connections & partnership between students, parents, and all school staff to achieve academic goals and foster social and emotional growth
- Engage in professional learning through collaborative practices
- Empower our students to become critical thinkers and take responsibility for their learning
- Develop and implement innovative teaching practices and strategies for learning
- Honor and celebrate the diversity in our schools

Reflections: Annual Performance

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

CA School Dashboard Performance

On the 2023 CA School Dashboard, the ELA CAASPP results declined 13 points overall (22.9 below standard). The student groups of English learners (74.2 below standard), Two or More Races (81.8 below), and Students with Disabilities (101.4 below) are below all students (22.9 below standard) in ELA and indicated Red on the Dashboard. The math CAASPP results declined 7.8 points and is now 63.2 points below standard. The student groups of English learners (99.8 below standard), African American (95.8 below), Two or More Races (116.8 below), and Students with Disabilities (137.5 below) are below all students (63.2 below standard) in math and indicated Red on the Dashboard. English learners (EL) Progress increased in English language proficiency by 9%, however, EL decreased in both ELA and math (red on the Dashboard). The overall EL Progress is 50.2% making progress which is above the state average (48.7%). The College & Career Indicator, 25.7%, is below the state average of 43.9%. Students with Disabilities (0%) is indicated Very Low on the Dashboard.

The chronic absenteeism rate increased slightly by 1.4% to 9.1%. This is still far below the state average of 24.3% chronically absent. The student group of African Americans (11.9%) increased by 5.2% and is indicated Red on the Dashboard. The student group of Homeless declined by 12.6%, Asians declined by 2.6%, Pacific Islanders declined by 5.3%, and Filipinos declined by 2.2%. The graduation rate declined by 3.2% and is 80.6%. Socioeconomically Disadvantaged declined 5.7% to 77.7% and is indicated Red on the Dashboard. The student group of Whites increased 2.3% to 90.3%. The suspension rate remains at 0%.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard.
English Learners: CAASPP ELA & Math
Socioeconomic Disadvantaged: Graduation Rate
Student with Disabilities: CAASPP ELA & Math, College/Career Indicator

African American: CAASPP Math, Chronic Absenteeism Rate
Two or More Races: CAASPP ELA & Math

On the 2024 Dashboard, many student groups increased from 23 to 24 on the ELA CAASPP. The student groups of English Learners, Students with Disabilities, and Two or Races are no longer Red on the Dashboard. All students and all student groups maintained or increased on the math CAASPP. The student groups of English Learners, Students with Disabilities, African American, and Two or Races are no longer Red on the Dashboard. The College/Career Indicator increased for all students as well as the student groups. Students with Disabilities are no longer Red on the Dashboard.

The chronic absenteeism rate increased slightly by 0.3% to 9.4%. This is still far below the state average of 18.6% chronically absent. The student groups of Long-Term English Learners and Homeless both increased and are now Red on the Dashboard. The student group of African Americans decreased and is no longer Red on the Dashboard.

The graduation rate was maintained. The student group of Socioeconomically Disadvantaged decreased and is no longer Red on the Dashboard. Student with Disabilities graduation rate increased sufficiently, 9.8%, and is now Red on the Dashboard.

Student group within a school with the lowest performance level on one or more indicators on the 2024 Dashboard.
English Learners: English Learner Progress
Long-Term English Learners: English Learner Progress, Chronic Absenteeism Rate
Homeless: Chronic Absenteeism Rate
Student with Disabilities: Graduation Rate

Lowest Performing Student Groups

The school has Learning Recovery Emergency Block Grant (LREBG) funds to expend in the 2025-26 school year. See Actions 1.4, 1.6, 2.2, 2.3, and 5.3.

All students and the following student groups were identified as "Very Low" or "Low" on both the ELA and Math CAASPP assessments.
English Learners
Long-Term English Learners
Student with Disabilities
Homeless
Socioeconomically Disadvantaged
Hispanic
African American
Pacific Islander
Asian
Two or Races

The student group of white students was identified as "Low" on the Math CAASPP assessments.

The following student groups were identified as "Very High" or "High" on the Chronic Absenteeism Rate.
English Learners
Long-Term English Learners
Student with Disabilities
Socioeconomically Disadvantaged
Homeless
African American
Hispanic

Reflections: Technical Assistance

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

In 2024, CA Virtual Academy at San Diego was identified for Differentiated Assistance under EC 52071 due to the performance of Long-Term English Learners. This student group received Red indicator levels in Pupil Achievement (EL Progress: Metric 1.6) and Pupil Engagement (Chronic Absenteeism: Metric 4.2) on the California School Dashboard.

In collaboration with the County Office of Education, the LEA initiated technical assistance to address persistent challenges in English language development and student engagement. A comprehensive data review focused on Long-Term English Learners, examining years in the EL program, academic growth trends, ELPAC performance, enrollment history, and attendance patterns. Root causes identified include disparities in oral versus written language development, extended time in the EL program without reclassification, frequent school transitions, interrupted schooling, and inconsistent attendance in Designated ELD instruction.

Beginning in fall, the LEA will implement targeted instructional groups focused on strengthening oral and written language skills, using research-based strategies tailored to identified needs. A Bilingual Engagement Coach will support extended onboarding and family engagement for newly enrolled EL students. Interim ELPAC assessments will be used for progress monitoring to identify and address skill gaps mid-year. ELD instructional service minutes will be expanded through a differentiated support model designed to meet the varied needs of Long-Term English Learners.

Progress will be closely monitored through weekly WIG (Wildly Important Goals) scoreboards that track attendance and academic performance. The technical assistance process includes ongoing cycles of data inquiry, action planning, and professional learning to build internal capacity and improve student outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

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
Parents	Parents are actively engaged through robust and inclusive virtual meetings, surveys, and direct communication. Recognizing the critical role parents play in student success, there are multiple platforms for collaboration, feedback, and partnership. Educational Partner Engagement Meetings are offered throughout the school year. These meetings are open to parents, families, students, teachers, staff, and community members and serve as a forum to review programs, provide feedback, and guide school planning. A fall Title I meeting outlining the programs' purpose, funding, and how it impacts students is offered. Parents are informed about their rights to be involved in their child's education and how they can participate. A spring meeting focused on Parent and Family Engagement, inviting families to collaborate with staff and suggesting improvements based on current needs and priorities is offered. Additionally, Parent Advisory Committee meetings composed of both parents and students meet twice per year to review the Local Control and Accountability Plan (LCAP) and provide input directly to the Head of School. To ensure accessibility, all meetings are held virtually via Zoom, with sessions offered in both English and Spanish. Sessions include dedicated time for questions and feedback, supporting participation. After every meeting, a summary, relevant resources, presentation materials, and access to a follow-up survey are shared with all

Educational Partner(s)	Process for Engagement
	families. This multi-format approach allows families to engage in a way that fits their schedule and ensures that every voice is heard, regardless of availability. In addition to formal meetings, monthly Coffee Chats and quarterly Family Teacher Organization (FTO) meetings offer families ongoing opportunities to connect with staff, provide input, and build strong partnerships to support students. Parent workshops, events, orientations, and meet-and-greets, both virtually and in person, further encourage engagement and connection. The school maintains continuous communication through ParentSquare our school wide communication platform, tools like the Bear Tracks weekly community newsletter, the LC community (community social platform), and the CAVA website, in addition to department specific websites, ensure families stay informed of their rights and opportunities to participate in their child's education. The current LCAP, mid-year updates, and the School Accountability Report Card (SARC) are easily accessible on the school website. To support understanding, we provide visual resources, including infographics and the CA State Dashboard, which clearly highlight school wide goals, actions, and progress toward goal completion. Teachers regularly confer with families about student progress, collecting input to better understand student needs and offering tailored support. Families can submit input and ask questions at any time via the community inbox at info@caliva.org.CAVA. The school closes the feedback loop by sharing how input has shaped decisions and updates through infographics, dashboards, and progress reports. Surveys are central to CAVA's feedback process: • Climate surveys are administered annually to parents of students in grades 2, 5, 7, 9, and 11. • An LCAP survey is distributed to all parents each year.

Educational Partner(s)	Process for Engagement
	• A community survey is shared each semester to gather feedback on events, activities, and school connections. Check-in surveys are conducted one week before enrollment, two weeks after school starts, and three additional times during the year. These surveys gather real-time feedback and trigger immediate support where needed. The leadership team then analyzes this feedback to identify key concerns, service gaps, and areas for improvement. This collaborative process ensures that the Parent and Family Engagement Policy remains responsive to the evolving needs and priorities of families and the school community. As an independent study program, we recognize the critical role of parents as Learning Coaches, who work closely with their children and collaborate daily with teachers and school staff. Supporting student success is a shared responsibility and an ongoing two-way conversation. Through consistent outreach, responsive communication, and a deep commitment to improvement, we ensure that its educational planning remains student-centered and reflective of the voices of all its educational partners.
Students	Students are supported and heard within the virtual learning environment through leadership opportunities and structured feedback systems. Student Government is available for both middle and high school students, offering a platform for leadership, collaboration, and student voice in school decisions and activities. This fosters a sense of community, responsibility, and belonging. Additional opportunities for student leadership include High School Link Crew, National Honor Society, National Junior Honor Society, and College and Career Prep program.

Educational Partner(s)	Process for Engagement
	To gather student perspectives and improve the learning experience, student check-in surveys are conducted regularly—one week before enrollment, two weeks after school begins, and three additional times throughout the year. These short surveys collect specific, actionable feedback and trigger immediate support when needed. Students in grades 2, 5, 7, 9, and 11 participate annually in the climate survey, which measures how safe and connected they feel in the virtual environment. Results are used to guide improvements and ensure a more supportive and engaging school experience. A community survey is shared each semester to collect feedback on the quality and impact of school events, activities, and connections. In-person events are also held throughout the year to help students and families in the same geographic areas connect with each other and with staff, creating stronger relationships and channels for feedback. Student clubs are based on student interests and provide further opportunities for connection, enrichment, and engagement. Additionally, Parent Advisory Committee meetings—composed of both parents and students—are held twice per year to review the Local Control and Accountability Plan (LCAP) and provide input directly to the Head of School. Through leadership roles, continuous feedback loops, and relationship-building opportunities, students are actively engaged and their voices are valued.
Teachers and other staff	Guiding Coalition Teams collaborate regularly to share effective instructional practices and implement strategies that increase academic outcomes for students. These teams help drive schoolwide improvement through shared leadership and collective responsibility. Weekly meetings, known as WIGs (Wildly Important Goals), are held across the school to track progress on critical goals, such as academic proficiency, chronic absenteeism, and graduation rates.

Educational Partner(s)	Process for Engagement
	Teachers and staff determine the steps each team will take in the coming week to drive improvement. A structured Professional Learning Community (PLC) model ensures staff engage in ongoing professional dialogue focused on student achievement, instructional strategies, and targeted support. These meetings create a collaborative culture where educators work together to improve student learning outcomes. To support staff well-being and gather meaningful input, teacher/staff check in surveys are distributed each year. These check-ins help leadership understand experiences, identify needs, and provide timely support to promote a positive and productive working environment.
Principals and Administrators	The leadership team, including administrators, principals, and teacher leaders, participate in a root cause analysis to identify potential causes of current outcomes at the end of each quarter. Department-led focus groups meet regularly to collect feedback and identify areas of need.
English Learner Advisory Committee	The school has 21 or more English learners, so the English Learner Advisory Committee (ELAC) plays a crucial role in supporting the academic needs of English Learners (ELs). Parents or guardians of the school's English Learners constitute at least the same percentage of the ELAC membership as their children represent the student body. The ELAC's mission is to give the parents/guardians of ELs a voice with which to advise and steer the school in its mission to support EL students. The role of ELAC members is to advise school officials on programs and services for English Learners within the school, including providing input for the development of the school's EL Master Plan and EL programs and services, assisting the school with an annual EL Needs Assessment, and developing ways to make parents/guardians aware of the importance of regular school attendance. Each year, an EL Parent Meeting is held in September to inform parents/guardians of ELs about the academic and language acquisition process in our school. ELAC meetings are held 3-4 times per school year via Zoom, and the parents/guardians of all ELs in the school are invited to attend. Attendance is recorded through a virtual

Educational Partner(s)	Process for Engagement
	sign-in survey and a recorded audio/video file of the meeting itself. The meetings are conducted in both English and Spanish, with Arabic translation features included, and the meeting agendas and minutes are sent out to attendees in both English and Spanish for approval.
MKV/Foster Coordinator/Administration	Ongoing outreach and collaboration with homeless and foster youth to support access to school technology, programs, and resources. The Housing Questionnaire is requested yearly and is easily accessible to families via multiple entry points, including the Back to School Packet, an online survey, and paper forms. The improved accessibility of the Housing Questionnaire has led to improvements in the identification of homeless and foster students, helping increase the number of homeless/foster students served. Once identified, students receive frequent outreach from a dedicated MKV/Foster Support Specialist and are given opportunities to request additional resources from the school, including hotspots, computers, school supplies, backpacks, and personal hygiene kits. Students are also provided with targeted and localized information about community resources, mental health support through Care Solace, FAFSA, college application support, and prioritized access to engagement support from the school Engagement Coaches and SEL Support Coordinators.
Career and College Prep Advisory Board	The Career and College Prep Advisory Board meets 2-3 times a year. The Advisory Board assists the Prep Program by providing market-based expertise and guidance in the development, implementation, and evaluation of its various Industry Sectors and career pathways.

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

Goal 1
Action 1
The 3rd–5th and Middle School departments will center professional development on building high-performing teams through continuous cycles of inquiry using standards-based student data.
At the high school level, professional development will focus on improving the quality of student feedback through collaborative team analysis and instructional refinement.

Action 3
The ELD Department will provide targeted professional development to strengthen Designated ELD instruction. Topics include differentiation by proficiency level, supporting Long-Term English Learners, maximizing instructional time, preparing for the Summative ELPAC, and data-driven feedback. Department leaders will reinforce PD through real-time coaching during classroom instruction.

The Interim ELPAC will be used as a pre-assessment and mid-year benchmark. Staff will analyze results through data conferences and weekly Wildly Important Goal (WIG) meetings to inform instruction and interventions. ELD Specialists will continue using Pear Assessment with expanded coaching support.
Tier 3 reading interventions will move to K12 Skills Arcade, an adaptive platform aligned with grade-level rigor. Staff will use dashboard insights to group students and reteach skills live when mastery is not achieved independently.

Action 4
TK–2 will implement the DIBELS universal screener for both Math and ELA, enabling more responsive, individualized instruction through timely data.
MTSS coaching support will expand to middle and high school.

Action 6
Middle school will launch a Science Camp for rising 8th graders to introduce the first NGSS unit for the 2025–26 school year.

Goal 2
Action 2
Launch a Multilingual Feedback System – Implement an anonymous survey platform supporting text, audio, and video input. Families can access it via QR codes and ParentSquare links. Submissions will highlight key themes and guide targeted action.
Boost Participation – Proactively contact families who haven't provided feedback to identify and eliminate barriers.
Build LCAP Awareness – Release short, on-demand videos explaining LCFF, the LCAP process, and how families can engage. Videos are available anytime to fit varying schedules.
Expand Support – Enhance onboarding, follow-up, and provide more parent workshops, especially around technology use.

Action 3
Integrate SEL Topics into Courses and Events – Reinforce SEL assembly themes by embedding content into Middle and High School ORN courses and equipping Elementary staff with materials to use during Paw Pride sessions.
Strengthen Mental Health Support – Train administrators to use Care Solace and guide families through warm handoffs when appropriate. Clarify the difference between a "warm handoff" and an "anonymous search" to improve how staff connect families and students with resources.
Sustain Collaborative SEL Efforts – Continue building a schoolwide SEL plan that actively involves teachers, students, staff, and parents.

Goal 3
Action 1
Improve ISP Reimbursement Outreach – Enhance communication to raise awareness about the ISP reimbursement process and ensure timely verification with no delays.

Action 2

For 8th grade, teachers with single-subject or supplemental credentials will be assigned to ensure core subjects. math, ELA, science, and history. are taught by highly qualified, well-trained educators.

Action 5
Expand Support for Homeless and Housing-Insecure Students – Increase staffing to provide more effective services for students experiencing homelessness or housing instability.

Goal 4
Action 1
In response to increased enrollment, we will expand the Attendance Advocate FTE and enhance the Compass team's targeted follow-up and onboarding support for families.

Goal 5
Action 3
The school will offer after-hours support courses, including Geometry, Literature, and A-G credit recovery, as well as dedicated graduation support to help students stay on track for graduation and meet academic requirements.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement and proficiency for all students, including unduplicated pupils and those with disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed because the state ELA (13.6 points below standard) and math (49.1 points below standard) achievement results are above the school's results. The CAASPP data shows the student groups of socioeconomically disadvantaged (39.9 below standard) and English learners (74.2 below standard) are below all students (22.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (80.7below standard) and English learners (99.8 below standard) are below all students (63.2 below standard) in math. Students with Disabilities are 101.4 below standard in ELA and 137.5 below in math. 71% of students with disabilities are also socioeconomically disadvantaged. African Americans are 95.8 below standard in math. 14% of African Americans who are also socioeconomically disadvantaged met or exceeded standards for math. Whereas 31% of African Americans who are not socioeconomically disadvantaged met or exceeded standards for math. The student group of Two or More Races are Red on the Dashboard for both ELA (81.8 below) and math (116.8). Two or More Races are 81.8 below in ELA and 116.8 below in math. 33% Two or More Races who are also socioeconomically disadvantaged met or exceeded standards for ELA. Whereas 42% of those who are not socioeconomically disadvantaged met or exceeded standards for ELA. For math, 11% of the student group of Two or More Races who are also socioeconomically disadvantaged met or exceeded standards for math. Whereas 17% of that student who are not socioeconomically disadvantaged met or exceeded standards for math.
English learners (EL) Progress increased in English language proficiency by 9%, however, EL decreased in both ELA and math (red on the Dashboard). The overall EL Progress is 50.2% making progress which is above the state average (48.7%).
The College & Career Indicator, 25.7%, is below the state average of 43.9%. Students with Disabilities (0%) is indicated Red on the Dashboard.

Mathematics CAASPP
All students 63.2 points below standard
Red on Dashboard
English Learners 99.8 below
Student with Disabilities 137.5 below
African American 95.8 below
Two or More Race 116.8 below
Not Red on the Dashboard but below all students

Socioeconomically Disadvantaged 80.7 below

ELA CAASPP
All students 22.9 points below standard
Red on Dashboard
English Learners 74.2 below
Student with Disabilities 101.4 below
Two or Races 81.8 below
Not Red on Dashboard but below all students
Socioeconomically Disadvantaged 101.4 below

College/Career Readiness
All students 25.7%
Red on Dashboard
Student with Disabilities 0.0%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 22.9 below English Learners* 74.2 below Student with Disabilities* 101.4 below Socioeconomically Disadvantaged 39.9below African American 43.8 below Hispanic 36 below White 2.4 above Asian 11.5 above Two or Races* 81.8 below	2024 27.8 below standard English Learners 64.9 below Long-Term English Learners 97.2 below Student with Disabilities 94.5 below Socioeconomically Disadvantaged 40.8 below Homeless 66.8 below		At standard	 Declined 4.9 English Learners increased 9.3 Long-Term English Learners increased 8.5 Student with Disabilities increased 6.9 Socioeconomically Disadvantaged maintained -0.9 Homeless declined 5.5 African American declined 10.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 31.9 above *Red Dashboard Indicator	African American 53.9 below Hispanic 40.3 below White 8.9 above Asian 36.4 above Two or Races 27.2 below Filipino 39.5 above			Hispanic declined 4.3 White increased 6.4 Asian increased 24.9 Two or Races increased 54.6 Pacific Islander Filipino increased 7.6
1.2	Math Grades 3-8, 11 Points from Standard	2023 63.2 below English Learners* 99.8 below Student with Disabilities* 137.5 below Socioeconomically Disadvantaged 80.7 below African American* 95.8 below Hispanic 73.7 below White 40.9 below Asian 24 below Two or Races* 116.8 below Filipino 15.3 below Asian 24 below *Red Dashboard Indicator	2024 60.9 below standard English Learners 77.9 below Long-Term English Learners 106.2 below Student with Disabilities 122.5 below Socioeconomically Disadvantaged 70.8 below Homeless 80.4 below African American 91.5 below Hispanic 70.9 below White 25.8 below Asian 12.5 above Two or Races 79.0 below		30 below	Maintained 2.3 English Learners increased 22.0 Long-Term English Learners increased 46.5 Student with Disabilities increased 15.0 Socioeconomically Disadvantaged increased 9.9 Homeless increased 37.5 African American increased 4.3 Hispanic maintained 2.8 White increased 15.1 Asian increased 36.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipino 3.3 above			Two or Races increased 37.8 Filipino increased 18.6
1.3	CA Science Test Source: Dataquest	2023 26.3% English Learners 5.63% Student with Disabilities 12.8% Socioeconomically Disadvantaged 20.7% African American 18.0% Hispanic 21.8% White 35.3%	2024 27.6% English Learners 9.6% Long-Term English Learners 16.7% Student with Disabilities 15.7% Socioeconomically Disadvantaged 23.3% Homeless 35.0% African American 24.4% Hispanic 24.0% White 38.3%		50%	1.3% English Learners 4.0% Long-Term English Learners 12.8% Student with Disabilities 2.9% Socioeconomically Disadvantaged 2.6% African American 6.5% Hispanic 2.2% White 3.0%
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 25.7% English Learners 12.5% Long-Term English Learners 10.0% Student with Disabilities* 0.0% Socioeconomically Disadvantaged 22.7% Homeless 11.8% African American 14.7% Hispanic 23.4% White 29.1%	2024 27.5% English Learners** 0.0% Long-Term English Learners** 0.0% Student with Disabilities* 7.4% Socioeconomically Disadvantaged 24.0% Homeless** 12.5%		50%	1.8% English Learners** -12.5% Long-Term English Learners** -10.0% Student with Disabilities* 7.4% Socioeconomically Disadvantaged 1.3% Homeless** 0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Red Dashboard Indicator	African American** 31.0% Hispanic 26.1% White 30.9%			African American** 16.3% Hispanic 2.7% White 1.8%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 18.0% CTE Pathway Completion 2.7% CTE SED Only 3.1% Both CTE & a-g Completion 0.7% Passage of AP Exam 0.7% Early Assessment Program (EAP) 30.9%	2024 a-g Completion 17.5% CTE Pathway Completion 4.7% CTE SED Only 4.7% Both CTE & a-g Completion 3.4% Passage of AP Exam 1.0% Early Assessment Program (EAP) 31.7%		Completion 40% CTE Pathway Completion 15%	a-g Completion -0.5% CTE Pathway Completion 2.0% CTE SED Only 1.6% Both CTE & a-g Completion 2.7% Passage of AP Exam 0.3% Early Assessment Program (EAP) 0.8%
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 50.2% Long-Term English Learners 49.5%	2024 39.1% Long-Term English Learners 30.5%		65%	-11.1% Long-Term English Learners -19%
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Dataquest	2023 9.3%	2024 5.7%		20%	-3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Early Literacy/Reading Proficiency (Star 360) K/1st Early Literacy 2nd Reading Proficient & Advanced (at/above grade level) Source: Internal	2023 K N/A 1st 69.3% 2nd 66.1%	2024 K 83.0% 1st 64.9% 2nd 57.6%		70%	 K N/A 1st -4.4% 2nd -8.5%
1.9	Math Proficiency (Star 360) Grades K-2 Proficient & Advanced (at/above grade level) Source: Internal	2023 66.1%	2024 57.6%		75%	 -8.5%
1.10	Reading Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 45.8% English Learners 50.3% Students with Disabilities 44.3% Socioeconomically Disadvantaged 46.0% African American 41.3% Hispanic 46.2% White 47.2%	2024 52.8% English Learners 50.5% Students with Disabilities 55.0% Socioeconomically Disadvantaged 52.7% African American 56.4% Hispanic 52.2% White 51.3%		70%	 7.0% English Learners 0.2% Students with Disabilities 10.7% Socioeconomically Disadvantaged 6.6% African American 15.1% Hispanic 6.1% White 4.2%
1.11	Math Growth (Star 360) Grades 3-12	2023 52.7%	2024 56.0%		70%	 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	English Learners 48.6% Students with Disabilities 49.3% Socioeconomically Disadvantaged 51.5% African American 50.9% Hispanic 50.1% White 56.3%	English Learners 53.5% Students with Disabilities 52.3% Socioeconomically Disadvantaged 53.3% African American 58.3% Hispanic 53.5% White 56.7%			English Learners 4.9% Students with Disabilities 3.1% Socioeconomically Disadvantaged 1.8% African American 7.4% Hispanic 3.4% White 0.4%

Goal Analysis [2024-25]

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

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

Action 1 (Professional Development)
The school remained committed to becoming a Professional Learning Community (PLC) model school and provided all staff with opportunities for professional development in the PLC evidence-based best practices for improved student outcomes. The leadership team continued leading a PLC by creating high-performing teams at all staff levels and monitored growth and progress through the intentional collection of evidence and artifacts. Professional development was provided for all staff members on topics under the umbrella of the school's Multi-Tiered System of Supports (MTSS), including tier 1 best practices, tier 2 supplemental intervention, tier 3 intensive intervention, data-based decision-making based on Response to Intervention (RtI) research, and progress monitoring through assessments of learning, all addressing the needs of the whole child: academic, behavioral, and social-emotional needs necessary for academic success. At the high school level specifically, Math teachers continued their participation in coaching to implement the mathematical practice standards, and all high school staff were trained on A-G requirements and how they applied to course development. All teachers and staff received training each semester on the CASEL 3 Signature Practices (Inclusive Welcome, Engaging Strategy, and Intentional Close). The B.E.A.R. Expectations (Be Responsible, Engage in Learning, Aim for Success, Respect All) were introduced and implemented schoolwide to support the establishment of consistent behavioral expectations across all grade levels and learning environments.

Action 2 (Instructional Coaching)
Instructional Coaches provided teachers with opportunities to reflect during the 2024–2025 school year. Instructional Coaches partnered with teachers to help them determine what they wanted their students to be able to do in their virtual classrooms, and this reflection allowed teachers to make instructional adjustments aimed at improving student achievement and proficiency. In addition to meeting with each teacher

at least once per quarter, Instructional Coaches provided professional development for TK–12th grade teachers, offering a choice of sessions based on topics teachers were interested in exploring further. Topics included Engageli, classroom management, rigor, differentiated instruction, student engagement, student choice, and various instructional strategies. Instructional Coaches (ICs) supported the PLC process by partnering with teachers to reflect on instructional practices, set student-centered goals, and work through the four critical questions in collaborative administrative teams regarding what teachers needed to know and be able to do in live instruction. ICs used research-based coaching techniques to help teachers identify focus areas, set specific goals, and implement teaching strategies designed to improve student achievement.

Action 3 (English Language Support)
In order to increase the percentage of English learners who made progress toward English proficiency and demonstrated proficiency on the Summative ELPAC, the school utilized a California ELD standards-based curriculum. In addition, the school used supplemental programs to specifically target EL students' language needs. Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners (AR-LTELs) received extra language instruction and support, in addition to their regularly scheduled, required Designated ELD sessions. Any English learner students in grades 3–12 who scored at the Novice Level / Level 1 on the Initial or Summative English Language Proficiency Assessment for California and had lived in the United States for less than three years also received additional Newcomer support. The school continued to provide effective language assistance to Limited English Proficient (LEP) students and families. The school gathered input from educational partners and used feedback from all educational partners and EL achievement data to determine annual staff professional development.

Action 4 & 7 (Instructional Support & Instructional Intervention)
In elementary and middle school, weekly Wildly Important Goals (WIG) meetings provided a collaborative space for educators and leaders to discuss focused commitments designed to boost student academic achievement. Instructional Leads played a key role in training and supporting teacher teams, facilitating data-driven collaboration, and ensuring all Tiers of instruction incorporated evidence-based best practices. The Instructional Leads mainly focused on Tier 2 and Tier 3 sessions which supported students in meeting personalized learning goals aligned with the guaranteed and viable curriculum (GVC) standards for Mathematics and English Language Arts (ELA). Educators reviewed assessment data to identify specific areas of need, and students were scheduled for targeted intervention sessions, with Tier 3 instruction addressing foundational skill gaps. Tier 3 programs, including Lalilo, Mindplay, Amira, and Freckle, were implemented to close learning gaps in reading and math, resulting in measurable student growth. The Reading Coordinator collaborated with teachers to implement and support the literacy program using research-based practices, instructional strategies, and assessments aligned with California’s English Language Arts and Literacy Standards.

High school teachers met weekly to analyze data and identify students requiring additional support to master course standards. They implemented targeted intervention sessions multiple times each week, while office hours offered students opportunities for clarification and deeper engagement with the material. The schoolwide team collaboratively identified the essential Common Core State Standards (GVC) that all students were expected to master before advancing to the next grade level. Professional Learning Teams (PLTs), comprising general education, special education, and English Language Development teachers, developed learning progressions for each standard and worked together to establish Tier 1 instructional best practices. Dedicated instructional blocks in the master schedule focused on explicit GVC instruction, and PLTs administered common formative and summative assessments to monitor instructional effectiveness and determine which students required Tier 2 intervention or extension.

Action 5 (CTE)
The school's Career and Technical Education (CTE) program expanded and continued to develop, focusing on the importance of career readiness education and the opportunities it provided for youth in high-demand, high-growth job fields. CTE at the high school level offered students opportunities in six different industry sectors with a variety of CTE pathways to choose from. Careers and CTE course options were expanded to middle school, where 6th, 7th, and 8th grade students had an elective option to enroll in a career exploration course. For 7th and 8th graders who had already completed the career exploration course, opportunities were available to enroll in high school IT, Business, and Arts, Media, and Entertainment courses for high school credit. High school students met with career coaches to receive information and support on creating résumés, networking, interviewing, college preparation, internships, and more. In collaboration with the school counselors and Work-Based Learning Specialist, the career coaches supported live, interactive workshops to prepare students for their futures; these free virtual sessions were a resource that supported career and college readiness. The school's CTE students were also eligible to participate in the Career & Technical Student Organization (CTSO) offered through the school.

Action 6 (Summer School)
A variety of summer programs were implemented to promote learning year-round in our Elementary (K-5) programs. New students had an opportunity to participate in a Jump Start program allowing them to complete the universal screener early as well as become acclimated with our program and curriculum. This program proved successful in ensuring retention of our students into the school year as well as ensuring a strong start for students. Returning students who demonstrated an academic need at the end of the year had an opportunity to participate in summer programs focused on math, reading, and intervention support. This also proved successful in ensuring mastery of guaranteed and viable curriculum standards for students who participated that did not gain mastery during the regular school year. One barrier to our summer programs was consistent attendance at live sessions.

Middle School continued with the Summer ELA and Bridge Summer Program for rising 6th, 7th, and 8th grade students. Bridge program teachers will frontload students in their next grade level high priority standard in math and ELA to start the school year. Instruction in the next grade level standards will prepare students for success in their next grade level Math and/or ELA course work. Some challenges we faced was consistent attendance in the 4-week program; however the students who attended did show more growth.

High School Summer School's goal was to increase the number of credit sufficient participants by 10% compared to the rate prior to the start of the summer term. Students who were severely credit deficient were targeted for summer program participation. Course offerings were also adjusted to provide specific A-G and credit recovery options to ensure students had access to courses needed to catch up in courses in many different transcript categories as well as stay on track with course sequencing during the school year.

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.

N/A

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

Action 1 (Professional Development)

Throughout the 2024-2025 school year, professional development (PD) initiatives across all grade levels focused on enhancing instructional practices and student outcomes. In TK-2, staff completed ongoing PD on Orton-Gillingham practices based on the science of reading, with a Reading Warm-Up integrated into all Tier 1 ELA blocks. During the first semester, 82.6% of TK-2 classrooms visited demonstrated implementation of these practices. Staff also attended in-person PD on tiered instructional strategies; 97% rated it effective, noting improvements in managing Tier 1 live sessions, using BRISK and PEAR for Tier 2 remediation, and applying Tier 3 programs (Freckle, Lalilo, Amira) after learning to analyze STAR 360 and ESGI data. The training effectively strengthened teachers' ability to deliver differentiated instruction and target interventions based on student data.

As a result of our professional development and focus on learning, our department (Grades 3-5) has made significant progress in improving its Multi-Tiered System of Supports (MTSS), as shown by the results from the SWIFT Fidelity Assessment. This tool looked at several important parts of our MTSS system, including the effectiveness of our Intervention Team, supplemental and intensive intervention programs, and collaborative teacher teams. The MTSS/Intervention Team, which focuses on providing support to students who are at the greatest risk of falling behind, increased its fully-implemented success criteria from 19% to 52%. Our supplemental and intensive intervention programs, which are designed to help meet the needs of all students, improved from 17% to 65.52%. Our collaborative teacher teams, which help with planning and using data to improve instruction, also made progress, increasing from 15% to 39% in fully-implemented success criteria. We met or exceeded our goals in every area.

Elementary leaders, in TK-5, have participated in professional development focused on building a collaborative culture, change management, and conflict resolution. Our Professional Development was effective as our department leaders were able to identify key components that were missing in these areas that led to frustration among staff. The missing elements include missing motivation, resistance, and missing resources. To address these issues, our leaders learned how to use the Knoster Model for Change as a framework for understanding and managing the challenges associated with change. The PD sessions effectively highlighted the importance of addressing these gaps by providing strategies to overcome resistance, build motivation, and ensure that adequate resources are available. The PD also emphasized building the skills and motivation of the team through collaboration amongst the leadership team. In response to these challenges, our leadership team is considering specific actions to be implemented in the coming months to support these three critical areas, motivation, resistance, and resources. These actions will focus on strengthening the capacity of the team and creating a culture of collaboration and continuous improvement. The goal is to build high-performing teams that will be able to drive lasting change and success across all grade levels.

The middle school PD was recognized as effective, focusing on strengthening collaborative teams around the first two PLC critical questions: What do we need students to learn? and How will we know they learned it? The collaborative teams focused on the right work needing to be done to improve student proficiencies. Feedback showed 87% of teachers reported improved collaboration, and 100% valued the practical guidance provided.

High school teachers have shown significant improvement in their comfort with using rubrics and providing feedback, with only 5% reporting low comfort levels by October compared to 25% in August. There has been a notable increase in teachers' understanding and comfort with using artificial intelligence (AI) for educational tasks, with 73% reporting a good understanding of AI systems after recent training. We're seeing encouraging progress in our PLC process, with teachers reporting increased understanding of key concepts and improved ability to use data for supporting students through tiered interventions. We were able to increase common understanding of the HS PLC Hub by 15.6%. We also increased common understanding of the 4 Critical Questions of PLC by 3.2%. 95.1% of our high school staff were able to log

in and successfully use PEAR Assessment to create a CFA, and 100% with remedial support provided. We also increased common understanding of our PLC process/protocols in the following areas, by the following percentages:
Team vs. Group: 26%
Planning vs. Collaborating: 15%
Program vs. Process: 23%
Dependent vs. Interdependent: 21%
Based on a review of our professional development data and evidence from this year, our high school professional development for the 25-26 school year will utilize tools and strategies we already have in place to review data and identify appropriate content intervention and extension needs, with a continued focus on "every student means every student." Our professional development will center around the idea of personalized learning for all learners and will emphasize the importance of addressing each specific learner group (struggling learners, advanced learners).

The CASEL 3 Signature Practices professional development showed parital effectiveness. During K-12 classroom visited, it was found that Inclusive Welcome were present 82% of the time and Engaging Strategy were oresent 76%. B.E.A.R. Expectations were evident in only 50% of classrooms visited during instructional rounds. Implementation of Intentional Close was strategically delayed until Fall 2025. Supplemental resources, including the Homeroom Slide Deck and updated SEL website materials, were developed in response to identified needs for additional support beyond initial training sessions.

Action 2 (Instructional Coaching)
To measure effectiveness of the instructional coaching program, a mid-year survey is used to indicate whether instructional coaches are partnering with teachers to support student growth. Teachers indicated this partnership is present 99.6% of the time. According to the mid-year survey, the majority of teachers know their instructional coaching goals and are actively working on these goals. The coaching team added a new team goal this school year: Student outcomes will focus on math and ELA as measured by a 25% increase of ELA and/or math focused instructional coaching goals. We are moving toward showing effectiveness as indicated by the new metric of tracking ELA and math focused instructional coaching goals. We added this to move toward alignment with our schoolwide goals of improving student proficiency in ELA and math. As coaches help teachers identify an area of focus, evidence of an increased number of ELA and/or math goals indicates a priority of student outcomes related directly to student learning. The number of ELA/and or math goals increased from a baseline of 15.14% last school year to 44.6% as of the middle of this school year.

Action 3 (English Language Support)
While the school did not have an increase in the percentage of English Learners who made progress toward English proficiency, as measured by the Summative ELPAC, the school did have a 9.30% increase of English Learners and an 8.50% increase of Long-Term English Learners meeting or exceeding the ELA standards in grades 3-8 or 11, as demonstrated on the CAASPP. The school had a considerable increase of 22.00% of English Learners and a 46.50% increase in Long-Term English Learners meeting or exceeding the Math standards in grades 3-8 or 11, as demonstrated on the CAASPP. The school's Reclassification to Fluent English Proficient (RFEP) percentage for students decreased by 3.65%. In order to increase the percentage of students demonstrating English language proficiency and improving the percentage of students meeting or exceeding ELA standards, the school has determined that the selected supplemental Designated ELD programs need to be reconsidered for future use in tier 2 and tier 3 language classrooms. Preliminary RFEP data for the 2024-2025 school year shows a potential RFEP rate of 8.63%, demonstrating that the updates made to the school's RFEP plan have been significantly impactful and should continue, including Integrated ELD professional development for all staff and the direct student and family

support that the school's Bilingual Engagement Coach provided to students eligible for RFEP to ensure they have the information and resources needed to meet all requirements for reclassification.

Action 4 & 7 (Instructional Support & Instructional Intervention)
Weekly Wildly Important Goals (WIG) meetings, implementation of evidence-based MTSS practices, particularly in Tier 2 and Tier 3 instruction, and the use of intervention programs supported early literacy instruction through targeted, data-driven collaboration. These actions were effective in establishing a strong foundation in Kindergarten (Metric 1.8); however, overall effectiveness was limited, as reading proficiency declined in both first and second grade (Metric 1.8) compared to the prior year. This indicates a need to re-evaluate and strengthen Tier 3 interventions to ensure consistent growth across early grade levels. In math, overall proficiency (Metric 1.9) declined from the prior year, suggesting that current supports may not be adequately addressing student needs and that further analysis and refinement of instructional strategies are necessary.

In Reading, 47% of our 1st and 2nd graders identified as tier 3 graduated out of needing intensive support during quarter 1, and 32% of our K-2 students identified as Tier 3 graduated after quarter 2. 43% of our K-2 students demonstrated gains from beginning of the year (BOY) to the middle of the year (MOY) that were participating in our Tier 3 Lalilo Reading program. 36% of our K-2 students that were Below Basic on BOY grew to Basic, proficient or advanced that were participating in Lalilo Reading. 30% of our K-2 students that were Basic on BOY grew to proficient or advanced at MOY in Reading as well that were participating in Lalilo Reading. For our Amira Reading program, 52.8% of our 2nd graders participating in the program graduated from needing Tier 3 support at the end of quarter 2. 32.4% moved up a school benchmark level on STAR in ELA that were participating in Amira and 21.2% made gains from BOY>MOY. Among 3rd–5th grade students using Amira Reading as intended, 58% of 3rd graders, 60% of 4th graders, and 63% of 5th graders demonstrated reading gains.

In Math, 38% of our 1st and 2nd graders identified as tier 3 graduated out of needing intensive support during quarter 1, and 38 % of our K-2 students identified as Tier 3 graduated after quarter 2. 53% of our K-2 students demonstrated gains from BOY>MOY that were participating in our Tier 3 Math Freckle program. 38% of our K-2 students that were Below Basic on BOY grew to Basic, proficient or advanced that were participating in Freckle Math. 43% of our K-2 students that were Basic on BOY grew to proficient or advanced at MOY in Math as well that were participating in Freckle Math. In grades 3–5, 71% of 3rd graders, 74% of 4th graders, and 73% of 5th graders who participated in Freckle Math showed growth on the STAR assessment from the beginning to the middle of the year.

The actions demonstrated limited effectiveness in increasing overall ELA proficiency in Grades 3–8 and 11. While STAR 360 data (see Metric 1.10) reflected reading growth across all student groups, this progress did not result in improved outcomes on the CAASPP. Despite implementing targeted intervention sessions, evidence-based Tier 2 and Tier 3 supports, and collaborative WIG meetings, CAASPP results declined from 2023 to 2024 (see Metric 1.1). The discrepancy between formative and summative assessment results suggests that, although many students made progress during the school year, that growth has not yet translated into measurable gains in proficiency on state assessments.

The actions demonstrated mostly effectiveness in improving overall proficiency in grades 3-8, 11 Math, CAASPP proficiency, and internal assessment data showed positive growth. The effectiveness is attributed to targeted intervention sessions, collaborative Wildly Important Goals (WIG) meetings, and the use of evidence-based Tier 2 and Tier 3 supports. CAASPP grades 3-8, 11 (Metric 1.2) results increased overall from 2023 to 2024, as well as all student groups. STAR 360 data (see Metric 1.11) indicated math growth for nearly half of the students, including positive gains for all student groups.

In Middle School for those students assigned to our Tier 3 program: In 6th grade, 40% of the students met the criteria to exit Tier 3 ELA and 34% met criteria to exit Tier 3 Math, In 7th grade, 26% of the students met the criteria to exit Tier 3 ELA and 38% met the criteria to exit Tier 3 Math, in 8th grade, 40% met the criteria to exit Tier 3 in ELA and 48% met the criteria to exit Tier 3 in Math. Our teacher Professional Learning Teams meet weekly to analyze student data by standard and skill to group students by specific needs to provide intensive intervention instruction by the learning targets in both ELA and Math.

Action 5 (CTE)
Overall, College/Career Readiness "Prepared" increased from 25.7% to 27.5%, a 1.8% gain. (Metric 1.4) Among Socioeconomically Disadvantaged students, the "Prepared" rate increased from 22.7% to 24.%, showing progress in an unduplicated pupil group. A-G Completion slightly declined from 18% to 17.5%. EAP Readiness saw an increase, from 29% to 31%, reflecting significant improvement in college readiness (likely due to academic counseling, readiness lessons, and possibly skill-building through PBL or CTE coursework). (Metric 1.5) Expansion to Middle School may have contributed to greater early exposure to career pathways, setting the foundation for future pathway completion. The CTE program action (5) has been partially effective in supporting progress toward the goal of increasing student achievement and proficiency for all student groups. The program contributed to a noticeable rise in overall College/Career Indicator (CCI) readiness rates and improved a-g completion and EAP scores. However, it was less effective in specifically improving CTE Pathway Completion rates, which slightly declined, and did not impact AP passage rates. Furthermore, while Socioeconomically Disadvantaged students showed gains, Hispanic students' readiness slightly declined, highlighting a need for targeted improvements in program engagement and support for specific student groups.

Action 6 (Summer School)
Tier 3 intensive support program used with students working below grade level, usually 2+ years. With the combination of using these programs and live instructional remediation in math and reading, the following was seen.

Kindergarten:
Math: 69% to 83% proficiency (14% increase)
ELA: 75% to 86% proficiency (11% increase)

1st Grade:
Math: 56% to 69% proficiency (13% increase)
ELA: 54% to 66% proficiency (12% increase)

2nd Grade:
Math: 45% to 52% proficiency (7% increase)
ELA: 52% to 59% proficiency (7% increase)

In addition, 75% of Jumpstart participants remained enrolled as of November 15, 2024. Student feedback indicated that 69% rated their knowledge of the Online Learning System (OLS) as a 3 out of 3, 62% felt fully comfortable with Engageli, and 62% met a friend during the program. Parent responses showed strong satisfaction: 88% felt their student was comfortable or very comfortable with the OLS, 84% with Engageli, 79% noted their student met a friend, and 99% felt the program provided a strong start. The program was effective in supporting

academic growth, particularly for kindergarten and 1st grade students, where meaningful gains were made, moving students closer to or above 80% proficiency in key skill areas. While the percentage increases (11–14%) may seem moderate in isolation, they represent important shifts, especially for students already nearing proficiency. For 1st graders, gains from mid-50s to mid-60s show significant movement toward grade-level readiness. In 2nd grade, smaller gains (7%) suggest some challenges, indicating that while the program provided benefits, additional or extended interventions may be needed for older primary students to achieve comparable growth. High retention rates and strong student and parent satisfaction further reinforce the program's effectiveness in both academic and social-emotional areas.

Reading:
3rd Grade: 25.9% to 27.4% (+1.5%)
4th Grade: 43.8% to 63.6% (+19.8%)

Math:
3rd Grade: 61.2% to 60.3% (-0.9%)
4th Grade: 48% to 54.6% (+6.6%)

At the end of Quarter 1, 67% of students who participated in Jumpstart remained enrolled.
3rd Grade:
61.5% knew where to locate their SID; 76.9% felt very comfortable with the OLS.
84.5% knew where to find Intro to Online Learning lessons; 92.3% knew what Engageli is.
62.9% completed a Classkick activity; 46.2% knew their Google email and password.

4th Grade:
88.2% knew where to locate their SID; 82.4% felt very comfortable with the OLS.
94.1% knew where to find Intro to Online Learning lessons; 94.1% knew what Engageli is.
35.3% completed a Classkick activity; 70.6% knew their Google email and password.

5th Grade:
70% knew where to locate their SID; 60% felt very comfortable with the OLS.
60% knew where to find Intro to Online Learning lessons; 90% knew what Engageli is.
100% completed a Classkick activity; 70% knew their Google email and password.

The Grades 3–5 Summer School program demonstrated mixed effectiveness. The program successfully supported onboarding and acclimation, particularly for 4th graders, who showed strong understanding of online systems and tools, as well as the highest comfort levels with the Online Learning System (OLS). Retention was also solid, with 67% of Jumpstart participants remaining enrolled by the end of Q1. Academically, results were uneven. Notable gains were seen in 4th grade reading (+19.8%) and moderate growth in 4th grade math (+6.6%), indicating that the intervention was effective for this group. However, 3rd grade academic growth was minimal in reading (+1.5%) and slightly declined in math (-0.9%), suggesting that program adjustments are needed to better support younger students in achieving meaningful academic progress. Overall, while the program proved effective in improving digital literacy, engagement, and retention, especially in 4th grade, further refinement is needed to strengthen its academic impact across all grades, particularly in 3rd grade math and reading.

The following percentage show growth in the content area from the beginning to end of the summer session:
ELA
5th 42%
6th 28%
7th 23%

Math
5th - 45%
6th - 26%
7th - 34%

Middle School Summer Bridge program for ELA and Math displayed progress towards effectiveness for our rising 6th, 7th, and 8th graders. The students received instruction of the first upcoming Math and ELA high priority standards. The growth data shows that from the beginning of summer to end of summer session that we are moving towards proficiency.

In high school our goal of increasing credit sufficiency by 10% by the end of the summer term was met. The credit sufficiency rate increased by 32.93% for summer school participants for the 23-24 school year. The increase for the 22-23 school year was 11.57%.

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

The 3rd-5th and Middle School Department will focus professional development around high-performing teams, which focuses on the ongoing cycle of inquiry or student data based on standards and skills.

In the upcoming school year, TK–2 will implement a new universal screener, DIBELS, for both Math and ELA to enhance targeted remediation and support. This tool will provide more timely data, allowing for responsive, individualized instruction to better meet students' needs.

For the HS, we will add additional after-hours support with A-G courses for our MKV students, students with disabilities, and English learners. We will be reexamining and strengthening the feedback given to students through professional development and working with collaborative teacher teams in an ongoing cycle of examination and revision.

Based on the current ELD data and goal progress, the ELD Department will implement the following changes. To improve the effectiveness of Designated ELD instruction, the department will provide targeted professional development to ELD Department staff in the following areas: Differentiating Instruction for All Language Proficiency Levels, Long-Term English Learners, and At-Risk Long-Term English Learners, The Classroom Clock: Making Every Instructional Minute Count, The Power Hour: Preparing Students for, Summative ELPAC Based on Interim ELPAC Scores, and Feedback and Feed Forward: Summative ELPAC Data Analysis and EOY Data Conference. ELD Department leaders will provide performance-based coaching of the professional development learning in action during real-time in-class coaching sessions.

The Tier 2 supplemental ELD program will use No Red Ink instead of Off2Class to support writing standard development and Listenwise to improve listening skill development. The Tier 3 intensive language intervention will transition from Rosetta Stone to Lingolift to ensure that Level 1 and Newcomer students are learning English at the necessary rate.

The ELD Department will implement the Interim ELPAC as a start-of-the-year pre-assessment and a mid-year benchmark assessment to more adequately determine the mid-year progress of active English learners. ELD Department leaders will lead their staff through data conferences and weekly Wildly Important Goal (WIG) meetings to ensure that the results from the Interim ELPAC are being efficiently and effectively used to drive instruction and intervention. ELD Specialists will continue using Pear Assessment, but with increased coaching and support from the Intervention and Special Programs Coaches and Instructional Leads.

Tier 3 language intervention sessions for the ELD Reading standards will transition from using Lalilo, Mindplay, or Freckle to using the K12 Skills Arcade, an award-winning adaptive learning platform that quickly accelerates learning with engaging curriculum engineered to match the depth and rigor of grade-level standards and expectations. ELD Department staff will be trained in how to use the program's dashboard insights to create small groups and differentiate instruction, and they will provide live reteaching of targeted reading skills that students are not mastering independently within the scaffolded program.

Middle school is adding a Science Camp to their summer program for rising 8th-grade students to focus on the first NGSS of the 25-26 School Year.

Actions 4 (Instructional Support) and 6 (Summer School) have been revised to include Learning Recovery Emergency Block Grant (LREBG) funding.

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	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers	$162,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.		
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	$510,822.00	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in multiple other primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year.	$353,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success. Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum using an ELD standards-aligned program, Tier 2 program – supplemental software that		

Action #	Title	Description	Total Funds	Contributing
		targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		
1.4	Instructional Support	Learning Recovery Emergency Block Grant (LREBG) Action The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based framework shown to improve student outcomes by identifying and addressing academic, behavioral, and social-emotional needs early (McDaniel & Flower, 2015). Teachers use formative and summative assessments to monitor core instruction (Tier 1) and identify students requiring additional support through small-group (Tier 2) or individualized (Tier 3) interventions (Fitzpatrick & Knowlton, 2009). Instructional Leads oversee student progress in Math and English Language Arts, monitor participation in supplemental instructional programs, and provide training and additional instructional support to ensure effective implementation. Special education paraprofessionals support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California's ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized as an evidence-based	$826,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation support that significantly increases the fidelity and sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2013) These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, Hispanic, Asian, Pacific Islanders, and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP assessments. (Metrics 1.1 & 1.2) These metrics will also be used to measure effectiveness. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 506,654		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building	$391,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.		
1.6	Summer School	Learning Recovery Emergency Block Grant (LREBG) Action The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), mathematics, and credit completion. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, Hispanic, Asian, Pacific Islanders, and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP assessments. (Metrics 1.1 & 1.2) The student group of white students was identified as "Low" on the Math CAASPP assessments. The	$103,248.00	No

Action #	Title	Description	Total Funds	Contributing
		student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, and Hispanic were identified as "Very High" or "High" on the Chronic Absenteeism Rate. (Metric 4.2) This action aligns to the allowable use in the area of increasing instructional time. To address these areas of need, the school selected a comprehensive Summer School Program (Grades K-12) as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students who participated in high-quality, voluntary summer learning programs experienced statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school's design, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. This action aligns with the allowable LREBG use of increasing instructional time through summer school. Key metrics from the needs assessment included: Below-grade-level proficiency in ELA and Math as measured by CAASPP assessments. (Metric 1.1 & 1.2) Elevated chronic absenteeism rates in the following student groups, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. (Goal 4, Metric 4.2) Credit deficiencies among high school students, putting them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness. LREBG Funds 25-26: $ 103,248		
1.7	Instructional Intervention	In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and		Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide safe and effective learning environments that foster positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them with information and resources to support student learning. The home language of all English learners and those EL reclassified is 16% Spanish and 20% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 70% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

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 Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."		Increase parental involvement	Increased parental involvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.	(88%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community." Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance teachers and staff provide and the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any academic hurdles.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			They appreciate the school's diverse and extensive curriculum, which offers numerous courses and effective teaching. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.			
2.2	Efforts to seek participation of parents of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish.	2024 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families		Increase participation of parents of unduplicated pupils	Participation continues to increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.	and the school is provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI. Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assessments, and online school activities.			
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).		Increase participation of parents who have a child with exceptional needs	Participation continues to increase
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	Goal Met
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	Goal Met
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1%	2024 Overall, respondents indicated the school has a favorable climate that promotes learning. Positive trends include students		Increase parent and student participation in the climate survey. Grades 2 & 5 - Increase school connectedness by increasing student opportunities to	Continue to move towards Target Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School fosters and appreciation of differences and diversity 100% Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.	feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more		share ideas in class. MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for peer interaction, building student connections, and helping others.			

Goal Analysis [2024-25]

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

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

The school implements a robust, inclusive, and data-driven approach grounded in ongoing input from parents, teachers, staff, and students to provide safe and effective learning environments that foster a positive school culture and connection.

In order to continue improving and strengthening parent participation in programs and in serving as effective Learning Coaches, the school has continued to dedicate itself to providing high-quality and effective interpretation and translation services for our Limited English Proficient (LEP) parents and English Learner (EL) students to support these efforts (Action 1). School notices, reports, statements, or records sent to parents, in addition to being written in English, are written in Spanish. For LEP families who speak a language other than English or Spanish, translation tools and resources to access school information are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time. The school has a full-time Bilingual Engagement Coach to provide targeted language support in Spanish throughout the calendar year since the home language of all English learners and those EL reclassified in the school is 16.6% Spanish. The Bilingual Engagement Coach meets with students and families in one-on-one or small group sessions to provide training, resources, and support in accessing and utilizing services and instructional support to improve student engagement and academic outcomes and parent participation in school programs, meetings, and platforms. In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 200 languages, allowing teachers and other staff to communicate with LEP parents during real-time phone calls or video conferences in their preferred language. The ELD Department staff has continued to provide ELD Back-to-School presentations offered in English and Spanish for all grade levels. The annual EL parent meeting and English Language Advisory Committee (ELAC) meetings are presented in English and Spanish, and PowerPoint Closed Captioning is offered in Arabic for these meetings.

Through multilingual and accessible communication platforms such as ParentSquare, weekly newsletters, TalkingPoints, and the LC Community social platform, the school ensures equitable access to information and engagement opportunities for all families. The Compass and schoolwide websites include Spanish, Arabic, and Russian translation toggles. Bilingual engagement staff and interpreters support Limited English Proficient (LEP) families in real time, promoting accessibility and inclusion.

To strengthen connections, Community Engagement Specialists lead local initiatives, including student clubs, in-person outings, virtual celebrations, school picture days, and events recognizing student engagement. (Action 2) This year, a third specialist was added to enhance our capacity to plan and execute community-building activities. The Localist platform ensures secure and simplified access to school outings, meetings, and other events, fostering stronger school-community relationships This year, 68 clubs were offered across grades TK-12, including virtual after-hour options, in-school monthly clubs, and in-person opportunities, a 38% increase from the previous school year. From Quarter 1 to Quarter 2, club registrations rose by 5%, highlighting growing student interest in extracurricular involvement. Students in grades 3-8 access the CAVA K12 Zone during scheduled sessions for virtual games and activities with peers. High school students connect through the National K12 Zone, which is open Monday through Friday for social and enrichment opportunities. Throughout the year, community-building events included Park Days, Picture Days (with vision and hearing screenings), Gingerbread Celebrations, Family Game Nights, and Adventures in Reading. We saw a 34% increase at in-person events from Quarter 1 to Quarter 2, reflecting our commitment to creating connection opportunities. The Lead Onboarding Specialist provides leadership for individualized support, while Onboarding Coaches work directly with students to build engagement skills, meet grade-level expectations, and form meaningful relationships. They offer one-on-one and small group coaching for families with low engagement.

New families receive targeted resources through a comprehensive Onboarding Handbook in English and Spanish that clarifies program expectations, outlines communication channels, and explains how to request support. The school actively seeks and utilizes feedback through needs assessment surveys, the Students First Check-In program, and regular advisory meetings such as ELAC, and LCAP Parent (Student) Advisory Committee sessions. Adjusted scheduling, translation services, and virtual access have increased parent participation, especially among English Learner families. LC Coffee Chats and the Family-Teacher Organization (FTO) provide additional forums for regular, supportive dialogue between families and school staff. Schoolwide events like Red Ribbon Week, National School Choice Week, Operation Gratitude, Family Fun Nights, and Teacher/Staff Appreciation serve as community milestones.

Our Compass SEL Support Coaches and Counseling Specialists provide additional emotional support by connecting families with community resources, including Care Solace mental health referrals; providing resources and training for staff; and offering direct support to students and parents with practical strategies for managing emotions. (Action 3) The SEL, Prevention and Intervention Team has developed comprehensive training and resources including staff training on CASEL's 3 Signature Practices and CAVA's B.E.A.R. Schoolwide Behavior Expectations, an updated Safety Risk Referral Process, Red Folder for Staff and Red Book for Leaders with asynchronous and live training. Monthly topic-focused resources have been developed for teachers to use during Paw Pride or Homeroom sessions, integrating SEL Benchmarks and Learning Targets into academic instruction.

Through consistent two-way communication, data-informed decision-making, and culturally responsive practices, the school builds a connected, inclusive community that reflects and responds to the diverse needs of its population, creating an environment where all students can thrive academically, socially, and emotionally.

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

N/A

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

As a result of the translation and interpretation services provided, 92.8% of EL parents who completed the Annual EL Needs Assessment Survey reported that they are satisfied with their child's English Language Development support. Additionally, 82.6% of EL parents indicated that they always receive communication from the school in a language they can understand. (Metric 2.2) These results demonstrate the effectiveness of the school's efforts to ensure meaningful access to information and support for LEP families. (Action 1)

The school's efforts to promote parent engagement (Action 2) have proven effective, as reflected in parent survey results indicating high satisfaction with opportunities for input (83%) and a welcoming environment (88%). (Metric 2.1) By consistently seeking and valuing parent input through diverse formal and informal channels, such as LCAP aligned surveys, ELAC meetings, FTO events, Student Government, ParentSquare communications, virtual chats, and conferences, the school ensures that parents are active partners in the decision-making process. Key parent identified LCAP priorities (graduation support, internet access, attendance, CTE, support for students with disabilities) inform the school's planning and resource allocation.

The school actively supports unduplicated families (Socioeconomically Disadvantaged, English Learners, Foster Youth, and McKinney-Vento students) through targeted outreach, resources (internet subsidies, learning materials), dedicated programs (such as Compass), bilingual staff, and proactive intervention when engagement is low. Engagement data is tracked to improve participation and refine support strategies for these groups. (Metric 2.2) For Students with Disabilities, collaboration is fostered through active parent participation in IEP meetings, ongoing communication with teachers and case managers, access to dedicated support staff, and workshops focused on executive functioning, resilience, and social-emotional learning (SEL). (Metric 2.3) Frequent communication and SEL resources further empower parents, ensuring that all families are effectively supported and engaged in their children's educational experiences.

The school's social-emotional learning, prevention, and intervention (Action 3) efforts have proven effective, as evidenced by a suspension and expulsion rate of 0% (Metrics 4 & 5) and positive student perceptions of school safety, support, and connectedness. Through administration of a local climate survey across grade spans, the school met LCFF Priority 6: School Climate requirements, collecting valuable feedback on students' experiences. Students reported feeling genuinely cared for by adults who support their academic success and encourage regular attendance. They also recognized the school as a safe environment with effective anti-bullying practices and valued the opportunities provided for involvement in classroom and school decision-making. (Metric 2.6)

Targeted initiatives to strengthen school connectedness, such as the implementation of the 3 Signature Practices to foster student interaction and the adoption of the B.E.A.R. Expectations for behavior, have addressed identified growth areas. Preliminary teacher survey results indicate improvements in peer-to-peer connection and increased student opportunities to share ideas in class. These findings, along with student feedback, reflect the school's ongoing effectiveness in promoting a positive, supportive, and inclusive learning climate for all students. (Metric 2.6)

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.

Actions 2 and 3 have been revised to include Learning Recovery Emergency Block Grant (LREBG) funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$18,402.00	Yes
2.2	Engagement	Learning Recovery Emergency Block Grant (LREBG) Action. To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson & Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016). Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman & Matjasko, 2005). The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1–2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented families, are heard and valued. All students and the student groups of	$167,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, and Two or More Races, were identified as "Very High" or "High" for Chronic Absenteeism. (Metric 4.2) These metrics will also be used to measure effectiveness. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 25,098		
2.3	Social Emotional Learning, Prevention, and Intervention	Learning Recovery Emergency Block Grant (LREBG) Action The SEL, Prevention & Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020). The 2024 school climate survey results indicated that students generally feel supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also expressed a desire for more opportunities to build peer connections, strengthen engagement, and contribute to school and class activities. In response, the SEL, Prevention & Intervention Department is expanding its efforts to enhance supportive adult-student relationships, scaffold learning to promote self-efficacy, and provide explicit social-emotional learning instruction. Additionally, the department is implementing specialized	$256,347.00	No

Action #	Title	Description	Total Funds	Contributing
		support and targeted resources to students and families dealing with trauma. As well as identifying and implementing protocols to ensure school and student safety. This action directly addresses the areas of need identified in the school's needs assessment, focusing on building a positive, inclusive school culture and increasing opportunities for meaningful student engagement and connection. The effectiveness of this action will be measured through the Student Perception of School Safety and Connectedness, as captured by the annual School Climate Survey (Metric 2.6), allowing the school to monitor progress and make data-informed adjustments to further strengthen its approach. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $147,083		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in a well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (35.3 below standard) are below all students (15.8 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (78 below standard) are below all students (59.2 below standard) in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 94.8% Teachers Without Credentials and Misassignment 0.1% Credentialed Teachers Assigned Out-of-Field 2.0%	2022-2023 Fully Credentialed and Properly Assigned 97.0% Teachers Without Credentials and Misassignment 0.5% Credentialed Teachers		100%	Fully Credentialed and Properly Assigned 2.3% Teachers Without Credentials and Misassignment 0.4% Credentialed Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unknown/Incomplete 3.1%	Assigned Out-of-Field 1.9% Unknown/Incomplete 0.6%			Assigned Out-of-Field -0.2% Unknown/Incomplete -2.5%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		100%	Goal Met
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		N/A	N/A
3.4	Implementation of State Standards Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2024 ELA (3) ELD (3) Mathematics (3) Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3) Visual and Performing Arts (3) World Language (2)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4) World Language (4)		Full Implementation and Sustainability (5)	Increase of 1 for: ELA ELD Mathematics Grades 6-12 Next Generation Science Standards Health Ed CTE Physical Ed Visual and Performing Arts Increase of 2: World Language No Change: History-Social Science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Rating Scale (lowest to highest):1 - Exploration and Research Phase2 - Beginning Development3 - Initial Implementation4 - Full Implementation5 - Full Implementation and SustainabilitySource: Dashboard	2023 Progress in providing professional learning for teaching to ELD standard. (3) Progress in making instructional materials that are aligned to the ELD standards. (4)	2024 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)		ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	Progress in providing professional learning for teaching to ELD standard. (Increased 1). Progress in making instructional materials that are aligned to the ELD standards.(maintained).
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish.		Maintain Offerings	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students in grades TK-8 are offered a new grade-specific art and music course each year.	High school students have access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.			
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2024 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.		Maintain	Goal Met
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all		Maintain	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		services are provided in person by outside vendors.	accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.			
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%		10%	-4.1%
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	Baseline Data will be Collected in 2024	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year		N/A	N/A

Goal Analysis [2024-25]

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

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

A stipend is provided to low-income families of $40.00 monthly for their internet service. Families receive this stipend for the cost of internet access semi-annually. Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. Students who participate in an extended school year (ESY) are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year. This reimbursement allows students to have the appropriate internet service and the ability to access the school successfully. (Action 3.1)

Teacher retention strategies include Educator Effectiveness funds to allow for new teacher mentoring programs and continued education while furthering their growth and professional development. We offer leadership opportunities to support teacher growth and career advancement, and we continue our progress toward becoming a Professional Learning Community (PLC) school, which includes having all staff be a part of a PLC and professional learning team. Staff were provided with robust, high-quality training and professional development opportunities throughout the year. In addition, our new teachers were allotted five days of training before the return of all staff. Upon the return of all staff, there were nine non-instructional days filled with training, preparing for the students' return. New hire training included a meet and greet with our upper administration team, followed by weekly welcome orientations for staff hired throughout the year. All new hires were assigned an Instructional Coach, who guided them in effectively using the Engageli platform for live instruction, and an MTSS Coach, who provided training on the Multi-Tiered System of Support (MTSS) and the PLC process. This training emphasized the key components of the tiered support system and included targeted mini sessions based on Learning by Doing: A Handbook for Professional Learning Communities at Work. All newly hired staff have received live, hands-on training from their department trainers to ensure they understand all school and department policies and procedures. Additionally, new staff were assigned to a new hire support teacher during their first year at our school. New hire support teachers include veteran teachers who excel in their abilities. (Action 3.2 & 3.6)

By focusing on equity, access, and accountability, it ensures that the strategies in LCAP Goal 3 are not only put into action but also effectively help all students access meaningful educational opportunities, no matter their background or situation. This is important for creating an inclusive and successful school environment. All students are provided equal access to a well-rounded, standards-based curriculum delivered through live instruction by highly qualified teachers utilizing 21st-century technology. Regular assessments are used to check student progress, and targeted support is provided to help students close any learning gaps. We continuously assess whether we are meeting our goals for equity and access. This includes monitoring the implementation of the curriculum, the use of technology, teacher qualifications, and specific programs to make sure we are meeting the needs of all students. Data on student performance, course participation, and program involvement is collected and reviewed to find areas where improvements are needed. (Action 3.3)

The Curriculum Specialists played an important role in making sure all students have access to a standards-aligned curriculum, which is part of the goal of providing a well-rounded education. Curriculum Specialists worked to make sure that curriculum support was aligned with grade level high-priority standards to meet the academic needs of all students. They also helped set up summative assessments to track students’ progress and identify areas where they might need extra help. They provided instructional resources to help teachers align their daily lessons with key standards. Their work helped make sure that students’ needs were being met and that teachers had the tools and support they needed to succeed. (Action 3.4)

McKinney Vento (MKV) students lack fixed, regular, and adequate nighttime residence and qualify for support under the McKinney Vento Act. In an effort to ensure all students engage, connect and grow, we have increased our resources, which includes Food and Housing Resources, Health Services, Mental Health and Crisis Support, Income Support and Internet/Hot Spots. Foster youth students are children and young adults who have been placed in the foster care system. In alignment with LCAP goals, foster youth are supported with the necessary resources to address their academic and emotional needs. This includes providing targeted interventions and social-emotional support, which are critical for fostering a stable and supportive learning environment. (Action 3.5)

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.

N/A

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

Action 3.1 (Student ISP)
The monthly stipend for internet service provided has been effective in ensuring students have reliable internet access, which ensures programs and services are provided to unduplicated pupils. (Metric 3.7) The reimbursement has helped reduce financial barriers for qualifying families and ensures that students can participate in online classes and coursework. Improvements could be made in outreach to increase awareness of the program and in ensuring that the address verification process runs smoothly to prevent any delays in service. Overall, the stipend has effectively supported students' ability to access education.

Action 3.2 & 6 (High Quality Teachers & Staff Training)
The efforts to support high-quality teachers and staff have been effective in maintaining a strong instructional workforce. Throughout the year, 97% of teachers were fully credentialed and properly assigned (Metric 3.1), ensuring that students received instruction from qualified educators. To support continued growth and address school needs and expand student support services, the new teachers and educational specialists hired during the first semester made up 20% of all teachers (Metric 3.9).

Retention efforts also proved effective, with 86.1% of new staff completing the school year and 83.7% of returning teachers remaining through the end of the year. (Metric 3.10) New teachers benefited from individualized support through the assignment of induction mentors, targeted coaching on instructional platforms and frameworks, and structured training aligned to the Multi-Tiered System of Support (MTSS) and Professional Learning Community (PLC) models.

Professional development opportunities and mentorship structures played a critical role in promoting instructional consistency, staff collaboration, and career advancement. While significant progress has been made, ongoing expansion of professional development offerings will be necessary to sustain growth and meet the evolving academic and social-emotional needs of all student groups.

Action 3.3 (Equity, Access & Accountability)
The actions taken to focus on Equity, Access, & Accountability have been effective in making progress toward the goal outlined in LCAP Goal 3. 100% of students have standards–aligned instructional materials for all core classes. (Metric 3.2) By prioritizing these areas, it has ensured that all students, regardless of background or circumstances, have access to meaningful educational opportunities. (Metrics 3.5, 6, 7, 8)

Action 3.4 (Curriculum Specialist)
The Curriculum Specialists have played a pivotal role in advancing the school's implementation of state standards by ensuring alignment with state testing blueprints and facilitating annual vertical articulation of essential standards from TK through 12th grade. This work has contributed significantly to instructional coherence and equity, aiming to reduce achievement gaps across all student groups.

Between 2024 and 2025, measurable progress was made in the implementation of state standards. In 2024, most content areas were rated at level 3 (Initial Implementation), indicating that foundational systems were established. By 2025, English Language Arts (ELA), English Language Development (ELD), Mathematics, Next Generation Science Standards, Career Technical Education (CTE), Health Education, Physical Education, Visual and Performing Arts, and World Language advanced to level 4 (Full Implementation), demonstrating significant improvement and deeper integration of standards into classroom practice. Notably, World Language saw a substantial increase from level 2 to level 4, reflecting targeted effort in that area. (Metric 3.4)

History-Social Science remained at level 3, suggesting that while progress was made in most subjects, this content area requires additional focus to achieve full implementation. To sustain progress and close remaining gaps, the following actions are planned, conduct a thorough review of History-Social Science curriculum and instruction to identify and address areas of misalignment.

Action 3.5 (MKV/FY)
This action supports McKinney-Vento (MKV) students and foster youth. It has been effective in providing critical resources and support to address their unique needs. The action support access to standard-aligned materials and all programs and services. (Metric 3.2, 6, 7) There has been an increase in the number of unhoused students from Fall 2023 to Fall 2024 of 31.3%.

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.

Improvement outreach to increase awareness of ISP reimbursement and ensure there are no delays in the verification process. We will increase FTE to support an increase in MKV students. For 8th grade, the campus plans to staff teachers holding single-subject and/or supplemental credentials, ensuring that instruction in math, English Language Arts, science, and history is delivered by highly qualified and well-trained educators.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$372,627.00	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	$676,770.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.	$391,542.00	Yes
3.4	Curriculum Specialist	Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	$154,941.00	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to	$65,846.00	No

Action #	Title	Description	Total Funds	Contributing
		remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.		
3.6	Staff Training	All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	$174,512.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Decrease the chronic absenteeism rate by 2% overall and for each significant student group by the end of the year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to decrease chronic absenteeism for all students and all student groups. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11%) and English learners (13%), and African American (12%) are higher than all students, 9%. Students' engagement in learning and schools is largely based on being seen and valued. Disengagement and absences occur when a student does not feel seen, heard, or appreciated.

Chronic Absenteeism Rate
All students 9.1%
Red Dashboard Indicator
African American 11.9%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 97.2% English Learners 95.9% Student with Disabilities 96.2% Socioeconomically Disadvantaged 97.0% African American 96.8% Hispanic 96.7% White 97.3%	2024 97.1% English Learners 95.5% Student with Disabilities 95.5% Socioeconomically Disadvantaged 97.1%		98%	-0.1% English Learners -0.4% Student with Disabilities -0.7% Socioeconomically Disadvantaged 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American 97.1% Hispanic 96.8% White 98.8%			African American 0.3% Hispanic 0.1% White 1.5%
4.2	Chronic Absenteeism Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 9.1% English Learners 12.5% Student with Disabilities 12.7% Socioeconomically Disadvantaged 10.9% Homeless 14.9% African American* 11.9% Hispanic 10.0% White 7.5% Asian 2.8% Two or More Races 8.3% Filipino 0.0% Pacific Islanders 5.3% *Red Dashboard Indicator	2024 9.4% English Learners 14.8% Long-Term English Learners* 22.9% Student with Disabilities 12.7% Socioeconomically Disadvantaged 10.9% Homeless* 23.0% African American 11.6% Hispanic 10.1% White 8.8% Asian 1.3% Two or More Races 6.5% Filipino 8.5% Pacific Islanders 6.5% American Indian** 5.9% Foster Youth** 14.3%		Reduce 2% overall and in all student groups	0.3% English Learners 2.3% Long-Term English Learners* 4.8% Student with Disabilities 0.0% Socioeconomically Disadvantaged 0.0% Homeless* 8.1% African American -0.3% Hispanic 0.1% White 1.3% Asian -1.5% Two or More Races -1.8% Filipino 8.5% Pacific Islanders 1.2% American Indian** -25.9% Foster Youth**
4.3	High School Dropout Rate Source: SARC	2023 18.8%	2024 19.6%		10%	0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners 50.0% Student with Disabilities 35.2% Socioeconomically Disadvantaged 23.3% Homeless 33.3% African American 13.8% Hispanic 21.9% White 19.1%			

Goal Analysis [2024-25]

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

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

The implementation of planned actions to promote student engagement and attendance was carried out as intended, with no substantive differences between the planned actions and those implemented. The school effectively used a multifaceted approach to enhance daily engagement and attendance by combining consistent outreach, data-driven support systems, and comprehensive resources and support provided by the Compass Engagement and Attendance Advocate teams.

4.1 (Compass)
The Compass Engagement Team played a central role in supporting student engagement by targeting students and families who faced challenges and were not attending school regularly. Students are identified for support based on data metrics and can also be referred for support by teachers or staff. Learning targets include School Skills Checklist and SEL Benchmarks. The team's continued focus on equity was evident in their targeted support for underrepresented student groups, including MKV and foster youth, as well as the role of bilingual engagement coaches in meeting linguistic and cultural needs. The use of technological tools for communication further enabled timely and effective outreach to students and families.

The Attendance Advocate team plays a pivotal role in actively monitoring and tracking engagement and student attendance data using the student information system. They follow up on attendance discrepancies, generating reports to guide targeted interventions for students. This includes daily outreach via phone, text, and email to families experiencing engagement challenges, along with providing guidance and support to teachers and staff. They host weekly office hours in both English and Spanish to support all parents in successfully getting their students to school. School Pathways serves as the central hub for attendance reporting, enabling efficient identification of students requiring

additional attention. Moreover, the ELD department actively reaches out to parents and learning coaches in their primary language regarding attendance matters, utilizing translation services and bilingual staff to ensure effective communication.

Fostering strong engagement is an ongoing opportunity for growth. While some students may face challenges such as inconsistent adult support at home, distractions from learning, lack of school skills, or social-emotional hurdles, the school has taken proactive steps to support their success. By enhancing social connections through the dedicated work of Compass Social Support Coordinators and maintaining a strong system of coaching and outreach, the school continues to create an inclusive and supportive environment where all students can thrive

4.2 (Attendance Interventions)
The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall.Teachers play a crucial role in monitoring student activity and assignment submission daily. They adhere to established protocols for supporting students who may fall behind, including providing necessary resources, implementing success plans, and initiating academic probation plans as needed. Student attendance data is tracked on weekly scoreboards, focusing on students with Individualized Education Plans (IEPs). Special education teachers collaborate with instructional teams to address attendance concerns, ensuring students receive the necessary support to participate in related service sessions.

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.

N/A

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

4.1 – Compass
The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall. While there were improvements in attendance rates among students who received targeted support, most notably, a 5% increase for those in small groups and a 14% increase for those receiving one-on-one support, chronic absenteeism (Metric 4.2) increased from 2023 to 2024. The attendance rate was maintained from 2023 to 2024. (Metric 4.1) This suggests that while individualized interventions benefited participating students, broader progress toward the 2% reduction goal was not achieved. Despite the increase, the school’s overall chronic absenteeism rate remains significantly below the 2024 California state average of 18.6%, highlighting relative strength in maintaining student engagement compared to statewide trends.

The Attendance Advocate and Compass Engagement Teams' strategies, such as multilingual outreach, daily family contact, and the use of technology to track attendance, remain critical components of the attendance plan. However, the data suggests a need for increased Tier 2 and Tier 3 interventions, deeper engagement with families of chronically absent students, and expanded social-emotional supports to address persistent disparities across student groups.

4.2 – Attendance Interventions

The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall. Daily engagement in live online classes and completion of assigned schoolwork are essential for success in the virtual learning environment. To support this, teachers actively monitor both attendance and work completion, and they develop high-impact commitments for students needing additional support. Teachers conduct outreach and follow-up for students who are not meeting expectations, ensuring early intervention and individualized support. While these strategies are aimed primarily at reducing chronic absenteeism among socioeconomically disadvantaged students, they benefit all students who are not consistently engaged. As a result of these efforts, the school's overall attendance rate (see Metric 4.1) continues to trend in the high 90th percentile across student groups.

Although high school dropout rates (see Metric 4.3) remain above the state average, the school is actively addressing this concern through targeted supports, including credit recovery courses. These interventions are designed to keep students on track for graduation and reinforce the school's broader commitment to student engagement, retention, and academic success.

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.

Due to increased enrollment, the Attendance Advocate FTE will be increased, and the Compass team will increase the targeted follow-up and onboarding support offered to families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	$415,661.00	Yes
4.2	Attendance Intervention	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.		Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the graduation rate by 5% in each significant student group and overall, by the end of the school year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused goal was developed to improve the graduation rate. The graduation rate of the student group of socioeconomically disadvantaged (78%) was below all students (81%) and indicated as Red on the Dashboard. The grad rate for English learners (58.3%) is also below al students. The course pass rate for all students is 84%, the student group of English learners is 69%, and socioeconomically disadvantaged is 83%. The credit sufficiency for English learners (65%) and socioeconomically disadvantaged (74%) are below all students (76%).

Graduation Rate
All students 80.6%
Red Dashboard Indicator
Socioeconomically Disadvantaged 77.7%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 80.6% Socioeconomically Disadvantaged* 77.7% Homeless 57.9% Hispanic 74.0% White 90.3% *Red Dashboard Indicator	2024 80.1% English Learners** 55.0% Long-Term English Learners** 52.9% Student with Disabilities* 66.7%		85%	 -0.5% English Learners** -3.3% Long-Term English Learners** -2.1% Student with Disabilities* -9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged* 78.3% Homeless** 64.7% African American 87.1% Hispanic 78.8% White 78.7%			Socioeconomically Disadvantaged* 0.6% Homeless** 6.8% African American 14.9% Hispanic 4.8% White -11.6%
5.2	High School Course Pass Rate Source: Internal	2023 84.3% English Learners 69.2% Student with Disabilities 77.0% Socioeconomically Disadvantaged 82.6% African American 79.3% Hispanic 73.6% White 76.8%	2024 83.7% English Learners 67.8% Student with Disabilities 73.6% Socioeconomically Disadvantaged 81.3% African American 83.9% Hispanic 79.6% White 83.2%		85%	-0.6% English Learners -1.4% Student with Disabilities -3.4% Socioeconomically Disadvantaged -1.3% African American 4.5% Hispanic 6.0% White 6.4%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2024 63.8% English Learners 33.5% Student with Disabilities 52.8% Socioeconomically Disadvantaged 60.2% African American 57.3% Hispanic 58.7% White 63.7%	N/A Starting 2024, using a new system to calculate credit sufficiency.		Increase 10% overall and for each student groups	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 18% English Learners 8.3% Student with Disabilities 2.9% Socioeconomically Disadvantaged 13.8% Homeless 15.8% African American 8.3% Hispanic 15.7% White 22.3%	2024 17.5% English Learners 0.0% Long-term English Learners 0.0% Student with Disabilities 7% Socioeconomically Disadvantaged 15.3% Homeless 5.9% African American 19.4% Hispanic 14.4% White 21.3%		10%	-0.5% English Learners -8.3% Student with Disabilities 4.1% Socioeconomically Disadvantaged 1.5% Homeless -9.9% African American 11.1% Hispanic -1.3% White -1.0%

Goal Analysis [2024-25]

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

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

Action 5.1 (Transcript Evaluation Service)
The numbers of transcripts from non-U.S. schools that needed to be evaluated increased tremendously this year.

Action 5.2 (Guidance Program)
Each quarter, the Guidance Counselor (GC) or Freshman Support Specialist (FSS) meets with students individually or in small groups to review student progress, course options, post graduate plan, and update the student's course selection as needed. During these meetings, the grad plan is reviewed, and students confirm course placement. Any requested or necessary changes to course placement are completed by the GC or FSS and the grad plan is updated. Grad plans must be reviewed each semester at a minimum to ensure students remain on a path to graduation. All members of the Counseling team are responsible for ensuring assigned students are on track to graduate by continually monitoring pass rates and credit deficiency, proactively reviewing and updating 4-Year Graduation Plans, ensuring needed documentation is collected, and communicating with families about concerns. Failing students and students with credit deficiency are prioritized. Graduation Coaches track student progress toward career college indicators and support efforts to locate students who withdrew from the school without an identified enrollment in another school.

Action 5.3 (Math/ELA Intervention)
Three years ago, we implemented a Lab program designed to supplement ENG108 English 9 and MTH107 Developmental Algebra. Freshman students who demonstrate gaps in English Language Arts and Mathematics skills for academic success are enrolled in Math Lab and/or English Lab. These courses have been structured to support students in the prerequisite skills necessary to master grade level content in the math and English core courses. This course addresses two identified barriers to freshman success. Lab freshmen are enrolled in a more limited breadth of courses, with at most one elective. Students who are proficient in one subject will have an elective instead of the Lab course in that subject. By participating in supplemental courses, Lab teachers are able to teach the prerequisite skills necessary for mastery, as well as provide additional teacher support on specific assignments in the core courses. Two years ago, we increased our Lab offerings to include support for the second year of 2-year Algebra for our 10th grade students. We have seen great success in all of our Lab programs.

Action 5.4 (A-G Completion)
To support A-G completion, the College, Career, and Counseling Coordinator works with the Assistant Director of High School and Principals to prepare all students to graduate college and career ready. The position works collaboratively with administrators, teachers, and support teams across grades 9-12 to educate students, families, and staff on postsecondary options; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education; and assists with ensuring program funding and compliance. The Dual Enrollment and AP Specialist works with the Assistant Director of High School and Principals to implement high quality and diverse college level opportunities. The position works collaboratively with administrators, teachers, and support teams to coordinate AP testing and professional development for AP teachers. The CAVA2College dual enrollment program expanded its partnership to include Irvine Valley College to provide a wider range of offerings to students,

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

N/A

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

Action 5.1 (Transcript Evaluation Service)
There was a 137% increase in the number of transcripts evaluated from 23-24 to 24-25. This has led to an increase in credit sufficiently for students who went to a prior high school in another country, demonstrating effectiveness.

Action 5.2 & 3 (Guidance Program & Math/ELA Intervention)
This year, we implemented a new calculation process for credit sufficiency that now pulls from the graduation plan for a student to ensure the student has completed the appropriate number of credits per term but also requires completion of key milestones such as Algebra 1, Geometry, English 9, … This ensures that credit sufficiency tracks remaining grad requirements for a student to graduate within their cohort year. The previous methods used relied on formulas to manually track credits completed and did not take into account the potential graduation year based on the graduation plan managed by the Counselor. This new method does require manual adjustments for graduates

since they may not appear as credit sufficient until processed as a graduate and account deactivated which removes access to the graduation plan.

The actions implemented to improve graduation rates were partially effective in supporting student success. Our overall graduation rate of 80.1% slightly decreased in CAVA @ San Diego by 0.5% from the 2022-2023 school year. It is worth noting that the rate for students considered socioeconomically disadvantaged increased by 0.6% and Hispanic students increased by 4.8%. The HS course pass rate of 83.7% slightly increased by 0.4%. The credit sufficiency rate at the start of the fall 2024 term was 74.90% and increased to 77.95% at the end of the fall term. In addition, all student groups maintained or increased in credit sufficiency. The A-G completion rate (four-year adjusted cohort) of 22.9% increased by 4.9%. Targeted counseling efforts, early identification of credit deficiencies, and individualized support contributed to these gains. However, despite gains in all other areas, graduation rates declined (0.5%). These trends suggest that while more students passed courses, and gained credit sufficiency, many continued to struggle to meet graduation requirements. To improve effectiveness, stronger early interventions and expanded credit recovery opportunities are needed to ensure students receive sufficient academic preparation and also graduate.

For Literacy Lab semester 1, 38% of students were actively engaged, achieving 70% or better participation in the course. 100% of engaged students completed their Beginning of Year (BOY) STAR assessment. By January 30th, 25.9% of students enrolled in Literacy Lab, increased their STAR Scaled scores from BOY to Middle of Year (MOY) by 5% or more. Improvements were made in English proficiency across various grade levels and student groups: 22% of students with an IEP, 82.8% of students considered socioeconomically disadvantaged, 6% of English Learners, 14% of Hispanic students, and 7% of African American students. While we're pleased with these improvements, we recognize there's still work to be done. We're committed to supporting all our students in their literacy journey and will continue to adapt our approaches to meet individual needs.

By the end of the first semester in the 2023-2024 school year, about 65% of students passed their math courses. This improved to nearly 71% in 2024-2025. In the first quarter of 2024-2025, about 55% of active Math Lab I students were passing their regular math course. By the end of the semester, this improved to 74%. Again, demonstrating the effectiveness of the math and ELA Lab courses.

Action 5.4 (A-G Completion)
The overall A-G completion rate saw a slight decline from 18% in 2023 to 17.5% in 2024, indicating a minimal negative effect at the schoolwide level. Student group data reveals a mixed pattern of effectiveness. Socioeconomically disadvantaged students improved from 13.8% to 15.3%, and African American students saw a notable increase from 8.3% to 19.4%, suggesting strong gains for these groups. Student with Disabilities also improved from 2.9% to 7%, indicating some effectiveness of targeted supports.

Conversely, there were declines in several areas. Hispanic students decreased slightly from 15.7% to 14.4%, White students dropped from 22.3% to 21.3%, and Homeless students saw a significant decline from 15.8% to 5.9%. English Learners and Long-term English Learners both reported 0.0% completion in 2024, a concerning drop from 8.3% for English Learners in 2023, signaling a need for immediate attention to this student group. While there were meaningful positive effects for certain groups the slight overall decline and significant setbacks among English Learners and Homeless students highlight the need to strengthen and better target supports to ensure more equitable effectiveness.

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

Action 3 has been revised to include Learning Recovery Emergency Block Grant (LREBG) funding.

When students fail courses, it sets them farther off on their path to graduation. Having to make up failed courses, while maintaining current courses can be difficult. After-hours options allow students to focus on their core courses and make up those missed HS units towards graduation after school. We are adding the following after-hours options for 2025-26: Geometry Support Course, Literacy Support Course, and A-G courses.

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
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	$1,453.00	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as	$320,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.		
5.3	Math/ELA Intervention	Learning Recovery Emergency Block Grant (LREBG) Action To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and credit-deficient students (Kidron & Lindsay, 2014; Allensworth & Easton, 2007). The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018). This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that the overall graduation rate declined, demonstrating that challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, & 5.4. These metrics will also be used to measure effectiveness. By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.	$192,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds 25-26: $ 92,406		
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	$89,318.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,413,090	$0

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
13.928%	0.000%	$0.00	13.928%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (39.9 below standard) and English learners (74.2 below standard) are below all students (22.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (80.7below	We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math). This action is being provided on an LEA-wise basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) and English learners (99.8 below standard) are below all students (63.2 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (39.9 below standard) and English learners (74.2 below standard) are below all students (22.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (80.7below standard) and English learners (99.8 below standard) are below all students (63.2 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to	Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement. This action is being provided on an LEA-wise basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address gaps in language arts and math proficiency. **Scope:** LEA-wide		
1.4	**Action:** Instructional Support **Need:** Additional student groups to be served: Students with Disabilities, African American, Two or More Races The CAASPP data shows the student groups of socioeconomically disadvantaged (39.9 below standard) and English learners (74.2 below standard) are below all students (22.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (80.7below standard) and English learners (99.8 below standard) are below all students (63.2 below standard) in math. Students with Disabilities are 101.4 below standard in ELA and 137.5 below in math. 71% of students with disabilities are also socioeconomically disadvantaged. African Americans are 95.8 below standard in math. 14% of African Americans who are also socioeconomically disadvantaged met or exceeded standards for math. Whereas 31% of African Americans who are not socioeconomically disadvantaged met or exceeded standards for math. The student group of Two or More Races are Red on the	The school will increase the percentage of students demonstrating proficiency in ELA and Math, as measured by the CAASPP, including increases in the percentage of English Learners, Students with Disabilities, and African American students scoring proficient. This will be accomplished through increased and targeted professional development for all teachers and specialists, and supplemental programs to target students' specific content area needs at tiers 2 and 3 in ELA and Math. This action is designed to address the identified needs of unduplicated students; however, it will be provided on an LEA wide basis because all students preforming below grade level can benefit from these opportunities.	Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, African American, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard for both ELA (81.8 below) and math (116.8). Two or More Races are 81.8 below in ELA and 116.8 below in math. 33% Two or More Races who are also socioeconomically disadvantaged met or exceeded standards for ELA. Whereas 42% of those who are not socioeconomically disadvantaged met or exceeded standards for ELA. For math, 11% of the student group of Two or More Races who are also socioeconomically disadvantaged met or exceeded standards for math. Whereas 17% of that student who are not socioeconomically disadvantaged met or exceeded standards for math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** LEA-wide		
1.5	**Action:** Career & Technical Education (CTE) **Need:** The percentage of students completing a CTE pathway, 2.7%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 3.1%, which is also lower than the state average, 18%. An increase in CTE completion will also increase the College &	The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. This action will create an opportunity to significantly increase the CTE Completion rate for socioeconomically disadvantaged students	Progress in increasing the CTE pathway completion rate of our socioeconomically disadvantaged students as well as all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Career Indicator, 25.7%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority. **Scope:** LEA-wide	because it is designed to address their identified needs. However, the action is being provided on an LEA-wide basis to maximize its impact on increasing overall CTE Completion rates for all students.	
2.2	**Action:** Engagement **Need:** Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 70% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	decision making regarding my student's education. **Scope:** LEA-wide		
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. **Scope:** LEA-wide	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.
3.3	**Action:** Equity, Access & Accountability **Need:**	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials.	Progress will be monitored through high school course pass rates, and Dashboard local indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). **Scope:** LEA-wide	Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 84%, while it is only 69% for English learners and 82% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.
3.4	**Action:** Curriculum Specialist **Need:** Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (39.9 below standard) and English learners (74.2 below standard) are below all students (22.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (80.7below standard) and	Curriculum Specials ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it; however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners (99.8 below standard) are below all students (63.2 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium). **Scope:** LEA-wide		
3.6	**Action:** Staff Training **Need:** During 22-23, 27% of teachers were new to our school. During the first semester of this year, 20% of teachers were new to our school. Being a virtual independent study program our school has unique systems and teachers need additional training. Teachers at-will employees and can resign at any time during the year. Parents and students have voiced concern when they have to change teachers in the middle of the year. This happens when a teacher leaves the school during the school year. Teachers have stated they need additional support after their initial training. **Scope:** LEA-wide	Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators. This action is designed to ensure teachers are prepared to provide support to unduplicated pupils, however, it is being provided on a LEA basis because all student groups will benefit from high-quality teachers who are fully credentialed and appropriately assigned.	Progress will be monitored through teacher turnover rate and percentage of new hires each year as well as the percentage of fully credentialed and appropriately assigned teachers. The school will also investigate the possible of collecting data on why teacher resign. We will continue to seek feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	**Action:** Compass **Need:** Additional student groups to be served: African American The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11%) and English learners (13%), and African American (12%) are higher than all students, 9%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide	Students who are having difficulty meeting enrollment requirements due to a lack of engagement with the school will receive support from the Compass team. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and attendance rate for English Learners; however, it will also benefit all students who are not participating in school.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.
5.2	**Action:** Guidance Program **Need:** The graduation rate of the student group of socioeconomically disadvantaged (78%) was below all students (81%) and indicated as Red on the Dashboard. The grad rate for English learners (58.3%) is also below al students. The course pass rate for all students is 84%, the student group of English learners is 69%, and socioeconomically disadvantaged is 83%. The credit sufficiency for English learners (65%) and socioeconomically disadvantaged (74%) are below all students (76%).	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority. **Scope:** LEA-wide		
5.3	**Action:** Math/ELA Intervention **Need:** High school students can not graduate without completing math and ELA courses. The graduation rate of the student group of socioeconomically disadvantaged (78%) was below all students (81%) and indicated as Red on the Dashboard. The grad rate for English learners is also below al students. The course pass rate for all students is 84%, the student group of English learners is 69%, and socioeconomically disadvantaged is 83%. The credit sufficiency for English learners (65%) and socioeconomically disadvantaged (74%) are below all students (76%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:**	Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

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
1.3	**Action:** English Language Support **Need:** English learners (EL) increased in English language proficiency by 9%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency. **Scope:** Limited to Unduplicated Student Group(s)	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will be used to measure overall progress.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Instructional Intervention **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (39.9 below standard) and English learners (74.2 below standard) are below all students (22.9 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (80.7below standard) and English. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback
2.1	**Action:** English Language Services **Need:** The home language of all English learners and those EL reclassified is 16% Spanish and 20% percentage of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach.	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.1	**Action:** Student ISP **Need:** Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access. **Scope:** Limited to Unduplicated Student Group(s)	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Progress will be monitored through educational partner feedback, internet subsidy requests, and the Dashboard local indicator of implementation of state academic standards.
4.2	**Action:** Attendance Intervention **Need:** The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11%) and English learners (13%), are higher than all students, 9%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium).	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

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.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to $958,093. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the

cost to $943,824. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$46,044,660	$6,413,090	13.928%	0.000%	13.928%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,208,531.00	$1,123,124.00	$0.00	$1,314,116.00	$5,645,771.00	$4,501,048.00	$1,144,723.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$24,966.00	$137,630.00	$3,891.00	$22,792.00		$135,913.00	$162,596.00	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$496,432.00	$14,390.00	$497,158.00			$13,664.00	$510,822.00	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$328,151.00	$25,268.00	$303,061.00			$50,358.00	$353,419.00	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$598,696.00	$227,456.00	$34,064.00	$598,880.00		$193,208.00	$826,152.00	
1	1.5	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	25-26	$378,884.00	$13,010.00	$350,397.00			$41,497.00	$391,894.00	
1	1.6	Summer School	All	No			All Schools	25-26	$103,248.00	$0.00		$103,248.00			$103,248.00	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		25-26								2.08%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		25-26	$0.00	$18,402.00	$18,402.00				$18,402.00	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$80,629.00	$86,530.00	$53,953.00	$25,098.00		$88,108.00	$167,159.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	25-26	$252,017.00	$4,330.00		$147,083.00		$109,264.00	$256,347.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	25-26	$0.00	$372,627.00	$372,627.00				$372,627.00	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$674,954.00	$1,816.00	$676,770.00				$676,770.00	
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$336,566.00	$54,976.00	$258,409.00	$31,536.00		$101,597.00	$391,542.00	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$154,941.00	$0.00	$154,941.00				$154,941.00	
3	3.5	MKV/FY	MKV & FY	No			All Schools	25-26	$59,397.00	$6,449.00				$65,846.00	$65,846.00	
3	3.6	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$130,596.00	$43,916.00	$130,596.00	$12,763.00		$31,153.00	$174,512.00	
4	4.1	Compass	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$415,013.00	$648.00	$134,307.00			$281,354.00	$415,661.00	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Undupli	English Learners	All Schools	25-26								2.05%

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
					cated Student Group(s)	Low Income										
5	**5.1**	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	25-26	$0.00	$1,453.00	$1,453.00				$1,453.00	
5	**5.2**	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	25-26	$320,504.00	$0.00	$184,216.00			$136,288.00	$320,504.00	
5	**5.3**	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	25-26	$99,944.00	$92,614.00	$34,286.00	$92,406.00		$65,866.00	$192,558.00	
5	**5.4**	A-G Completion	All	No			All Schools High School	25-26	$46,110.00	$43,208.00		$89,318.00			$89,318.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$46,044,660	$6,413,090	13.928%	0.000%	13.928%	$3,208,531.00	4.130%	11.098 %	**Total:**	$3,208,531.00
								LEA-wide Total:	$2,512,988.00
								Limited Total:	$695,543.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,891.00	
1	**1.2**	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$497,158.00	
1	**1.3**	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$303,061.00	
1	**1.4**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,064.00	
1	**1.5**	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	$350,397.00	
1	**1.7**	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			2.08%
2	**2.1**	English Language Services	Yes	Limited to Unduplicated	English Learners		$18,402.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,953.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$372,627.00	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$676,770.00	
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,409.00	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,941.00	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,596.00	
4	4.1	Compass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,307.00	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		2.05%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools High School	$1,453.00	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	$184,216.00	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	$34,286.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,914,634.02	$6,137,552.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$161,020.25	198,970
1	**1.2**	Instructional Coaching	Yes	$422,495.71	434,703
1	**1.3**	English Language Support	Yes	$261,125.82	267,639
1	**1.4**	Instructional Support	Yes	$297,114.75	413,573
1	**1.5**	Career & Technical Education (CTE)	Yes	$341,441.90	347,848
1	**1.6**	Summer School	No Yes	$118,075.12	82,695
1	**1.7**	Instructional Intervention	Yes		
2	**2.1**	English Language Services	Yes	$15,462.60	26,025
2	**2.2**	Engagement	Yes	$135,102.59	137,338

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Social Emotional Learning, Prevention, and Intervention	No	$219,392.90	215,645
3	3.1	Student ISP	Yes	$374,871.75	383,818
3	3.2	High Quality Teachers	Yes	$1,927,682.61	1,885,884
3	3.3	Equity, Access & Accountability	Yes	$394,800.20	452,945
3	3.4	Curriculum Specialist	Yes	$147,481.89	151,032
3	3.5	MKV/FY	No	$68,490.91	58,047
3	3.6	Staff Training	Yes	$107,379.46	145,762
4	4.1	Compass	Yes	$381,338.10	393,349
4	4.2	Attendance Intervention	Yes		
5	5.1	Transcript Evaluation Service	Yes	$2,140.55	2,866
5	5.2	Guidance Program	Yes	$301,521.25	321,602
5	5.3	Math/ELA Intervention	Yes	$150,822.52	96,787
5	5.4	A-G Completion	No	$86,873.14	121,024

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,998,456	$4,225,158.58	$4,300,990.74	($75,832.16)	4.390%	4.140%	-0.250%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$20,471.63	34,464.66		
1	1.2	Instructional Coaching	Yes	$422,495.71	434,366.14		
1	1.3	English Language Support	Yes	$261,125.82	267,334.94		
1	1.4	Instructional Support	Yes	$31,919.86	32,153.05		
1	1.5	Career & Technical Education (CTE)	Yes	$301,567.10	307,659.57		
1	1.6	Summer School	Yes	$1,993.22	1,993.22		
1	1.7	Instructional Intervention	Yes			2.21%	2.09%
2	2.1	English Language Services	Yes	$15,462.60	26,024.56		
2	2.2	Engagement	Yes	$52,624.23	60,875.45		
3	3.1	Student ISP	Yes	$374,871.75	383,818.17		
3	3.2	High Quality Teachers	Yes	$1,927,682.61	1,885,883.76		
3	3.3	Equity, Access & Accountability	Yes	$240,196.98	242,548.85		
3	3.4	Curriculum Specialist	Yes	$147,481.89	151,031.86		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Staff Training	Yes	$97,125.81	131,289.60		
4	**4.1**	Compass	Yes	$119,987.48	125,951.18		
4	**4.2**	Attendance Intervention	Yes			2.18%	2.05%
5	**5.1**	Transcript Evaluation Service	Yes	$2,140.55	2,865.55		
5	**5.2**	Guidance Program	Yes	$176,796.42	181,064.82		
5	**5.3**	Math/ELA Intervention	Yes	$31,214.92	31,665.36		

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)
$43,564,478	$5,998,456	0.00%	13.769%	$4,300,990.74	4.140%	14.013%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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