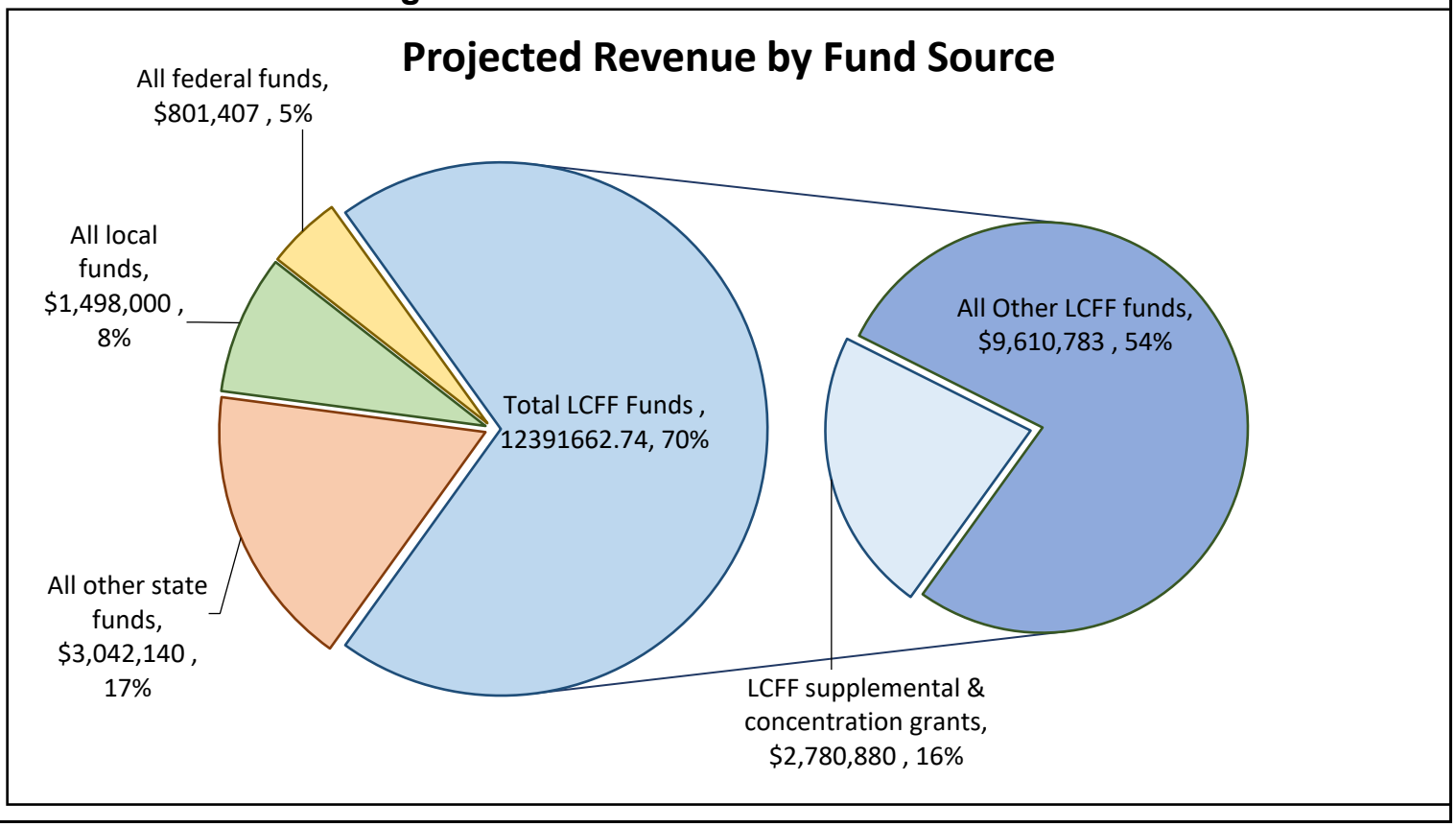
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Samueli Academy
CDS Code: 30 10306 0126037
School Year: 2026-27
LEA contact information: Anthony Saba, 714-619-0215, asaba@samueliacademy.org

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 2026-27 School Year

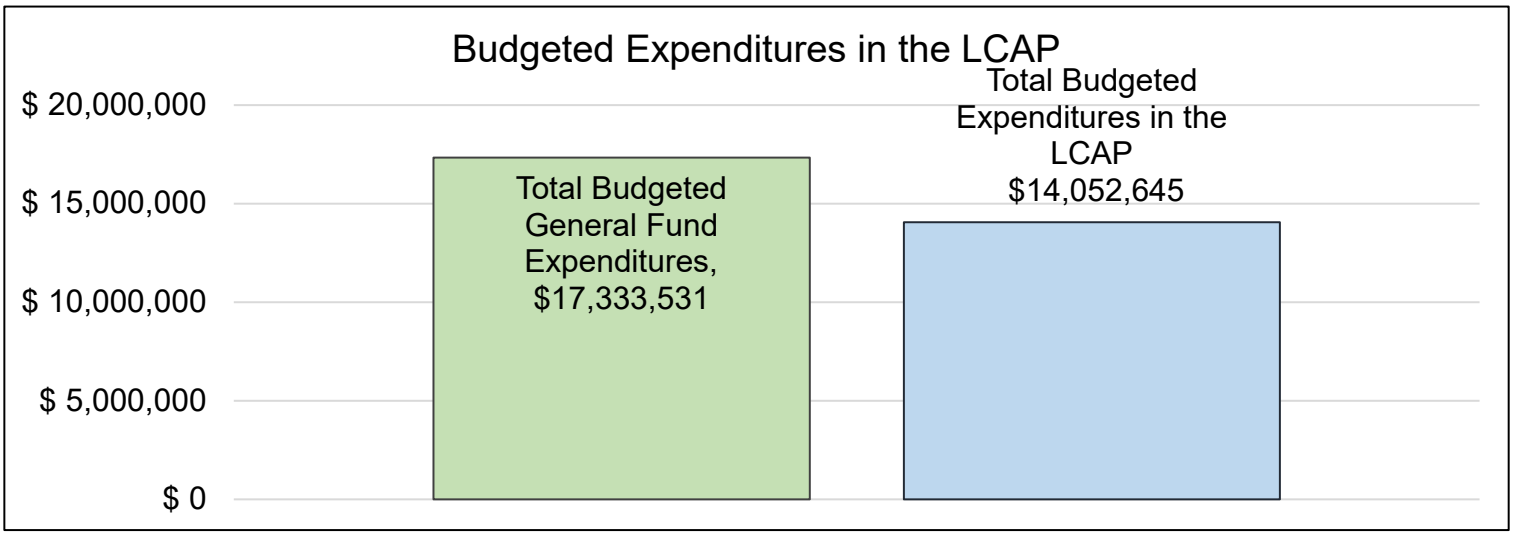


This chart shows the total general purpose revenue Samueli Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Samueli Academy is $17,733,209.11, of which $12,391,662.74 is Local Control Funding Formula (LCFF), $3,042,139.85 is other state funds, $1,498,000.00 is local funds, and $801,406.52 is federal funds. Of the $12,391,662.74 in LCFF Funds, $2,780,879.99 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Samueli Academy plans to spend for 2026-27. 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: Samueli Academy plans to spend $17,333,530.96 for the 2026-27 school year. Of that amount, $14,052,644.70 is tied to actions/services in the LCAP and $3,280,886.26 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

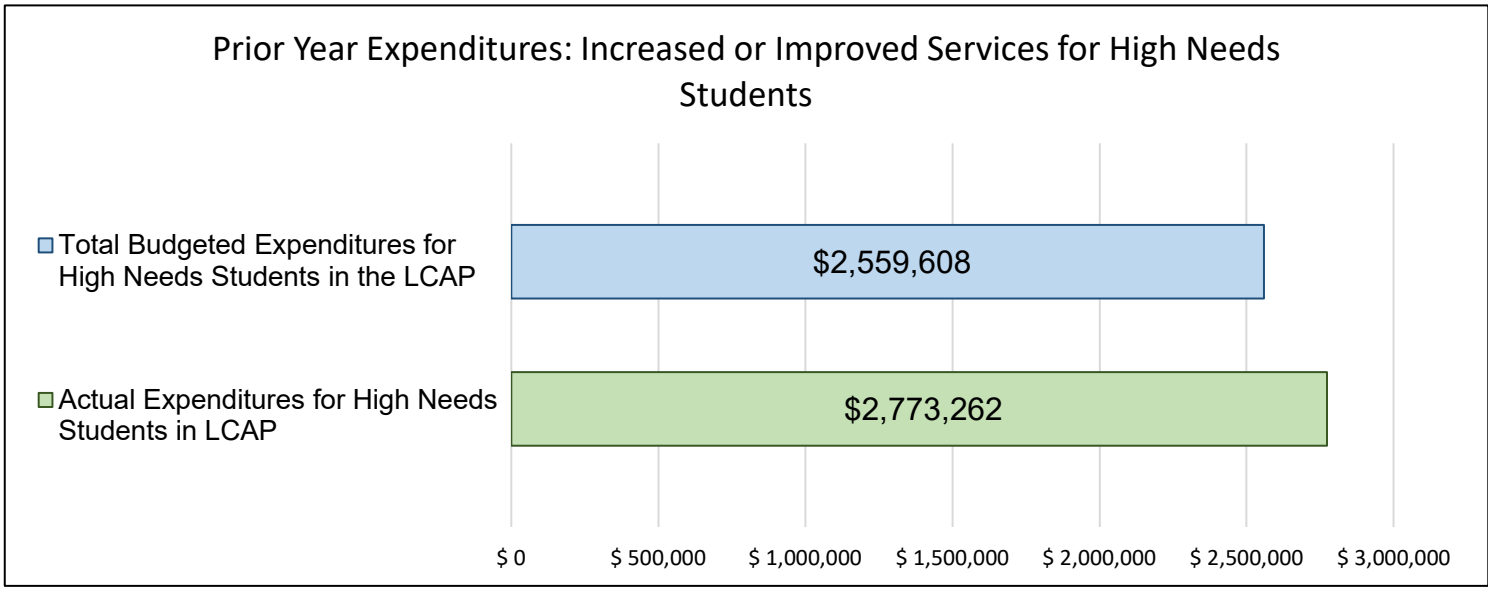
Administrative costs and various operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Samueli Academy is projecting it will receive $2,780,879.99 based on the enrollment of foster youth, English learner, and low-income students. Samueli Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Samueli Academy plans to spend $2,782,407.41 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Samueli Academy's LCAP budgeted $2,559,608.00 for planned actions to increase or improve services for high needs students. Samueli Academy actually spent $2,773,262.00 for actions to increase or improve services for high needs students in 2025-26.

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
Samueli Academy	Lee Fleming, Head of School	lfleming@samueliacademy.org 714.619.0215

Plan Summary 2026-27

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.

Samueli Academy is the model public school envisioned by the Orangewood Foundation to serve foster and underrepresented youth. Established in 2013 and authorized as a countywide benefit charter school by the Orange County Board of Education, Samueli Academy serves students in grades 7 through 12 from across Orange County, with priority admission for foster youth. The Academy provides a rigorous, standards-aligned, college-preparatory program with a STEAM (Science, Technology, Engineering, Arts, and Mathematics) focus, delivered through Project-Based Learning (PBL) and a culture of high expectations. Through authentic, experiential projects, students engage deeply with core standards while developing essential 21st-century skills including communication, collaboration, critical thinking, work ethic, and problem-solving. Students address real community issues, explore career pathways, interact with adult mentors, utilize technology, and present their work to audiences beyond the classroom.

Every high school student is enrolled in courses that meet University of California (UC) A-G requirements and has access to eleven Advanced Placement (AP) courses. Completion of a Career Technical Education (CTE) Pathway in Engineering or Design, along with a minimum 45-hour internship, is a graduation requirement. Through a formal College and Career Access Pathways (CCAP) agreement with Santa Ana College, students can earn college credit while still in high school through dual enrollment courses taught on the Samueli Academy campus.

The Academy delivers a well-rounded 21st-century learning experience within a small-school environment, housed in a state-of-the-art facility with a 1:1 student-to-laptop ratio and fully integrated technology-based programs and digital curricular materials. A college-going culture is cultivated through college-readiness standards and courses, college application and financial aid workshops, access to scholarship opportunities, college and career field trips, and university partnerships with UC Irvine, CSU Fullerton, Chapman University, Laguna College of Art and Design, and Santa Ana College. An after-school program provides academic tutoring, extracurricular clubs and organizations, and athletics.

All students are enrolled in a grade-specific Advisory program, with an Advisory teacher and peer cohort who remain with the student throughout their time at Samueli Academy. Students have access to teacher office hours and meet regularly with their College Counselor for course planning, transcript and academic review, college and financial aid planning, and other counseling services. Foster youth receive additional support through a dedicated Student Success Coordinator and the on-campus Youth Connected Program, operated in partnership with the Orangewood Foundation.

Mission: To ignite the passion within all students to reach their greatest potential through a nurturing and innovative learning environment.

Vision: All students experience positive education, career, and life outcomes.

School Profile

Samueli Academy is WASC accredited and serves approximately 844 students in grades 7 through 12. Based on 2025-26 enrollment, the student body is 84% Hispanic, 4% White, 6% Asian, 3% Two or More Races, 1% African American, 1% Filipino, and 0.0% American Indian. Student group enrollment includes 13% Students with Disabilities, 14% English Learners, 1.4% Foster Youth, 4% Homeless, and 76% Socioeconomically Disadvantaged. Samueli Academy is not eligible for LCFF Equity Multiplier Funds.

Recent Accomplishments

Samueli Academy's charter petition was successfully approved by the Orange County Department of Education, its authorizer, for a five-year term covering July 1, 2026, through June 30, 2031. The renewal was approved under the middle-tier criteria of California Education Code Section 47607.2(b), affirming the Academy's academic program, operational track record, and alignment with charter renewal standards.

On the 2025 California School Dashboard, Samueli Academy achieved a 100% graduation rate (Blue performance level) across all students and all numerically significant student groups, including Socioeconomically Disadvantaged, Hispanic, English Learners, Long-Term English Learners, and Students with Disabilities. The Academy also reached Blue performance on the College/Career Indicator (77.7%), with a 70.5% UC A-G completion rate and an 89.2% CTE Pathway completion rate, each of which substantially outperforms both county and state averages and all five schools of residence. Additionally, Samueli Academy recovered from a Dashboard decline the previous year, achieving improvements across ELA, Mathematics, ELPI, Chronic Absenteeism, and Suspension Rate indicators. According to the charter petition, U.S. News and World Report has ranked Samueli Academy as a "top high school" for seven consecutive years.

2026-27 LCAP Overview

For 2026-27, Samueli Academy has developed a one-year Local Control and Accountability Plan (LCAP) that addresses all eight State Priorities and also serves as the School Plan for Student Achievement (SPSA). The plan fulfills all stakeholder engagement requirements outlined in California Education Code, including consultation with the Special Education Local Plan Area (SELPA) and engagement with the Parent Advisory Committee (PAC), Student Advisory Committee, and English Learner Parent Advisory Committee (EL PAC), along with providing written responses to committee feedback.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Samueli Academy has $827,250 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, of which $463,222.68 will be expended during the 2026-27 school year and the remaining $364,027.32 will be expended in the 2027-28 school year. A description of how these funds will be expended and the needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Samueli Academy is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

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

The following table presents Samueli Academy's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Green	Yellow	Green	Blue	Green	Yellow	Yellow	Blue
English Learners	Green	Orange	Yellow	--	Yellow	Yellow	Orange	--
Long-Term English Learners	Green	Orange	Yellow	--	Orange	Orange	Red	--
Foster Youth	N/A	--	--	--	--	--	--	--
Homeless	N/A	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	Blue	Yellow	Yellow	Yellow	Blue
Students with Disabilities	N/A	--	Yellow	--	Orange	Orange	--	--
Black or African American	N/A	--	--	--	--	--	--	--
Asian	N/A	--	Blue	--	--	--	--	--
Filipino	N/A	--	--	--	--	--	--	--
Hispanic or Latino	N/A	Yellow	Green	Blue	Yellow	Yellow	Yellow	Blue
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	N/A	N/A	N/A	--
White	N/A	--	Green	--	--	--	--	--
Two or More Races	N/A	--	--	--	--	--	--	--

College and Career Ready for All: Samueli Academy Achieves a Blue Performance Level: Samueli Academy achieved a Blue performance level, the highest of the five performance levels on the California School Dashboard, on the 2025 College/Career Indicator for All Students, Socioeconomically Disadvantaged students, and Hispanic students. The Blue performance level represents the strongest possible recognition that the school is preparing its graduates for success in college and career, and earning it for all three of these student groups demonstrates that Samueli Academy's college-preparatory program produces exceptional outcomes both schoolwide and for its largest student groups.

The College/Career Indicator measures how well a school prepares its graduates to leave high school ready to pursue college, career, or both. A graduate is counted as "Prepared" by meeting at least one of the state-approved readiness benchmarks. For Samueli Academy, these include meeting the University of California and California State University A-G course requirements, completing a Career Technical Education pathway, scoring at the college-ready levels on

the grade eleven Smarter Balanced Summative Assessments in English Language Arts and mathematics, and passing Advanced Placement courses and examinations. Achieving a Blue performance level reflects a high percentage of graduates meeting these rigorous criteria.

This result reflects the alignment of the school's mission with the outcomes the indicator rewards. Samueli Academy requires a 100% A-G college-preparatory course sequence for all students, offers Career Technical Education pathways in Design and Engineering with required internship components, provides dual enrollment at Santa Ana College, and supports students through college preparation activities such as App Fest, PSAT and SAT access with fee waivers, and Career Ignition Conferences. The school's A-G completion rate rose from 49.6% in 2022-23 to 59.7% in 2024-25, and its Career Technical Education pathway completion rate rose from 79.4% to 89.2% over the same period, contributing to this strong College/Career Indicator result.

The achievement of a Blue performance level for the Socioeconomically Disadvantaged and Hispanic student groups, in addition to All Students, is especially significant. It demonstrates that Samueli Academy is delivering college and career readiness equitably, ensuring that the students who are too often underserved statewide are leaving the school prepared for post-secondary success at the highest level the Dashboard recognizes. This outcome affirms the effectiveness of the school's sustained investment in a rigorous, broad course of study and in the college and career supports that prepare every student for the path of their choice.

Outstanding 2025 Graduation Rate Indicator Performance: Samueli Academy achieved a Blue performance level, the highest of the five performance levels on the California School Dashboard, on the 2025 Graduation Rate Indicator for All Students, Socioeconomically Disadvantaged students, and Hispanic students. The Graduation Rate Indicator measures the percentage of students who earn a high school diploma within four or five years of entering grade nine, and a Blue performance level represents the strongest possible recognition that the school is successfully guiding its students to graduation. Earning this level for all three of these student groups demonstrates that Samueli Academy is delivering this outcome both schoolwide and for its largest student groups.

This achievement was driven by the school's 100% graduation rate in the 2024-25 school year, an increase of 1.6 percentage points from the prior year's rate of 98.4% in 2023-24. Graduating every member of the cohort reflects the success of the school's coordinated systems of academic, social-emotional, and college and career support, including its Multi-Tiered System of Supports, credit recovery options, attendance and engagement interventions, and the consistent monitoring of student progress toward graduation requirements.

The achievement of a Blue performance level for the Socioeconomically Disadvantaged and Hispanic student groups, in addition to All Students, is especially significant. It demonstrates that Samueli Academy is delivering equitable outcomes, ensuring that the students who are too often underserved statewide are graduating at the highest level the Dashboard recognizes. This result affirms the effectiveness of the school's commitment to keeping every student on track to a diploma and to the college-preparatory program that follows from it.

Present and Engaged: Samueli Academy Drives Down Suspensions Schoolwide: Samueli Academy earned high performance levels on the 2025 California School Dashboard Suspension Rate Indicator, receiving a Green performance level for All Students, Socioeconomically Disadvantaged students, Hispanic students, and White students, and a Blue performance level, the highest of the five performance levels, for the Asian student group. Because the Suspension Rate Indicator improves as fewer students are suspended, these performance levels reflect the school's success in keeping students engaged in learning and in responding to student behavior through supportive rather than exclusionary means.

This result was driven by a substantial decline in the school's suspension rate, which decreased to 2.1% for All Students in the 2024-25 school year, down from 6.1% in 2023-24, a reduction of 4.0 percentage points. This improvement reflects the numerous actions, programs, and services the school provides to engage students and reduce suspensions. Samueli Academy has worked to improve school climate and student engagement and to provide comprehensive wraparound services for all students, including restorative practices and alternatives to suspension, mental health and crisis support services, and coordinated supports that address the underlying needs contributing to student behavior. Rather than removing students from the learning environment, the school responds to behavior with meaningful interventions that keep students connected to school and on track academically.

Achieving high performance levels across All Students and multiple student groups, including a Blue performance level for the Asian student group and Green performance levels for the Socioeconomically Disadvantaged and Hispanic student groups, demonstrates that Samueli Academy is reducing suspensions equitably across its community. This outcome affirms the effectiveness of the school's investment in a safe, supportive, and inclusive learning environment in which every student can remain engaged and succeed.

Science Academic Indicator Needs Assessment (2025 CA School Dashboard)

Samueli Academy conducted a comprehensive needs assessment focused on the Science Academic Indicator to inform its 2026-27 Local Control and Accountability Plan (LCAP). This reflection documents schoolwide and student group performance on the 2025 California School Dashboard and the 2024-25 California Science Test (CAST), identifies strengths and demonstrated growth, examines the greatest areas of need, surfaces resource inequities, and outlines the evidence-based plan of action that will guide instructional improvement during the 2026-27 school year.

Performance Overview

On the 2025 California School Dashboard, Samueli Academy's English Learner student group received an Orange performance level on the Science Academic Indicator, while the Long-Term English Learner student group received a Red performance level. The 2024-25 CAST results, summarized below, identify a clear performance gap between the schoolwide average and the EL and LTEL student groups, with Long-Term English Learners performing approximately 20.1 points below the schoolwide average.

Student Group	2025 Dashboard Performance Level	2024-25 Science Points
All Students (Schoolwide)	Yellow	**51.8**
English Learners (EL)	Orange	**40.1**
Long-Term English Learners (LTEL)	Red	**31.7**
Socioeconomically Disadvantaged (SED)	Yellow	**47.4**
Hispanic Students	Yellow	**49.3**

CAST proficiency distribution analysis identified additional concerns. Among Long-Term English Learners, 67% of students scored at Level 2 on the CAST, 33% scored at Level 1, and 0% reached the proficient or advanced range. The performance gap by socioeconomic status is similarly pronounced: only 18% of Socioeconomically Disadvantaged students scored proficient or advanced on the CAST, compared with 51% of students who are not socioeconomically disadvantaged, a gap of 33 percentage points.

Data Analyzed

Samueli Academy's needs assessment process drew on multiple sources of quantitative and qualitative evidence to develop an accurate, contextualized understanding of student performance and instructional practice. Data sources included:

- 2024-25 CAST results (schoolwide and disaggregated by student group)
- 2024-25 and 2025-26 NWEA MAP Growth Science assessment data
- Classroom observations conducted by the leadership team
- Science Department Professional Learning Community (PLC) data on student performance interpreting scientific results, with a specific focus on making inferences based on evidence
- Student work samples reviewed during PLC analysis cycles

Educational Partners Engaged

Samueli Academy engaged the following educational partners in the analysis of Science Academic Indicator performance and the development of this needs assessment:

Leadership Team

- Science Teachers, through the Science Department PLC
- Special Education Team

Identified Strengths and Demonstrated Growth

Samueli Academy identified several program strengths and clear evidence of growth in science achievement during the 2024-25 school year that provide a foundation for continued improvement.

Program Structure: Samueli Academy offers an Honors option in science courses that provides a rigorous, personalized pathway and builds student agency. The Science Department has also achieved strong instructional alignment around shared expectations for scientific reasoning, including consistent use of the Claim, Evidence, Reasoning (CER) framework across courses.

NWEA MAP Growth Science Assessment Gains: Year-over-year growth from Fall to Spring administration of the NWEA MAP Growth Science assessment provides evidence that current instruction is producing measurable improvement in science achievement:

- 9th grade students increased their average percentile score from 39% to 45%, a 6 percentage point gain.
- 10th grade students increased their average percentile score from 58% to 61%, a 3 percentage point gain.
- 9th grade students demonstrated growth across all NGSS science domains, with the most significant gains (6%) in the Earth and Space Science domain.
- 10th grade students demonstrated growth across all NGSS science domains, with the most significant gains (7%) in the Life Science domain.

Greatest Needs and Affected Student Groups

The needs assessment identified several specific areas requiring focused attention, with particular concern for performance gaps affecting Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

- **Department Alignment on NGSS Science and Engineering Practices (SEPs):** Although the department has aligned around the CER framework, additional work is needed to develop common expectations across all eight NGSS Science and Engineering Practices, ensuring consistent rigor and progression across courses and grade levels.
- **Students with Disabilities:** Students with Disabilities are less likely than their peers to demonstrate success on the CAST, indicating a need for stronger instructional supports, scaffolds, and aligned accommodations within general education science classrooms.
- **Long-Term English Learners:** LTEL student performance on the 2024-25 CAST is the most acute area of need. With 0% of LTEL students reaching proficiency on the CAST and the student group receiving a Red performance level on the 2025 Dashboard, intentional, evidence-based instructional design and language support are essential.
- **Socioeconomically Disadvantaged Students:** The 33% gap in CAST proficiency between SED and non-SED students reflects systemic inequities in access to academic vocabulary development, supplemental science enrichment, and individualized support.

Issues Identified This Year

Through PLC analysis, classroom observations, and review of student work samples, science teachers identified the following classroom-level issues during the 2025-26 school year:

- Scientific Reasoning: Students' ability to make inferences and refer to data to support claims was identified as a primary area of instructional need. The Science Department PLC is actively examining student work and refining instruction in this area.
- Literacy and Vocabulary: Literacy is a schoolwide need, with particular impact on EL and LTEL students. Science teachers have begun supporting EL students' content vocabulary development through morphology-focused instruction, recognizing that academic language access is a prerequisite for scientific reasoning.
- Attendance: Students who are chronically absent are scoring the lowest on assignments and summative assessments in science, reinforcing the established connection between attendance and academic outcomes.
- Staffing Continuity: Two of six science teachers have gone on leave during the 2025-26 school year, creating instructional continuity challenges that have affected pacing, depth of feedback, and consistency of practice across sections.

Resource Inequities Identified

Using the Resource Equity Diagnostic framework, Samueli Academy identified two specific dimensions of resource inequity contributing to the achievement gaps documented above.

- **Dimension 2: Teaching Quality and Diversity**: Representation of EL students is disproportionately low among students earning A and B grades in science courses, as well as among students reaching proficiency on the CAST and the NWEA MAP Growth Science benchmarks. EL students struggle with content vocabulary in ways that limit their access to grade-level science content and reasoning, indicating a need for systematic, integrated language development across the science curriculum.
- **Dimension 5: Instructional Time and Attention**: EL students require intentional English Language Development (ELD) support beyond what they currently access during the instructional day. The absence of leveled ELD instruction designed to address the specific academic language demands of science contributes to the persistent performance gap for EL and LTEL students.

Root Cause Analysis

Synthesizing performance data, classroom observations, and educational partner input, Samueli Academy identified the following root causes underlying current science achievement gaps:

- **Literacy Development:** Insufficient systematic literacy support, particularly for academic and content-specific language, is limiting student access to scientific reasoning tasks.
- **Chronic Absenteeism:** Chronically absent students are not receiving consistent instruction or formative feedback, leading to compounding learning loss and lower performance on summative assessments.
- **EL Coordinator Support for Lesson Design:** Science teachers need ongoing collaboration with the EL Coordinator to embed evidence-based ELD practices into science lesson design and to systematically track EL student progress.

2026-27 Action Plan: Building on identified strengths and addressing the root causes documented above, Samueli Academy will implement the following evidence-based interventions during the 2026-27 school year. These actions are designed to close performance gaps for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students while continuing schoolwide growth in science achievement.

- **Common Classroom Routines and Procedures to Build Student Agency**: All science classrooms will implement common routines and procedures aligned to the school's instructional vision, with particular emphasis on routines that build student agency in scientific reasoning. This includes consistent expectations for the Claim, Evidence, Reasoning (CER) framework, structured academic discourse protocols, and routines that support students in interpreting scientific results and making inferences from data. Common routines reduce cognitive load for students managing multiple courses, support teacher coverage during staffing transitions, and create a predictable structure within which students can take increasing ownership of their learning.
- **Leveled English Language Development (ELD) Class**: Samueli Academy will offer a leveled ELD class designed to provide intentional, differentiated language development support based on each student's English proficiency level. The leveled structure ensures that newcomer English Learners, developing English Learners, and Long-Term English Learners receive instruction targeted to their specific linguistic and academic needs, with explicit attention to the academic language demands of science. This action directly responds to the resource inequity identified in Dimension 5 (Instructional Time and Attention) and is intended to accelerate progress toward English language proficiency and reclassification while strengthening access to grade-level science content.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Expenditures: Samueli Academy will expend a total of $463,222.68 in LREBG funds for 2026-27 across the expenditures described below.

Needs Assessment: Samueli Academy's comprehensive needs assessment, conducted in accordance with EC Section 32526(d), identified academic achievement gaps, social-emotional and attendance needs, and the acceleration of learning for its highest-need student groups as the school's most significant learning recovery priorities. On the 2024 California School Dashboard, the English Learner and Long-Term English Learner student groups received Red performance levels across multiple indicators, including the English Language Arts and Mathematics Academic Indicators, the English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate, resulting in the school's eligibility for Differentiated Assistance under Education Code Section 52071, with the Riverside County Office of Education assigned to provide technical assistance. The 2025 Dashboard reflected meaningful improvement, with the English Learner Progress Indicator reaching Green and the ELA and Mathematics Academic Indicators improving, while science remained an area for continued growth, including a Red performance level in science for the Long-Term English Learner student group. Because Samueli Academy is a secondary school, the majority of its English Learners (92%) are Long-Term English Learners. The needs assessment also identified that chronic absenteeism is driven primarily by mental health challenges and medical fragility, including hospitalizations, and that Students with Disabilities remain below grade level despite measurable growth. These findings establish the need for sustained academic intervention, extended learning time, embedded instructional support, and coordinated social-emotional and attendance support for the school's unduplicated student groups.

Goal 1, Action 2: Addressing Academic Needs and Supports to Accelerate Learning

Expenditure 1: Summer School Programming

Position (LCAP Goal and Action): Summer School Programming (Goal 1, Action 2)

Amount of LREBG Funds: $48,460.00

Rationale: Summer school programming provides extended learning opportunities for students requiring Tier 2 and Tier 3 academic intervention in reading and mathematics during intersessional periods. The program delivers intensive academic support to students whose learning was most disrupted, including English Learners, Long-Term English Learners, and Students with Disabilities, and includes a non-credit summer program for rising ninth graders focused on literacy and mathematics development. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs and additional academic services, and it supports expanded learning opportunity program services.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through summer programming, when delivered by credentialed educators using structured curricula aligned to school-day instruction, produces measurable academic gains and mitigates summer learning loss, particularly for students from low-income households and English Learners, consistent with studies meeting ESSA Tier 2 evidence standards.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by student group as reported on the California School Dashboard performance levels for the ELA and Mathematics Academic Indicators.

Expenditure 2: Credit Recovery for High School Students

Position (LCAP Goal and Action): Credit Recovery for High School Students (Goal 1, Action 2)

Amount of LREBG Funds: $43,614.00

Rationale: In-year credit recovery options provide high school students who have fallen behind in credits with a structured pathway to recover coursework and remain on track for A-G completion and graduation. Credit recovery directly addresses learning disruption by allowing students to demonstrate mastery of standards they did not initially complete, supporting timely progress toward a college-preparatory diploma. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services for pupils.

Evidence Tier: Tier 3 (Promising Evidence). Structured credit recovery programs that are standards-aligned and supported by credentialed teachers are associated with improved credit accumulation and on-track-to-graduate rates for students who experienced academic disruption, consistent with studies meeting ESSA Tier 3 evidence standards.

Metric(s): A-G completion rates; on-track-to-graduate and graduation rates disaggregated by student group; California School Dashboard College/Career Indicator.

Expenditure 3: School-Day Embedded Tutoring Services

Position (LCAP Goal and Action): School-Day Embedded Tutoring Services, Four Tutors (Goal 1, Action 2)

Amount of LREBG Funds: $27,062.50

Rationale: Samueli Academy employs four tutors who provide push-in and pull-out academic support across all subjects during the instructional day based on student need. Students are recommended for tutoring as part of the MTSS process, and tutoring is delivered within the school day so that students who experienced learning disruption receive additional adult-guided instruction without being removed from grade-level content for extended periods. School-day embedded tutoring ensures that intervention reaches students at the point of need and is monitored through the school's MTSS structures. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 1 (Strong Evidence). High-dosage tutoring delivered consistently during the school day is identified in rigorous research meeting ESSA Tier 1 evidence standards as among the most effective interventions for accelerating learning recovery, with the strongest effects observed when tutoring is frequent, aligned to core instruction, and targeted to identified student needs.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by student group as reported on the California School Dashboard performance levels for the ELA and Mathematics Academic Indicators.

Expenditure 4: Delta Math Program

Position (LCAP Goal and Action): Delta Math Program (Goal 1, Action 2)

Amount of LREBG Funds: $5,000.00

Rationale: All mathematics courses use the Delta Math program to reinforce concepts taught in class and to provide individualized, skill-building practice for students who require additional support. Delta Math allows teachers to assign targeted practice that addresses foundational and procedural skill gaps identified through classroom assessment and the MTSS process, supporting students whose mathematics learning was disrupted. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). Technology-based, individualized mathematics practice that provides targeted skill reinforcement aligned to classroom instruction is associated with improved mathematics outcomes for students performing below grade level, consistent with studies meeting ESSA Tier 2 evidence standards.

Metric(s): Delta Math usage and completion data; NWEA MAP Growth Mathematics results disaggregated by student group; CAASPP Mathematics Distance from Standard; course grades in mathematics.

Expenditure 5: Instructional Aides

Position (LCAP Goal and Action): Instructional Aides (Goal 1, Action 2)

Amount of LREBG Funds: $306,188.45

Rationale: Instructional Aides provide tiered, push-in academic support throughout the instructional day for students who are struggling academically, with emphasis on English Learners, Long-Term English Learners, and Students with Disabilities. Instructional Aides deliver real-time academic support within the general education classroom, enabling students who experienced learning disruption to receive additional adult-guided instruction during core ELA and Mathematics instruction without being removed from grade-level content, and they reinforce language scaffolds for English Learners during designated and integrated English Language Development. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in reading and mathematics, and push-in models that maintain access to grade-level content are supported by studies meeting ESSA Tier 2 evidence standards.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by student group as reported on the California School Dashboard performance levels for the ELA and Mathematics Academic Indicators.

Goal 1, Action 3: Addressing Social-Emotional and Behavioral Student Needs

Expenditure 6: Student Success Coordinator

Position (LCAP Goal and Action): Student Success Coordinator (Goal 1, Action 3)

Amount of LREBG Funds: $32,897.73 (the Student Success Coordinator is partially funded with Title I funds and partially funded with LREBG funds; the LREBG-funded portion is $32,897.73)

Rationale: The Student Success Coordinator carries a caseload of students who are in foster care or who qualify as McKinney-Vento and conducts regular check-ins addressing academic performance, attendance, and social-emotional needs. The Coordinator provides daily support in the form of basic needs such as hygiene supplies, food, and clothing, and connects families with long-term support from outside agencies. By removing non-academic barriers and providing consistent, trusted support for the school's most vulnerable students, this position addresses the social-emotional and attendance barriers that contribute to chronic absenteeism, which the needs assessment identified as driven primarily by mental health challenges and medical fragility. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). Coordinated, wraparound support services that connect students experiencing homelessness, foster care, or social-emotional barriers to academic, attendance, and basic-needs support are associated with improvements in attendance and engagement, consistent with studies meeting ESSA Tier 2 evidence standards.

Metric(s): Chronic absenteeism rates and California School Dashboard Chronic Absenteeism Indicator performance levels disaggregated by student group, including foster youth and homeless students; average daily attendance rate; and student climate survey results for sense of safety and connectedness.

LCAP Alignment

All six expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. Summer School Programming, Credit Recovery, School-Day Embedded Tutoring Services, the Delta Math Program, and Instructional Aides are included under Goal 1, Action 2. The Student Success Coordinator is included under Goal 1, Action 3. The LREBG-funded amounts represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, Title funding, and other applicable funding sources. The Student Success Coordinator is funded through a combination of Title I and LREBG funds, with the LREBG-funded portion identified above.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. Discussion of the use of LREBG funds and Title funding took place across the school's educational partner engagement, including with administrators, teachers, classified and other personnel, students, the Student Advisory Committee, parents, the Parent Advisory Committee, and the combined ELAC, DELAC, and EL-PAC. Administrators and teachers emphasized continued development of MTSS supports, embedded tutoring, and intervention for students in high-need student groups, and classified staff emphasized increased middle school intervention and support for students with foundational skill gaps. Families emphasized stronger support systems for struggling students, including small group intervention and individualized learning tools, as well as support for students with disabilities. The needs assessment and expenditure plan were reviewed through the school's advisory committee processes, including consultation with the El Dorado Charter SELPA regarding services for Students with Disabilities.

2024 CA SCHOOL DASHBOARD

The following table reflects Samueli Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Red	Yellow	Blue	Orange	Orange	Blue
English Learners	Red	Red	Red	--	Red	Red	--
Long-Term English Learners	Red	Red	Red	--	Red	Red	--
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Red	Yellow	Blue	Orange	Orange	Green
Students with Disabilities	N/A	--	Green	--	Red	Red	--
African American	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	Blue	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Orange	Yellow	Blue	Orange	Orange	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	--	--	N/A
White	N/A	--	Yellow	--	--	--	--
Two or More Races	N/A	--	--	N/A	--	--	N/A

ELA Needs Assessment (2024 Dashboard

Samueli Academy received RED performance levels on the 2024 CA School Dashboard for multiple student groups in ELA, that includes English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD),) student groups; and Orange Performance level for All Students; Socioeconomically Disadvantaged and Hispanic student groups. This needs assessment identifies critical gaps in reading comprehension, writing proficiency, and academic language development that require immediate and sustained intervention.

Current Performance Data

2024 CA School Dashboard - ELA Performance Levels

All students performed at Orange level, scoring 13 points below standard. Hispanic students also achieved Orange performance with 26.3 points below standard. The most concerning results emerged among English Learners, who received RED performance levels at 84.5 points below standard. Long-Term

English Learners similarly received RED performance level at 137 points below standard; Students with Disabilities received RED performance levels at 107.3 points below standard; and Socioeconomically Disadvantaged students performed at Orange level with 27.1 points below standard,

Supporting Assessment Data

ELA College Readiness assessments revealed that 35.07% of students achieved Level 3 and 22.39% reached Level 4 in the 2023-24 school year. ELPAC proficiency rates declined from 27.64% in 2022-23 to 24.19% in 2023-24, indicating regression in English language development. The reclassification rate showed slight improvement from 8% to 8.4% between these same years, though this remains well below optimal levels.

Identified Resource Inequities

- **Reading Intervention and Literacy Support Disparities:** The most significant resource inequity at Samueli Academy involves the absence of dedicated reading specialists and insufficient reading intervention programs during regular school hours. While some students receive informal literacy support through teacher office hours, many English Learners and Students with Disabilities lack access to systematic, evidence-based reading interventions that could accelerate their literacy development. This creates a two-tiered system where students with stronger foundational skills continue to advance while those with reading difficulties fall further behind without appropriate specialized support.
- **Professional Development and Teacher Capacity Gaps:** Unequal access to high-quality professional development in literacy instruction creates significant disparities in classroom teaching quality. While some teachers have received training in Academic Conversations and EL strategies, others lack adequate preparation for supporting diverse learners in literacy development. The insufficient teacher knowledge of literacy instruction particularly affects English Learners and Students with Disabilities, who require specialized pedagogical approaches that many general education teachers have not been trained to provide.
- **Instructional Materials and Technology Access Inequities:** Resource disparities exist in access to differentiated instructional materials, culturally relevant texts, and technology platforms that support literacy development. Students from low-income families may lack access to books, reading materials, and digital literacy resources at home, creating unequal opportunities for literacy practice outside of school. The digital divide affects students' ability to access online reading programs and complete technology-based literacy assignments, particularly impacting families without reliable internet access or appropriate devices.
- **Language and Cultural Resource Barriers:** English Learners face systemic barriers to accessing grade-level curriculum due to insufficient scaffolding and limited availability of translated materials or bilingual support. The lack of comprehensive home language literacy development opportunities prevents students from building on their linguistic assets while developing English proficiency. Cultural disconnects between school literacy practices and students' home experiences create additional barriers to engagement and academic success.
- **Student Support Services and Wraparound Resources:** Students experiencing trauma, housing instability, or other socioeconomic challenges face barriers to literacy learning that extend beyond academic instruction. Mental and physical health needs unmet for chronically absent students create compounding effects on reading development and school engagement. The absence of comprehensive wraparound services means that some students cannot focus on literacy learning while struggling with basic needs that interfere with consistent school attendance and academic concentration.

Identified Performance Gaps

- **Reading Comprehension Deficits:** Students across EL and LTEL populations demonstrate consistently low Lexile levels, with reading tasks frequently falling outside their Zone of Proximal Development. Foundational literacy skills remain inconsistent, and students show limited progress on NWEA MAP reading assessments. These deficits create barriers to accessing grade-level content across all academic disciplines.

- **Academic Language Development:** The depth of academic vocabulary remains insufficient for grade-level expectations. Students receive limited opportunities for oral language practice in content areas, resulting in shallow discourse patterns during classroom discussions. Cultural and linguistic barriers further compound these challenges, affecting meaningful participation in academic conversations.
- **Writing Proficiency Gaps:** Writing samples across all student groups reveal significant weaknesses in academic writing conventions and content development. Samueli Academy currently lacks comprehensive writing intervention programs, and writing instruction varies inconsistently across disciplines. Students struggle particularly with argumentative and analytical writing tasks required for college and career readiness.
- **Engagement and Participation Issues:** Inconsistent engagement in ELA coursework stems from multiple factors including student confidence barriers, particularly among English Learners. Cultural norms may discourage active classroom participation, while limited sense of belonging affects students' willingness to take academic risks necessary for language development.

Root Cause Analysis

- **Instructional Factors:** Limited differentiated instruction prevents adequate scaffolding and accommodations for diverse learners. Tier 1 instruction lacks systematic, evidence-based literacy approaches, while teacher capacity gaps indicate insufficient professional development in literacy strategies specifically designed for ELs and SWD. The absence of targeted reading intervention programs further compounds these instructional challenges.
- **Systemic Factors:** Resource inequities create unequal access to instructional materials and supports across student populations. Assessment practices show limited alignment with formative assessment principles that should guide instruction. The lack of coherent 7-12 grade literacy progression creates gaps in student learning, while insufficient use of student data prevents informed instructional decision-making.
- **Student-Centered Factors:** Language barriers significantly affect student access to curriculum, while confidence issues stem from students feeling their ideas and contributions lack value in academic settings. Current grouping strategies fail to meet diverse learner needs effectively. The absence of strong individual connections between students and educators negatively impacts motivation and academic engagement.

Input from Educational Partners

- **Student Voice from Empathy Interviews:** Interviews with 8th, 11th, and 12th grade EL students revealed consistent challenges with academic vocabulary and complex texts. Students expressed preferences for visual and hands-on learning approaches while identifying needs for more individualized support and feedback. They requested culturally relevant learning materials and described ongoing challenges with speaking confidence in academic settings.
- **Educator Feedback:** Teachers consistently request additional professional development in EL strategies and more planning time for differentiated instruction. Educators desire better assessment tools and data analysis support while seeking coaching in implementing accommodations effectively. Staff members recognize the need for systematic approaches to supporting diverse learners but require additional resources and training.
- **Family Input:** Families request enhanced support in understanding academic expectations and need for comprehensive translated materials and interpreter services. Parents desire workshops focused on supporting literacy development at home and express interest in better understanding the grading system and academic progress monitoring. Many families seek deeper engagement in their children's educational journey.

Strategic Interventions and Recommendations

Immediate Actions for 2025-26 School Year

- The hiring of a Reading Specialist represents the most critical immediate need. This position will collaborate directly with teachers on effective literacy strategies while providing targeted support for reading and writing skill development, with specific focus on EL student needs and evidence-based interventions.
- Expanding ELD programming through adding a designated ELD class for middle school students in grades 7-8 will create more opportunities for focused language development and academic support. Simultaneously, strengthening integrated ELD across all content areas and implementing systematic EL support during instructional time will provide comprehensive language development opportunities.
- Professional development enhancement must include intensive literacy development training for all instructional staff, coupled with EL-specific pedagogical strategies workshops. Training in culturally responsive teaching practices and data analysis for instructional planning will build teacher capacity to serve diverse learners effectively.

Medium-Term Strategies Over 1-2 Years

- Curriculum and instruction alignment requires developing a coherent 7-12 literacy scope and sequence while implementing evidence-based reading intervention programs. Establishing systematic formative assessment protocols and creating differentiated instructional materials and resources will support improved student outcomes across all grade levels.
- Enhancement of the Multi-Tiered System of Supports must strengthen Tier 1 instruction through universal design principles while implementing targeted Tier 2 interventions for at-risk students. Developing intensive Tier 3 supports for students with significant gaps, combined with regular progress monitoring and data review cycles, will ensure comprehensive support for all learners.
- Family and community engagement initiatives should include multilingual literacy workshops for families and improved home-school communication systems. Building community partnerships for authentic learning experiences and establishing student mentorship and peer support programs will create broader networks of support for student success.

Long-Term Goals Over 3-5 Years

Systemic transformation requires building a comprehensive literacy culture across all disciplines through sustained professional learning communities. Implementing data-driven decision making at all levels while ensuring equitable access to advanced literacy opportunities will create lasting change in student outcomes and educational equity.

Addressing the ELA performance gaps at Samueli Academy requires a comprehensive, multi-faceted approach that combines evidence-based interventions, professional development, family engagement, and systemic supports. The focus on English Learners and other historically underserved populations must be maintained through culturally responsive practices, differentiated instruction, and sustained commitment to equity.

Success will depend on collaborative implementation, regular monitoring of progress, and adaptive adjustments based on ongoing data analysis and stakeholder feedback. With dedicated resources and sustained effort, Samueli Academy can significantly improve ELA outcomes for all students while closing achievement gaps and promoting educational equity.

This needs assessment will be reviewed and updated annually based on new data, stakeholder feedback, and implementation progress to ensure continued relevance and effectiveness in addressing student needs.

Math Needs Assessment (2024 Dashboard)

Samueli Academy received RED performance levels on the 2024 CA School Dashboard for multiple student groups in Mathematics, with significant concerns for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD). This comprehensive needs assessment identifies critical gaps in foundational mathematics skills, mathematical reasoning, and problem-solving abilities that require immediate and sustained intervention to ensure all students achieve college and career readiness in mathematics.

Current Performance Data

2024 CA School Dashboard - Mathematics Performance Levels

All students performed at Orange level, scoring 77.2 points below standard, representing a 10-point decline from previous year. Hispanic students achieved Orange performance with 91.8 points below standard. English Learners received RED performance levels at 126.3 points below standard, while Long-Term English Learners similarly received RED performance levels at 164.5 points below standard; Students with Disabilities received RED performance levels at 135.1 points below standard; and Socioeconomically Disadvantaged students performed at Orange level with 89.8 points below standard.

Supporting Assessment Data

Mathematics College Readiness assessments revealed that only 9.7% of students achieved Level 3 and 7.46% reached Level 4 during the 2023-24 school year, representing concerning declines from the previous year's 13.39% Level 3 and 7.09% Level 4 performance. These results indicate that 7.46% of students demonstrate readiness for college-level mathematics coursework.

NWEA MAP Growth assessments provide additional insight into student mathematical development, with data showing varied performance across grade levels and student subgroups. Samueli Academy has implemented iXL Math supplemental programming for grades 8-12 and Delta Math for grade 7 to address foundational skill gaps.

Identified Resource Inequities

- **Mathematics Intervention and Support Services Disparities:** The most significant resource inequity at Samueli Academy involves unequal access to mathematics intervention services during the instructional day. While some students receive adequate tutoring and support through office hours, many English Learners and Students with Disabilities face barriers to accessing these services due to scheduling conflicts, transportation issues, or cultural factors that discourage help-seeking behavior. The limited availability of in-school mathematics intervention time creates a system where students with greater social capital and family resources are more likely to receive the additional support they need.
- **Instructional Resource and Material Gaps:** Classroom-level resource inequities manifest through insufficient mathematics manipulatives, visual aids, and hands-on learning materials that are particularly crucial for English Learners and students with diverse learning styles. The absence of adequate reading specialist support directly impacts mathematics achievement, as mathematical word problems and complex texts require strong literacy skills that many students lack. These gaps disproportionately affect students who have not had access to high-quality elementary mathematics education or those whose primary language is not English.
- **Technology Access and Digital Divide Issues:** Significant disparities exist in student access to technology platforms and digital mathematics resources both at school and at home. While Samueli Academy provides iXL Math and Delta Math programs, students from low-income families may lack reliable internet access or appropriate devices to fully utilize these resources outside of school hours. This digital divide prevents equitable implementation of technology-enhanced mathematics learning and creates additional barriers for students who need the most practice and support.

- **Professional Development and Teacher Capacity Inequities:** Unequal access to high-quality professional development in mathematics pedagogy creates inconsistent instructional quality across classrooms. Some teachers have benefited from UCI Math Program coaching and specialized training, while others have not received adequate preparation for supporting English Learners and Students with Disabilities in mathematics learning. This professional development gap results in some students receiving evidence-based, culturally responsive mathematics instruction while others experience less effective teaching practices.
- **Student Support Services Access Barriers:** Students experiencing housing instability, food insecurity, or other socioeconomic challenges face additional barriers to mathematics learning that extend beyond academic instruction. Mental and physical health needs remain unmet for chronically absent students, creating compounding effects on mathematics achievement. The lack of wraparound services and comprehensive student support systems creates unequal learning conditions where some students can focus entirely on academics while others struggle with basic needs that interfere with learning.

Identified Performance Gaps

- **Foundational Mathematics Skills Deficits:** Students across all grade levels demonstrate significant gaps in fundamental mathematical concepts and computational fluency. These foundational deficits create barriers to accessing grade-level content and understanding more complex mathematical concepts. The gaps are particularly pronounced among English Learners and Students with Disabilities, who require specialized instructional approaches to develop both mathematical understanding and academic language simultaneously.
- **Mathematical Reasoning and Problem-Solving Challenges:** Students struggle with multi-step problem-solving processes and mathematical reasoning tasks that require critical thinking and application of mathematical concepts. The ability to analyze, synthesize, and evaluate mathematical information remains underdeveloped across student populations. These challenges are compounded by limited exposure to authentic problem-solving experiences and insufficient scaffolding for complex mathematical thinking.
- **Academic Language and Communication Barriers:** Mathematical discourse and communication represent significant challenges, particularly for English Learners who must navigate both mathematical concepts and academic language simultaneously. Students demonstrate limited ability to explain mathematical reasoning, justify solutions, or engage in mathematical argumentation. The intersection of language development and mathematical understanding requires specialized instructional strategies.
- **Engagement and Confidence Issues:** Mathematics anxiety affects student engagement and willingness to persevere through challenging mathematical tasks. Many students, particularly English Learners and Long-Term English Learners, demonstrate low confidence in their mathematical abilities, leading to reduced participation and academic risk-taking. Cultural factors may also influence student engagement with mathematics learning.

Root Cause Analysis

- **Instructional Factors:** Limited differentiated instruction prevents adequate scaffolding for diverse mathematical learners. Teachers require enhanced professional development in mathematics pedagogy, particularly for supporting English Learners and Students with Disabilities in mathematics learning. The current instructional approach may not adequately address the intersection of language development and mathematical understanding.
- Insufficient integration of the UCI Math Program partnership indicates underutilization of available expertise and resources. While coaching and curriculum support exist through this partnership, implementation may lack consistency across classrooms and grade levels. The potential for expanding this collaboration remains unrealized.

- **Systemic Factors:** Resource allocation for mathematics intervention during the school day remains limited, creating barriers for students who require additional support beyond regular classroom instruction. The underutilization of tutoring services suggests that current support structures may not align with student needs or accessibility preferences.
- Significant resource inequities compound mathematical learning challenges across student populations. Limited targeted mathematics intervention programs during school hours create unequal access to support services, with some students receiving adequate assistance while others struggle without appropriate interventions. The absence of sufficient reading specialists directly impacts mathematics achievement, as many mathematical tasks require strong literacy skills that English Learners and struggling readers lack.
- Instructional resource disparities affect classroom learning environments, with insufficient mathematics manipulatives, visual aids, and technology access limiting hands-on learning opportunities. The lack of comprehensive teacher knowledge in literacy instruction creates additional barriers for students who struggle with mathematical word problems and complex mathematical texts, particularly affecting English Learners and Students with Disabilities who require both mathematical and linguistic support.
- Teacher capacity in implementing differentiated strategies specifically for mathematics instruction requires enhancement. Professional development opportunities focused on mathematics pedagogy, particularly for diverse learners, need expansion and systematic implementation across all mathematics teaching staff. Unequal access to professional development opportunities and coaching support creates inconsistent instructional quality across mathematics classrooms.

Student-Centered Factors

- Mathematics foundational gaps create significant barriers to grade-level success, while insufficient scaffolding for English Learners and Students with Disabilities compounds learning challenges. Peer support systems remain underutilized, limiting opportunities for collaborative learning and peer tutoring that could enhance mathematical understanding and confidence.
- Resource inequities at the student level manifest through unequal access to mathematics support tools and interventions. Students identified as needing additional support may not receive consistent access to mathematics intervention specialists, tutoring services, or appropriate accommodations. The underuse of tutoring programs particularly affects English Learners and Students with Disabilities, who may face cultural, linguistic, or logistical barriers to accessing available support services.
- Mental and physical health needs remain unmet for chronically absent students, creating additional barriers to consistent mathematics learning. Students experiencing housing instability, food insecurity, or other socioeconomic challenges may lack adequate home support for mathematics learning, including access to technology, quiet study spaces, or family members who can provide academic assistance.
- Student access to and utilization of support services varies significantly, with some students not engaging with available tutoring and office hours. Cultural and linguistic factors may influence student willingness to seek help or participate in mathematical discourse. The digital divide affects students' ability to access online mathematics resources and complete technology-based assignments, particularly impacting students from low-income families who may lack reliable internet access or appropriate devices at home.

Educational Partner Input Summary

- **Student Feedback and Observations:** Students demonstrate appreciation for hands-on mathematical activities and real-world applications that connect mathematics to their interests and experiences. However, many express frustration with abstract mathematical concepts and traditional instructional approaches that emphasize procedural over conceptual understanding.
- English Learner students particularly benefit from visual representations, manipulatives, and collaborative learning opportunities that allow for mathematical communication in multiple modalities. Students consistently request more individualized support and additional time to process mathematical concepts.

- **Educator Perspectives:** Mathematics teachers recognize the need for enhanced professional development in supporting diverse learners, particularly in addressing the intersection of language development and mathematical understanding. Teachers express interest in expanding the UCI Math Program collaboration and implementing more systematic approaches to differentiated instruction.
- Staff members identify the need for additional planning time to develop appropriate scaffolding and accommodations for English Learners and Students with Disabilities. Teachers desire better assessment tools for diagnosing mathematical understanding and monitoring student progress effectively.
- **Family Engagement Insights:** Families express concern about their ability to support mathematics learning at home, particularly when instructional approaches differ from their own educational experiences. Parents of English Learner students request additional resources for understanding mathematical expectations and supporting homework completion.
- Many families demonstrate interest in workshops focused on mathematics support strategies and understanding the connection between mathematical skills and college/career readiness. Parents seek better communication about student progress and specific areas where additional support is needed.

Strategic Interventions and Recommendations

Immediate Actions for 2025-26 School Year

- Expanding in-school mathematics support time represents the most critical immediate intervention. This includes creating dedicated periods for mathematics intervention, increasing access to tutoring during school hours, and implementing systematic progress monitoring for students receiving additional support. Addressing resource inequities requires prioritizing access for English Learners, Students with Disabilities, and socioeconomically disadvantaged students who may face additional barriers to learning.
- Hiring a reading specialist to collaborate with mathematics teachers addresses the critical intersection of literacy and mathematical learning. This position will support students who struggle with mathematical word problems, complex mathematical texts, and academic language required for mathematical communication. The reading specialist will provide evidence-based reading strategies specifically applied to mathematical contexts, supporting both English Learners and struggling readers in accessing grade-level mathematical content.
- Strengthening the UCI Math Program integration through enhanced teacher coaching, expanded curriculum support, and systematic implementation across all mathematics classrooms will leverage existing expertise while building internal capacity. This partnership should focus specifically on supporting English Learners and Students with Disabilities in mathematics learning while ensuring equitable access to high-quality mathematical instruction.
- Promoting mathematics tutoring utilization requires addressing barriers to access and engagement, including transportation, scheduling conflicts, and cultural factors that may discourage help-seeking behavior. This includes scheduling tutoring at optimal times, providing transportation or virtual options, and creating culturally responsive tutoring environments that encourage participation from all student populations.

Medium-Term Strategies Over 1-2 Years

- Comprehensive professional development in mathematics pedagogy must focus specifically on supporting diverse learners and addressing resource inequities in classroom instruction. This includes training in mathematical discourse strategies, differentiated instruction techniques, and assessment practices that support rather than penalize English Learners and Students with Disabilities. Professional development must also address how to maximize limited resources and create equitable learning opportunities for all students regardless of their background or previous educational experiences.
- Implementing systematic mathematics intervention programming during regular school hours will ensure all students receive appropriate support based on identified needs rather than their ability to access after-school services. This requires developing screening and diagnostic procedures, creating targeted intervention curricula, and training staff in evidence-based intervention strategies that address both mathematical understanding and literacy development.

- Addressing resource inequities through strategic resource allocation and grant funding will ensure that mathematics intervention programs, manipulative materials, technology access, and specialist support reach students who need them most. This includes establishing criteria for resource distribution that prioritizes historically underserved populations while maintaining high expectations for all students.
- Expanding the use of technology platforms like Delta Math and iXL while integrating them systematically into classroom instruction will provide individualized practice opportunities and immediate feedback for students. However, implementation must address the digital divide by ensuring all students have reliable access to technology and internet connectivity both at school and at home.

Long-Term Goals Over 3-5 Years

- Developing a comprehensive K-12 mathematics pathway that ensures vertical alignment and addresses foundational skill development at appropriate developmental levels will create coherent learning progressions. This requires collaboration with feeder elementary schools and receiving high schools or colleges.
- Establishing a school-wide mathematical discourse and problem-solving culture will support student engagement and mathematical thinking development. This includes implementing consistent mathematical practices across all content areas and creating authentic problem-solving experiences connected to student interests and career pathways.
- Building family engagement in mathematics learning through comprehensive parent education programs, home-school collaboration strategies, and culturally responsive communication will create broader support networks for student success.

Addressing the mathematics performance gaps at Samueli Academy requires comprehensive, sustained effort focused on evidence-based interventions, professional development, and systematic support for diverse learners. The challenges faced by English Learners, Students with Disabilities, and other historically underserved populations demand specialized approaches that address both mathematical understanding and cultural responsiveness.

Success will depend on collaborative implementation across all educational partners, regular monitoring of progress through multiple measures, and adaptive adjustments based on ongoing data analysis and feedback. The existing partnership with UCI Math Program provides a strong foundation for improvement, while additional interventions and supports will ensure comprehensive service delivery for all students.

With dedicated resources, sustained professional development, and commitment to equity, Samueli Academy can significantly improve mathematics outcomes for all students while closing achievement gaps and ensuring college and career readiness in mathematics for every graduate.

This needs assessment will be reviewed and updated annually based on new performance data, educational partner feedback, and implementation progress to ensure continued relevance and effectiveness in addressing student mathematical learning needs.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) – Needs Assessment (2024 Dashboard)

Samueli Academy received RED performance levels on the 2024 CA School Dashboard for the English Learner Progress Indicator (ELPI) for both English Learners (ELs) and Long-Term English Learners (LTELs). With 41.8% of EL students and 42% of LTEL students making progress toward English language proficiency, Samueli Academy falls significantly below state expectations. This comprehensive needs assessment identifies critical barriers to language acquisition, instructional gaps, and systemic inequities that require immediate and sustained intervention to ensure all multilingual learners achieve English proficiency while maintaining their linguistic assets.

Current Performance Data

2024 CA School Dashboard - ELPI Performance Levels

English Learners received RED performance levels with 41.8% making progress toward English language proficiency, representing a significant decline from the 54.3% baseline established in 2022-23. Long-Term English Learners similarly received RED performance levels with 42% demonstrating progress, indicating persistent challenges in supporting students who have been learning English for six or more years without achieving proficiency.

Supporting Assessment Data

ELPAC proficiency rates declined from 27.64% in 2022-23 to 24.19% in 2023-24, demonstrating regression in overall English language development across the student population. The reclassification rate showed minimal improvement from 8% to 8.4% between these same years, indicating that very few English Learners are achieving the academic English proficiency necessary for full participation in mainstream curriculum.

Current data reveals that 17 students were reclassified during the 2024-25 school year, representing progress but still falling short of the ambitious goals needed to address the substantial population of Long-Term English Learners who have not achieved proficiency despite years of instruction.

Identified Resource Inequities

- **English Language Development Program Disparities:** The most significant resource inequity involves insufficient designated English Language Development (ELD) programming, particularly at the middle school level where foundational language skills are critical for future academic success. While high school English Learners receive some designated ELD support through instructional aides, middle school students lack systematic, daily ELD instruction that could accelerate language acquisition during these crucial developmental years.
- **Specialized Staffing and Expertise Gaps:** Limited access to specialized English Language Development teachers and reading specialists creates unequal opportunities for language acquisition support. The absence of dedicated ELD credentialed teachers means that English Learners often receive language instruction from general education teachers who may lack specialized training in second language acquisition principles and evidence-based ELD pedagogies.
- **Instructional Materials and Curriculum Resource Barriers:** Insufficient access to specialized ELD curriculum, culturally relevant materials, and language development resources creates barriers to effective instruction. English Learners, particularly Long-Term English Learners, require specialized instructional materials that address both academic content and language development simultaneously, but current resources may not adequately support this dual focus.
- **Professional Development and Teacher Capacity Inequities:** Uneven access to high-quality professional development in English Language Development creates inconsistent instructional quality across classrooms. While some teachers have received training through the Ellevation platform and Academic Conversations strategies, others lack adequate preparation for supporting English Learners' unique linguistic and academic needs, resulting in variable instructional quality.
- **Family Engagement and Communication Resource Disparities:** Language barriers prevent equitable family engagement, with limited translation services and cultural responsiveness creating additional obstacles to home-school collaboration. Families of English Learners may lack access to information about language development expectations, progress monitoring, and home support strategies that could accelerate their children's English proficiency development.

Identified Performance Gaps

- **Language Acquisition Progression Challenges:** English Learners demonstrate insufficient progress through ELPAC proficiency levels, with many students remaining at intermediate levels for extended periods without advancing to proficient status. The progression from Emerging to Expanding to Bridging levels occurs too slowly, indicating that current instructional approaches may not provide adequate intensity or focus for language development.
- **Academic Language Development Deficits:** Students struggle with academic language development across content areas, limiting their ability to access grade-level curriculum and demonstrate knowledge through academic discourse. The gap between conversational English proficiency and academic language proficiency remains substantial, preventing students from fully participating in rigorous academic tasks and assessments.
- **Long-Term English Learner Stagnation:** Long-Term English Learners represent a particularly concerning population, having received English instruction for six or more years without achieving proficiency. These students often develop conversational fluency but struggle with academic language demands, creating persistent barriers to reclassification and academic success.
- **Cross-Curricular Language Integration Gaps:** Limited integration of language development objectives across content areas prevents students from receiving consistent language support throughout their academic day. English Learners need systematic language development embedded in mathematics, science, social studies, and other subjects, but current practices may not provide this comprehensive approach.

Root Cause Analysis

- **Instructional Factors:** Limited differentiated instruction for English Learners at various proficiency levels prevents individualized language development support. Teachers require enhanced preparation in second language acquisition principles, academic language development strategies, and culturally responsive pedagogies specifically designed for multilingual learners.
- The underutilization of the Ellevation platform suggests insufficient systematic implementation of evidence-based ELD strategies. While the platform provides comprehensive resources for language development, inconsistent use across classrooms limits its potential impact on student progress.
- **Systemic Factors:** Insufficient designated ELD time, particularly at the middle school level, creates gaps in systematic language instruction that could accelerate proficiency development. The absence of a comprehensive K-12 English Language Development scope and sequence prevents coherent progression planning and creates instructional gaps between grade levels.
- Resource allocation for English Language Development programming remains inadequate, with limited funding for specialized materials, professional development, and staffing that could significantly improve language acquisition outcomes. Assessment practices may not adequately capture language development progress or inform instructional planning for diverse proficiency levels.
- **Student-Centered Factors:** Cultural and linguistic backgrounds are underutilized as assets in language development, with insufficient connection between students' home languages and English acquisition. Students may experience cultural disconnect from school practices, affecting engagement and motivation for language learning.
- Confidence barriers affect student willingness to take risks with language use, participate in academic discourse, and engage in oral language practice necessary for proficiency development. Some students may feel their linguistic identities are not valued, creating psychological barriers to English acquisition.
- **Family and Community Factors:** Limited family understanding of English Language Development expectations and reclassification criteria prevents effective home support for language acquisition. Communication barriers between school and families reduce collaborative efforts to support student progress toward proficiency.
- Cultural factors may influence family perceptions of bilingualism and English acquisition, requiring culturally responsive approaches to family engagement that honor multilingual identities while supporting English proficiency goals.

Educational Partner Input Summary

- **Student Voice and Experiences:** English Learner students consistently express appreciation for visual supports, collaborative learning opportunities, and culturally relevant instruction that connects to their lived experiences. Students indicate preference for learning environments where their home languages are valued and where they can take academic risks without fear of judgment.
- Many students report feeling more confident in small group settings and appreciate peer support from other multilingual learners who share similar language learning experiences. Students desire more opportunities to use academic language in authentic contexts and to see connections between their cultural backgrounds and academic content.
- **Educator Perspectives:** Teachers recognize the need for enhanced professional development in English Language Development pedagogies and assessment strategies. Educators express interest in expanding systematic use of the Ellevation platform and implementing more consistent language development strategies across content areas.
- Staff members identify the need for additional planning time to develop appropriate language objectives and scaffolding for diverse proficiency levels. Teachers desire better progress monitoring tools and more frequent opportunities to collaborate on language development strategies.
- **Family Engagement Insights:** Families express strong interest in understanding English Language Development expectations and supporting their children's progress toward proficiency. Parents appreciate translation services and culturally responsive communication but request more comprehensive information about language development timelines and home support strategies.
- Many families demonstrate pride in their multilingual identities and seek assurance that English acquisition will not diminish their children's connection to home languages and cultures. Parents request workshops focused on bilingual development and understanding the reclassification process.

Strategic Interventions and Recommendations

Immediate Actions for 2025-26 School Year

- Adding a designated ELD class for middle school students in grades 7-8 represents the most critical immediate intervention to address resource inequities in language instruction. This systematic daily language development opportunity will provide focused instruction in academic language, oral language development, and English proficiency skills necessary for academic success.
- Expanding the EL instructional aide support to provide systematic push-in assistance during content area instruction will ensure that English Learners receive language scaffolding throughout their academic day. This support must be coordinated with classroom teachers to integrate language development objectives with content area learning goals.
- Implementing systematic professional development focused on English Language Development pedagogies will build teacher capacity to support multilingual learners effectively. This training should emphasize second language acquisition principles, academic language development strategies, and culturally responsive teaching practices that honor students' linguistic assets.

Medium-Term Strategies Over 1-2 Years

- Comprehensive implementation of the Ellevation platform across all classrooms will provide systematic language development support and progress monitoring for English Learners. This includes training all teachers in platform utilization, establishing consistent data review protocols, and integrating Ellevation resources into daily instructional planning.

- Developing a coherent K-12 English Language Development scope and sequence will ensure systematic language progression and eliminate instructional gaps between grade levels. This framework should align with state ELD standards while incorporating culturally responsive pedagogies and asset-based approaches to multilingual education.
- Establishing comprehensive family engagement programming specifically designed for English Learner families will support home-school collaboration in language development. This includes multilingual workshops, cultural responsiveness training for staff, and systematic communication about language development progress and expectations.

Long-Term Goals Over 3-5 Years

- Creating a comprehensive multilingual education program that values and develops students' home languages while supporting English acquisition will establish sustainable language development practices. This includes exploring dual language pathways, heritage language development opportunities, and biliteracy certification programs.
- Building systematic partnerships with community organizations and cultural institutions will provide authentic language practice opportunities and cultural connections that support both English development and multilingual identity affirmation. These partnerships should create real-world contexts for academic language use and cultural pride.
- Developing teacher leadership capacity in English Language Development will ensure sustainable improvement and institutional knowledge retention. This includes supporting teachers in pursuing ELD authorization credentials and creating teacher leader positions focused on multilingual learner success.

Chronic Absenteeism Needs Assessment (2024 Dashboard)

Samueli Academy faces a critical chronic absenteeism challenge that demands immediate and comprehensive intervention. The school's chronic absenteeism rate of 20% (170 students) across grades 7-12 reflects systemic issues requiring schoolwide reform, while the specific RED performance level designation for grades 7-8 at 18.7% (49 students) highlights the particular vulnerability of middle school students during this crucial transition period. This dual challenge necessitates both targeted middle school interventions and comprehensive systemic changes to address the underlying factors contributing to chronic absenteeism across all grade levels.

Current Data Analysis- Quantitative Overview

The chronic absenteeism data reveals alarming patterns that extend beyond typical attendance challenges. Schoolwide, 170 students across grades 7-12 were identified as chronically absent in 2023-24, representing a 20% rate that significantly exceeds state and national benchmarks. Within this broader pattern, the middle school population shows particular concern with grades 7-8 experiencing an 18.7% chronic absenteeism rate affecting 49 students. This middle school rate, while marginally better than the overall schoolwide percentage, earned the RED performance level designation from the California School Dashboard, indicating insufficient progress and the need for intensive intervention.

The scope of the challenge becomes clearer when examining the distribution across grade levels. With approximately 262 students in grades 7-8 based on the chronic absenteeism calculations, nearly one in five middle school students misses sufficient instructional time to be classified as chronically absent. The remaining 121 chronically absent students span grades 9-12, suggesting that attendance challenges either persist from middle school or develop during the high school transition period.

Subgroup Performance Analysis

- Dashboard trend data reveals particularly concerning patterns among specific student populations that compound the overall attendance crisis. English Learners experienced the most dramatic deterioration with a 27.2% increase in chronic absenteeism from baseline measurements, indicating that

language barriers and cultural factors may create additional attendance obstacles. This trend is especially problematic given that Samueli Academy serves 107 English Learner students who require consistent instructional time to develop academic language proficiency.
- Socioeconomically Disadvantaged students showed a substantial 5.4% increase in chronic absenteeism, reflecting how economic pressures, family responsibilities, and resource limitations impact school attendance. Students with Disabilities demonstrate particular vulnerability with a current 19.2% chronic absenteeism rate specifically within grades 7-8, suggesting that special education students face unique barriers that current support systems inadequately address. Hispanic students, representing a significant portion of the school population, experienced a 1.2% increase that, while smaller in percentage terms, affects a large number of students given the demographic composition.
- These subgroup trends indicate that chronic absenteeism disproportionately affects the most vulnerable student populations, creating compound disadvantages where students who most need consistent instructional time are least likely to receive it. The intersection of multiple risk factors suggests that students who are English Learners and Students with Disabilities, or who experience both socioeconomic disadvantage and language barriers, face particularly complex challenges to maintaining regular attendance.

Comprehensive Root Cause Analysis

Systemic Factors Affecting All Students

- **Organizational and Structural Challenges** emerge as fundamental contributors to the widespread nature of chronic absenteeism at Samueli Academy. The school's current attendance policies and procedures may lack the systematic approach necessary to identify and intervene with at-risk students before absence patterns become chronic. Inconsistent implementation of attendance monitoring across grade levels creates gaps where students slip through support systems. The absence of clear, progressive intervention protocols means that early warning signs often go unaddressed until absenteeism reaches crisis levels.
- **School Climate and Culture Issues** manifest differently across grade levels but contribute to overall disengagement. While Samueli Academy has implemented various support programs, the high rates across all grades suggest that students do not feel sufficiently connected to the school community to prioritize daily attendance. The transition from middle school to high school appears particularly vulnerable, as attendance challenges that begin in grades 7-8 often persist or worsen in subsequent years. Limited opportunities for meaningful student voice and leadership may contribute to feelings of disconnection, particularly as students progress through adolescence and seek greater autonomy and purpose.
- **Academic Program Effectiveness** requires examination when chronic absenteeism affects one in five students. While Samueli Academy offers project-based learning and career pathway programs designed to increase engagement, the high absence rates suggest these approaches may not be reaching all students effectively. The academic support systems, including tutoring and office hours, may be insufficient in scope or accessibility to address the learning gaps that contribute to academic frustration and school avoidance behaviors.

Grade-Level Specific Factors

- **Middle School Transition Challenges (Grades 7-8)** represent critical intervention points where attendance patterns often become established. The transition from elementary to middle school structure involves increased academic independence, more complex social dynamics, and greater expectations for self-management. Students who struggle with these transitions may begin avoiding school as a coping mechanism, establishing patterns that persist throughout their academic careers. The adolescent developmental stage brings increased peer influence, identity formation challenges, and emerging independence needs that can conflict with traditional school structures.
- **High School Persistence Factors (Grades 9-12)** demonstrate how chronic absenteeism becomes entrenched and more difficult to address. Students who developed poor attendance patterns in middle school often continue these behaviors in high school, where increased academic demands and graduation pressure can exacerbate existing challenges. The high school environment, while offering greater course choices and career pathway options, may not provide sufficient individualized support for students with established attendance problems.

Family and Community Influences

- **Socioeconomic Pressures** affect families across all grade levels but manifest differently as students age. Younger students may miss school due to family responsibilities, lack of transportation, or unstable housing situations. Older students may face pressure to work part-time jobs to support family income, creating direct conflicts between attendance and economic survival. The high percentage of socioeconomically disadvantaged students experiencing chronic absenteeism suggests that current support systems inadequately address the complex intersection of poverty and educational access.
- **Cultural and Language Barriers** create ongoing challenges for the significant English Learner population and their families. Parents who are not fluent in English may struggle to navigate school systems, understand attendance requirements, or communicate effectively with school staff about attendance challenges. Cultural differences regarding education, authority, and family responsibilities may create misalignment between school expectations and family priorities. The dramatic increase in chronic absenteeism among English Learners suggests that current multilingual communication and cultural responsiveness efforts require significant enhancement.
- **Health and Wellness System Gaps** affect students across all ages but require different approaches for various developmental stages. Mental health challenges that contribute to school avoidance may manifest differently in middle school versus high school students but require consistent, age-appropriate intervention. Chronic health conditions, vision and dental problems, and lack of access to healthcare create persistent barriers to attendance that current on-campus health services only partially address.

Academic and Instructional Factors

- **Learning Gap Accumulation** creates a cascade effect where students who fall behind academically increasingly avoid school to escape frustration and failure. This pattern often begins in elementary years but becomes more pronounced during middle school when academic content becomes more complex and abstract. Students who lack foundational literacy skills struggle across all subject areas, leading to generalized academic frustration that manifests as attendance avoidance.
- **Insufficient Differentiation and Support** means that diverse learning needs go unmet in many classrooms, contributing to disengagement and eventual chronic absenteeism. Students with disabilities, English Learners, and those experiencing learning difficulties require specialized approaches that current instructional practices may not consistently provide. The gap between available support services and actual student needs creates an environment where struggling learners feel unsuccessful and gradually disengage from school.

Comprehensive Asset Inventory

Existing Schoolwide Strengths

- Samueli Academy possesses significant assets that provide a foundation for addressing chronic absenteeism across all grade levels. The academic support infrastructure demonstrates the school's commitment to student success with nine special education instructional aides providing in-class support and two education specialists serving students with IEPs. The availability of teacher office hours twice weekly, combined with tutoring programs through Cali Coast Educational Services, creates multiple opportunities for academic intervention and support.
- Samueli Academy's approach to social-emotional learning shows promise with partnerships including Neutral Ground for restorative practices, Phoenix House for mental health programming, and Care Solace for external mental health connections. The advisory system ensures that every student has a designated adult advocate, while the Zen Den provides a dedicated space for emotional regulation and mindfulness practice. The full-time SEL counselor specifically serving middle school students recognizes the unique developmental needs of younger adolescents.
- Technology and communication systems support family engagement through the ParentSquare platform with multilingual capabilities, ensuring information reaches families in their preferred languages. The availability of translation services for meetings and documents, combined with home visit capabilities, demonstrates the school's commitment to removing communication barriers. Monthly caregiver meetings and flexible family engagement opportunities show recognition of the importance of home-school partnerships.

- Health and wellness services address basic needs that can impact attendance across all grade levels. The vision clinic providing free eye exams and glasses, on-campus dental services, sports physicals, and comprehensive free lunch program remove common barriers to school attendance. These services recognize that health and nutrition needs must be met for students to consistently attend and engage in learning.

Grade-Level Specific Assets

- **Middle School Focused Resources** include the dedicated SEL counselor, after-school programming through Cali Coast Educational Services serving 50-60 students daily, and station learning approaches that support differentiated instruction. The advisory system provides particular benefit to middle school students who need strong adult connections during this transitional period.
- **High School Career Preparation** assets include the work-based learning program with internship opportunities, CTE pathway offerings in Design and Engineering, dual enrollment partnerships with Santa Ana College, and comprehensive college counseling services. These programs provide relevance and future focus that can motivate attendance among older students who see clear connections between school attendance and their post-secondary goals.

Community Partnership Strengths

The extensive network of community partnerships provides wraparound support that extends beyond traditional school services. Partnerships with Girls Inc., Orangewood Foundation's Youth Connected Program, Tilly's Life Center, and various other organizations create multiple touchpoints for student and family support. The UCI partnerships in both education and mathematics provide professional development and instructional coaching that strengthens the academic program.

Critical Gaps and Service Needs

Systemic Infrastructure Gaps

- **Comprehensive Attendance Management Systems** represent the most fundamental need for addressing schoolwide chronic absenteeism. Current monitoring and intervention protocols lack the systematic approach necessary to identify at-risk students early and provide graduated interventions based on absence patterns. The absence of clear, consistent procedures across all grade levels creates opportunities for students to develop chronic absence patterns without appropriate intervention.
- **Data Integration and Analysis Capabilities** require enhancement to effectively track attendance patterns, identify trends, and evaluate intervention effectiveness. Current systems may not provide the real-time data analysis necessary to implement prompt interventions or the longitudinal tracking needed to understand how attendance patterns develop and change over time. The ability to disaggregate data by multiple variables simultaneously could reveal important patterns about which students are most at risk and when intervention is most needed.
- **Professional Development and Capacity Building** needs focus on equipping all staff with the knowledge and skills necessary to support student attendance. Teachers, counselors, and support staff require training on recognizing early warning signs, implementing effective interventions, and understanding the complex factors that contribute to chronic absenteeism. The current professional development offerings, while substantial, may not adequately address attendance-specific challenges or provide practical strategies for classroom-level intervention.

Academic Program Enhancement Needs

- **Intensive Reading Intervention Capacity** emerges as critical given the correlation between literacy skills and student engagement across all grade levels. The absence of a dedicated reading specialist creates a significant gap in addressing the foundational skill deficits that contribute to academic frustration and school avoidance. Students who struggle with reading comprehension face challenges in all subject areas, leading to generalized academic difficulty that often manifests as attendance problems.

- **Expanded Academic Support Programming** requires development to serve the large number of students experiencing academic difficulties that contribute to chronic absenteeism. Current tutoring and office hours, while valuable, may be insufficient in scope and intensity to address the needs of 170 chronically absent students. Consideration of in-school intervention periods, expanded tutoring capacity, and alternative instructional approaches could provide the academic support necessary to re-engage struggling students.
- **Differentiated Instruction and Universal Design** implementation needs enhancement to ensure that diverse learning needs are met within general education classrooms. The significant representation of English Learners and Students with Disabilities among chronically absent students suggests that current instructional approaches may not adequately serve these populations. Enhanced training and support for teachers in differentiation strategies, culturally responsive teaching, and universal design for learning could improve classroom engagement and reduce academic frustration.

Family and Community Engagement Gaps

- **Culturally Responsive Family Outreach** requires significant expansion to effectively engage families whose children experience chronic absenteeism. Current communication systems, while multilingual, may not adequately address cultural differences in educational expectations, family priorities, or communication preferences. The dramatic increase in chronic absenteeism among English Learners suggests that current family engagement strategies are insufficient for this population.
- **Flexible and Accessible Support Services** need development to accommodate the diverse schedules, transportation limitations, and family responsibilities that affect caregiver participation in attendance support efforts. Traditional meeting schedules and locations may not serve families who work multiple jobs, lack reliable transportation, or have significant caregiving responsibilities. Creative approaches to family engagement, including technology-enhanced communication, flexible scheduling, and community-based meetings, could improve participation and effectiveness.
- **Community Resource Coordination** requires enhancement to address the systemic factors that contribute to chronic absenteeism. While individual partnerships exist, a coordinated approach to connecting families with transportation, housing, healthcare, and other essential services could address root causes more effectively. The development of a comprehensive resource coordination system could help families address the multiple barriers that contribute to attendance challenges.

Mental Health and Wellness Service Gaps

- **Expanded Mental Health Support Capacity** is essential given the correlation between social-emotional challenges and chronic absenteeism across all age groups. While current mental health services provide important support, the scope may be insufficient to serve 170 chronically absent students and their families. Enhanced on-campus counseling capacity, expanded partnerships with community mental health providers, and preventive mental health programming could address both immediate needs and long-term prevention.
- **Trauma-Informed Practice Implementation** requires systematic development to address the adverse childhood experiences that often contribute to chronic absenteeism. Many students who avoid school have experienced trauma that affects their ability to feel safe and engaged in educational environments. Comprehensive trauma-informed training for all staff, trauma-sensitive instructional practices, and specialized support for traumatized students could significantly improve attendance outcomes.
- **Health Care Access and Coordination** needs enhancement to address the medical factors that contribute to chronic absenteeism. While on-campus health services provide important support, the coordination with external healthcare providers, management of chronic health conditions, and preventive health education require expansion. Development of health care navigation services and stronger partnerships with community health providers could address medical barriers more comprehensively.

Comprehensive Intervention Framework

Universal Interventions (Tier 1): Schoolwide Systems Change

- **Systematic Attendance Culture Development** must permeate all aspects of school operations to address the widespread nature of chronic absenteeism. This involves implementing a comprehensive attendance awareness campaign that highlights the connection between daily attendance and academic success, career preparation, and life outcomes. The campaign should include visual displays, regular announcements, data sharing with students and families, and integration of attendance messaging into academic and social programming.
- Creating a positive attendance culture requires recognition and celebration systems that acknowledge both perfect attendance and improvement in attendance patterns. These systems should be age-appropriate, culturally responsive, and meaningful to students across all grade levels. Monthly recognition assemblies, individual acknowledgments, family notifications of attendance achievements, and peer recognition programs can create social pressure and motivation for consistent attendance.
- **Enhanced Academic Engagement Strategies** must make learning more relevant, accessible, and engaging for all students to reduce academically motivated absence. This includes hiring a reading specialist to provide schoolwide literacy support and intervention coordination, ensuring that foundational skills are addressed across all grade levels. The reading specialist would work with teachers to implement evidence-based literacy instruction, coordinate intervention services, and provide professional development on reading strategies across content areas.
- Implementing comprehensive culturally sustaining pedagogy training for all teachers ensures that instruction reflects and honors the diverse backgrounds of students, increasing engagement and connection to learning. This training should address the specific cultural assets and challenges represented in the student body, provide strategies for incorporating cultural knowledge into academic content, and develop teachers' abilities to create inclusive classroom environments where all students feel valued and successful.
- Expanding project-based learning opportunities specifically designed to engage students across all grade levels makes academic content more relevant and motivating. These projects should connect to real-world issues, incorporate student interests and cultural backgrounds, and provide opportunities for students to see the practical applications of their learning. The integration of community partnerships, career exploration, and authentic assessment can increase student investment in daily attendance and academic engagement.
- **Comprehensive Student Support Systems** must address the diverse needs that contribute to chronic absenteeism across all student populations. This involves implementing early warning systems that identify students at risk of developing chronic absence patterns before they become entrenched. These systems should track multiple indicators including academic performance, disciplinary referrals, social-emotional concerns, and family factors to provide a comprehensive picture of student risk.
- Developing comprehensive case management approaches ensures that students with complex needs receive coordinated support across all school services. This requires designating staff members to serve as primary liaisons for high-risk students, coordinating services across departments, maintaining regular family contact, and monitoring progress on attendance and related goals. The case management approach should include regular team meetings, shared documentation systems, and clear protocols for escalating support when needed.

Targeted Interventions (Tier 2): Early Intervention for At-Risk Students

- **Prompt Response Protocols** must quickly address emerging attendance concerns before they develop into chronic patterns. Implementing weekly attendance monitoring with automatic triggers at 5% absence rate ensures that intervention begins promptly when students show early warning signs. These protocols should include immediate family contact, assessment of potential barriers, development of attendance agreements, and provision of targeted support services.
- Creating graduated intervention sequences provides increasingly intensive support as absence rates increase. At 5% absences, interventions might include family contact and attendance counseling. At 8% absences, more intensive interventions such as attendance contracts, academic support, and barrier assessment should be implemented. At 10% absences, comprehensive case management, home visits, and wraparound services become necessary to prevent progression to chronic absenteeism.
- **Intensive Academic Support Programming** addresses the learning gaps and academic frustration that contribute to school avoidance behaviors. Expanding tutoring services to accommodate the significant number of students requiring academic intervention ensures that struggling learners receive the support necessary to experience success in school. This may require additional tutoring staff, expanded hours, transportation support, and incentives to encourage participation.

- Implementing in-school academic intervention periods provides support during the regular school day when students are already on campus. These periods should focus on foundational skills, homework completion, project support, and individualized instruction based on student needs. The intervention periods should be staffed by qualified teachers or instructional aides and include clear goals, progress monitoring, and coordination with general education instruction.
- **Enhanced Family Engagement and Support** recognizes that family partnership is essential for attendance improvement, particularly when addressing emerging attendance concerns. Conducting home visits for all students with 8% or higher absence rates demonstrates the school's commitment to student success while addressing barriers in the family's environment. Home visits should be conducted by trained staff, include assessment of family needs and resources, provide education about attendance requirements and consequences, and connect families with appropriate support services.
- Implementing flexible family conference and communication options accommodates the diverse schedules and communication preferences of families. This includes evening and weekend meeting options, phone and video conferencing capabilities, text messaging systems for daily communication, and community-based meeting locations when appropriate. The enhanced communication should be provided in families' preferred languages and include both attendance-specific information and broader educational support.

Intensive Interventions (Tier 3): Comprehensive Support for Chronically Absent Students

- **Individualized Attendance Planning** addresses the complex, multifaceted factors that contribute to established chronic absenteeism patterns. Developing comprehensive attendance plans for each chronically absent student requires thorough assessment of academic, social-emotional, health, family, and community factors that contribute to absence patterns. These plans should include specific, measurable goals, targeted interventions addressing identified barriers, assigned staff responsibilities, family engagement strategies, and regular monitoring and adjustment protocols.
- Creating alternative educational arrangements for students with significant barriers ensures continued educational access while addressing complex life circumstances. This might include flexible scheduling for students with chronic health conditions, hybrid learning options for students with transportation or family responsibility challenges, and modified attendance requirements for students receiving intensive mental health or social services. These arrangements should maintain academic rigor while accommodating individual needs and circumstances.
- **Wraparound Service Coordination** connects chronically absent students and their families with comprehensive community resources that address root causes of absenteeism. This requires developing partnerships with healthcare providers, mental health agencies, transportation services, housing assistance programs, and other community resources. Samueli Academy should designate staff to serve as resource coordinators, helping families navigate complex service systems and ensuring that services are coordinated rather than duplicative.
- Implementing comprehensive case management ensures that chronically absent students receive coordinated, intensive support across all areas of need. Case management should include regular team meetings involving school staff, community partners, and family members, shared documentation and communication systems, clear protocols for crisis intervention, and regular evaluation of progress and service effectiveness.
- **Specialized Programming and Alternative Approaches** provide intensive intervention for students whose needs cannot be met through traditional school programming. Creating small group intervention programs for students with similar attendance barriers allows for targeted strategies while building peer support networks. These programs might focus on specific populations such as students with mental health challenges, those experiencing family instability, or those with chronic health conditions.
- Developing transition support programs for students returning after extended absences helps reintegrate students into the school community and academic routine. These programs should include academic assessment and catch-up support, social reintegration activities, modified expectations during the transition period, and ongoing monitoring to prevent re-emergence of chronic absence patterns.

Implementation Strategy and Timeline

Phase 1: Foundation Building (Months 1-3)

Infrastructure Development focuses on establishing the systems and protocols necessary for comprehensive attendance intervention. This includes implementing weekly attendance monitoring protocols with automated alerts for emerging absence patterns, establishing clear intervention procedures for different absence thresholds, training staff on new protocols and procedures, and developing documentation and communication systems to track intervention efforts and outcomes.

Immediate Response to Current Crisis addresses the 170 students currently experiencing chronic absenteeism through emergency intervention protocols. This involves conducting comprehensive assessments of all chronically absent students to identify immediate barriers and needs, implementing intensive case management for the highest-risk students, beginning home visits for families of chronically absent students, and connecting families with emergency resources for transportation, health care, and other immediate needs.

Staff Development and Training ensures that all personnel have the knowledge and skills necessary to implement comprehensive attendance interventions. This includes training on recognizing early warning signs of attendance problems, implementing graduated intervention strategies, conducting effective family communication and engagement, understanding the complex factors that contribute to chronic absenteeism, and using trauma-informed approaches with students and families.

Phase 2: Program Implementation (Months 4-9)

Enhanced Academic Programming addresses the academic factors that contribute to chronic absenteeism through comprehensive instructional improvements. This involves hiring and deploying a reading specialist to coordinate literacy intervention across all grade levels, expanding tutoring and academic support programming to serve increased numbers of students, implementing in-school intervention periods for struggling learners, and providing professional development on differentiated instruction and culturally responsive teaching.

Expanded Support Services builds the capacity to serve students with complex needs that contribute to chronic absenteeism. This includes expanding mental health counseling capacity through additional staff or enhanced community partnerships, developing health care coordination services to address medical barriers to attendance, creating specialized programming for students with trauma histories or significant mental health needs, and enhancing family engagement services to reach diverse populations more effectively.

Community Partnership Development strengthens the school's ability to address root causes of chronic absenteeism through enhanced collaboration with external organizations. This involves developing formal partnerships with healthcare providers, mental health agencies, and social service organizations, creating resource coordination protocols to help families access needed services, establishing transportation assistance programs for students with mobility barriers, and developing emergency assistance funds for families experiencing crisis situations.

Phase 3: Refinement and Sustainability (Months 10-12)

Program Evaluation and Adjustment ensures that interventions are effective, and resources are used efficiently. This includes conducting comprehensive analysis of attendance data to identify successful strategies and ongoing challenges, surveying students, families, and staff about intervention effectiveness and needed improvements, adjusting programming based on data and feedback, and developing sustainability plans for ongoing funding and staffing of successful interventions.

Systemic Integration ensures that attendance support becomes a permanent part of school operations rather than a temporary initiative. This involves integrating attendance monitoring and intervention into regular school procedures, training new staff on attendance protocols and interventions, developing policies and procedures that support sustained attention to attendance, and creating accountability systems that maintain focus on attendance improvement over time.

Prevention Focus Development shifts emphasis from crisis intervention to prevention of chronic absenteeism before it develops. This includes implementing comprehensive orientation and transition support for new students, developing early warning systems that identify risk factors before absence patterns emerge,

creating prevention programming that addresses common contributors to attendance problems, and building school culture that prioritizes and supports consistent attendance for all students.

This comprehensive needs assessment provides the foundation for transforming chronic absenteeism from a crisis affecting one in five students to a manageable challenge through systematic, evidence-based interventions that address root causes while building upon existing school strengths and community partnerships. The dual focus on both schoolwide improvement and targeted middle school intervention recognizes that sustainable change requires comprehensive approaches that address immediate needs while building long-term prevention capacity.

2023 CA School Dashboard

The following table reflects Samueli Academy's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Orange	Orange	Yellow	Green	Yellow	High
English Learners	Green	Yellow	Red	--	Yellow	Orange	--
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Orange	Orange	Yellow	Green	Yellow	Medium
Students with Disabilities	N/A	Red	Red	--	Orange	Yellow	--
African American	N/A	--	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	N/A	N/A	--
Asian	N/A	--	Orange	--	--	--	--
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Orange	Orange	Yellow	Green	Yellow	High
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	N/A	N/A	N/A
White	N/A	--	Orange	--	--	--	--
Two or More Races	N/A	--	--	--	--	--	--

Excerpt from the 2024-25 LCAP: 2023 CA School Dashboard Performance

The Students with Disabilities student group received a RED performance level for the ***Chronic absenteeism*** and a RED Performance level for the ***Suspension Rate Indicator*** for English Learners and Students with Disabilities (SWD) as evidenced on the 2023 CA School Dashboard. Based on our needs assessment we identified root causes as mental health challenges and medically fragile, in some cases resulting in hospitalizations.

The Leadership Team that included the Student Development Coordinator, Head of School, Assistant Head of Schools, Student Services Coordinator, SEL Counselor, Academic Counselors, Student Success Coordinator (Foster Youth/Homeless Youth Liaison), General Education teachers (2), Attendance Staff, and Community Schools Coordinator. Data was gathered from the Aeries analytics chronic absenteeism dashboard; student interviews, home visits, check-in meetings, Independent Study contracts, and a crosswalk of data (attendance, GPA, discipline records and counseling records). There is a need to implement

Independent Study with specific cases to improve attendance and effectively communicate with families on the attendance policy but also options for Independent Study. There is a need to consistently communicate the attendance policy with students and families; and for at-risk students address those barriers to daily attendance including connecting students/families to services provided by community-based organizations and/or agencies to address those needs.

Ensuring that students feel safe and nurtured is our main priority at Samueli. Our staff takes pride in building solid relationships with students to support them best academically and emotionally. In the last two years, we hired a full-time school psychologist and a 7th/8th grade social-emotional counselor to meet the mental health needs of our students. Our professional development during the first year back from distance learning focused mainly on collaboration and building relationships.

Samueli Academy is committed to providing robust and high-quality education to our students with Individualized Education Plans (IEPs) and Section 504 Plan through our full inclusion model. Our special education teachers co-teach with general education teachers. In contrast, our special education instructional assistants implement the push-in model in general education classes to ensure students receive accommodations and modifications per their IEPs and meet students specialized academic service minutes. Our special education department contracts with outside providers to provide speech, occupational therapy, and educationally related mental health services through a pull-out and push-in model, depending on the services students indicate through their IEPs.

Samueli Academy has implemented PLCs using the Plan, Do, Study, Act (PDSA) cycle to track impact on student learning. Through our book study Zweir's Academic Conversation, this year's focus was on increasing the quantity and quality of student academic discourse in the classroom which will continue in the 2024-25 school year. Weekly, Samueli Academy's administrators conduct classroom walkthroughs to monitor use of evidence-based pedagogical strategies including academic discourse, implementing learning outcomes and differentiated instruction. Administrators then conduct feedback cycles and next steps with teachers.

Samueli Academy received a RED Performance level for the ***Suspension Rate Indicator*** for English Learners and Students with Disabilities (SWD) as evidenced on the 2023 CA School Dashboard. The Leadership Team made up of the Student Development Coordinator, Head of School, Assistant Head of Schools, Student Services Coordinator, SEL Counselor, Academic Counselors, Student Success Coordinator (FY/HL Liaison), General Education teachers engaged in MTSS meetings, gathered data using the Aeries analytic dashboard that includes discipline data. We conducted a deep dive to identify root causes and patterns. We reviewed the process map (student referrals and incidents that led to suspensions. The root causes of suspensions include substance abuse, causing or attempting to cause physical injury to another person and with SWD escalating behavioral challenges.

This year the Student Development Coordinator conducted a re-entry meeting post-suspension of reach student and developed a behavior contract that was also shared with the MTSS/staff that support the student. We identified the need to further strengthen restorative practices/approaches and explore alternatives to suspension by providing staffwide training and coaching.

Student survey data identified the following:

- While most students (74%) feel they have a voice in the creation of school expectations (74% of students at Samueli moderately or strongly agree that the school/staff/teachers/students make the agreements or expectations together), approximately 50% feel there is not a process to change agreements and expectations.

- Most students (percent averages in the 80's) feel supported academically by school staff.

- 75% of students feel they have an adult they can go to with a personal problem; 80% of students feel they have one other student they can go to with a personal problem.

- 80% of parents/caregivers feel the culture at Samueli encourages their children to develop social and emotional skills such as confidence and collaboration skills.

The return to in-person learning presented Samuel Academy with many challenges, one being an increase in discipline related offenses. An increase in drug use and student altercations became an immediate priority for our school and led to a revamp in our school's discipline systems and structures. Focusing on restorative practices, we partnered with community organizations to better support our struggling students and improved our progress monitoring through consistent behavior plans. We are proud of our work in this area and acknowledge that the work is far from over. Our goal is to continue finding alternatives to suspensions and identifying more preventative strategies to ensure we decrease our suspension rates.

Reflections: Technical Assistance

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

Not applicable.

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.

Samueli Academy is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Administrators	The School engaged administrators in the development of the LCAP through weekly meetings held in person throughout the school year. These meetings drew on state and local data, survey results, and feedback from educational partners to inform professional development plans for staff, programming for students, and the facilitation of ongoing engagement and input from staff and other educational partners. This work is ongoing throughout the year rather than limited to a single consultation window. The topics discussed related to all areas of the LCAP, including student achievement data, instructional equity, school climate, chronic absenteeism, social-emotional learning, and the allocation of resources. As part of the Comprehensive Needs Assessment, discussion also took place on the use of federal Title funding and the Learning Recovery Emergency Block Grant (LREBG) to ensure these resources are aligned with identified student needs and the goals and actions of the LCAP. Through this process, administrators provided feedback that directly informed the development of the LCAP. Administrators expressed continued support for student-centered, project-based teaching strategies that develop agency in students. They identified an ongoing need to develop and document MTSS supports for all students, and especially for students in high-need student groups, along with the continued use of documentation in Aeries of interventions, services, referrals, and progress. Administrators identified a need to create ongoing professional development opportunities for classroom management strategies that align with culturally responsive teaching and trauma informed practices, and determined a need for professional development around using benchmark data to inform teaching practices as well as a need for formative assessment tools. English Learner and Long-Term English Learner students were identified as needing additional support systems across all academic programs. Administrators also advocated for continued specialized support for math instruction through professional development and coaching.
Teachers	The School engaged teachers in the development of the LCAP through weekly professional development held in department-structured PLCs and grade levels, along with monthly one on one meetings with their administrator supervisor during the 2025-26 school year. Teachers provided feedback through these monthly one on one meetings with administrative supervisors, through weekly discussions within department professional learning communities (PLCs), and through staff surveys. As part of this engagement, a session took place on the use of LREBG funds and

Educational Partner(s)	Process for Engagement
	federal Title funding, providing teachers the opportunity to discuss and provide input on how these resources are used to address identified student needs. Through this process, teachers shared that they appreciate the implementation of MTSS, including the referring and tracking of student supports, and the communication they have been a part of around student supports. Teachers expressed appreciation for the structure of PLCs this year and the consistent guidance and training on literacy and on strategies for supporting EL and LTEL students. Teachers expressed a desire to look at student data more regularly and to use it consistently across the school, and there is a shared desire to support building student agency throughout the school. Teachers also shared that they want to align as departments with structures and routines that build student agency.
Classified Staff	The School engaged classified and other personnel in the development of the LCAP through monthly all staff meetings and weekly igniters meetings for all staff. Through these meetings, classified and other personnel provided feedback to refine the MTSS support structure, to track and support students experiencing chronic absenteeism, and to strengthen the engagement of other educational partners such as parents and caregivers. As part of this engagement, discussions also took place on the use of federal Title funding and LREBG funds and how these resources are used to address identified student needs. Classified and other personnel also provided feedback related to increased middle school intervention for students who are struggling. To address foundational and procedural skill gaps, staff noted that many students do not know their multiplication tables and have trouble graphing coordinates on a graph. To address conceptual understanding and problem-solving challenges, staff shared that students have trouble comprehending the problems they are asked to solve, are not grasping math concepts, and do not understand the logical reasoning behind the steps needed to solve a problem. Staff recommended recruiting exceptional and reliable seniors to help tutor middle school students during their free or TA periods.
Students	Students provide feedback throughout the year both within their classes and through formal schoolwide surveys. Classroom feedback is typically collected at the conclusion of projects and instructional units to help teachers refine instruction and improve the student experience. In addition, the School administers three major surveys annually. In the fall, students complete the New Tech Network (NTN) School Culture and Pedagogy Survey, which measures areas such as student engagement, relationships, and instructional practices. In the spring, students participate in the Challenge Success Survey, which focuses on student engagement, well-being, and experiences with learning. Students also complete the University of California, Irvine (UCI) longitudinal survey, which examines school culture, school structures, and college and career readiness over time. Approximately 80% of students participate in these surveys each year. Survey results are reviewed in partnership with external consultants and school leadership teams to identify trends, inform continuous improvement efforts, and guide decision-making related to school culture, instruction, and student supports. Discussion also took place on the use of federal Title funding and the Learning Recovery Emergency Block Grant (LREBG) and how these resources are used to address identified student needs.

Educational Partner(s)	Process for Engagement
	These surveys surfaced both strengths and areas for growth. Among the strengths, 91% of students report that teachers provide helpful feedback on their work, and 92% report that teachers encourage them to find solutions independently. 88% of students feel welcomed at school, and 81% believe they can be successful in college, careers, or postsecondary life. 85% of students report they are on track to graduate, and 79% report they can discuss their future plans with adults at school. The surveys also identified areas for growth. 49% of students report working with community members or experts on real-world problems, indicating a need to expand community partnerships and authentic learning experiences. 59% of students report that their schoolwork is relevant to their lives or future goals, indicating a need to strengthen real-world connections and career exploration. 53% of students report understanding how students can influence school agreements and expectations, indicating a need to increase student voice and awareness of decision-making processes.
Student Advisory Committee	The School engaged students through a Student Advisory Committee that meets approximately once per quarter, with student representatives from each grade level, ranging from five to seven students per grade. In addition, the Head of School Advisory Committee meets four times yearly. Through these meetings, students provided feedback across several areas of the LCAP. Discussion also took place on the use of federal Title funding and the Learning Recovery Emergency Block Grant (LREBG) and how these resources are used to address identified student needs. Students emphasized the importance of stronger relationships with staff, inclusive environments, regular check-ins, and access to social-emotional and wellness supports, reinforcing the School's continued focus on MTSS and on addressing students' academic, behavioral, and social-emotional needs. They also highlighted the need for greater student understanding of assessments and academic growth, supporting the use of multiple measures and data-informed practices to improve student achievement and college and career readiness. Students expressed a desire for more engaging, collaborative, and interactive instruction, as well as greater differentiation, fairness, and support within classrooms. Their feedback reinforces the importance of continued professional learning and coaching around evidence-based instructional strategies, UDL, PBL implementation, equitable grading practices, and instructional approaches that support diverse learners and increase student engagement. Students shared that a stronger sense of belonging is created when staff, families, and students are connected through communication, school activities, and community-building opportunities. Feedback supporting more family engagement events, inclusive school culture initiatives, and stronger relationships among students, staff, and families aligns with the School's commitment to fostering a safe, supportive, inclusive, and positive learning environment through shared partnership and engagement.
Parents including those representing Unduplicated Pupils & Students with Disabilities (SWD)	The School engaged parents, including those representing unduplicated pupils and students with disabilities, through monthly meetings held on the last Thursday of each month from 6:00 to 7:00 PM on Zoom. Topics covered included mental health supports, navigating healthy relationships, pathways after high school, being A-G eligible, dual

Educational Partner(s)	Process for Engagement
	enrollment and college application supports, community resources for assistance with food or necessities, supporting a growth mindset, and course selection for the following year. Through these meetings, parents shared that they appreciated the information and consistently requested that the School share the slides. Parents enjoyed the healthy relationships presentation so much that they asked the School to share the topic with students. They also mentioned wanting more clarification on what certain electives entailed and more information on financial aid. In response, the School presented an overview on financial aid so that all parents could familiarize themselves with the process. Parents also requested additional information on office hours and tutoring, as they were unsure which days teachers held office hours. Discussion also took place on the use of federal Title funding and the Learning Recovery Emergency Block Grant (LREBG) and how these resources are used to address identified student needs.
Parent Advisory Committee	The School engaged families through a Parent Advisory Committee that met monthly on the second Tuesday of the month during the 2025-26 school year. Families provided feedback through advisors at semi-annual student-led conferences, parent and caregiver advisory committee meetings, monthly parent and caregiver meetings, and the annual parent and caregiver survey. Parents appreciate the student-led conference and want this to become an ongoing practice for the School. Discussion also took place on the use of federal Title funding and the Learning Recovery Emergency Block Grant (LREBG) and how these resources are used to address identified student needs. Families shared that students who are above standards demonstrate strong conceptual understanding in math, and they would like to see more opportunities for advanced learners through honors pathways, math competitions, mentoring, and differentiated challenge work. At the same time, they emphasized the importance of stronger support systems for struggling students, including small group intervention, individualized learning tools such as DeltaMath and Khan Academy, clearer communication about available supports, math intervention courses, student goal-setting conferences, and increased use of motivation, gamification, and peer collaboration to help students grow at all levels. Families emphasized the importance of engaging, differentiated math instruction that helps students stay interested while also meeting a wide range of learning needs, including better support for students with disabilities and more individualized learning opportunities. They also expressed a desire for stronger systems to help teachers monitor student progress through data analysis, reflection, and the thoughtful use of AI and collaborative conversations to better support instruction. Families expressed a need for clearer communication about the School's math and literacy curriculum, interventions, and available support so that parents and caregivers better understand what students are learning and how to access resources. They also emphasized the importance of parent education opportunities, support networks for families of students with learning disabilities, and proactive systems to support students who may be reluctant to ask for help.
Combined: **English Language Advisory Committee (ELAC), DELAC, & English**	The School engaged families through combined ELAC, DELAC, and EL-PAC meetings held quarterly on Zoom during the 2025-26 school year, on September 18, 2025, November 13, 2025, February 5, 2026, and May 14, 2026.

Educational Partner(s)	Process for Engagement
Learner Parent Advisory Committee (EL-PAC)	Discussion also took place on the use of federal Title funding and the Learning Recovery Emergency Block Grant (LREBG) and how these resources are used to address identified student needs. ELAC feedback highlighted the importance of strong communication and family engagement around the ELPAC assessment, the reclassification process, tutoring opportunities, and available student supports, including practice testing, office hours, and literacy interventions. Families also emphasized the need for continued academic and social-emotional support for English Learners, targeted literacy development, parent advocacy and leadership opportunities, and flexible, individualized support systems that help students access tutoring, prepare for assessments, and improve academic outcomes.
SELPA	Samueli Academy consulted with the El Dorado Charter SELPA through its student services coordinator, who participates in the SELPA community of practice and meets regularly with the SELPA throughout the school year. As of June 10, 2026, the program specialist from the El Dorado Charter SELPA had reviewed Goal 1, Action 6 and offered no additional feedback. Over the course of the school year, the SELPA provided several professional learning opportunities, and the SELPA noted that Samueli Academy actively participated in these offerings. **Professional Learning Network Participation** The student services coordinator attended the SELPA's Professional Learning Network virtual meetings on September 24, 2025, November 13, 2025, January 29, 2026, March 26, 2026, and May 2026. Across these meetings, the network consistently addressed federal and state news, including SELPA updates, fiscal updates, and guidelines, resources, highlights, and poll results, along with the review of statewide resources and upcoming SELPA events. The September 24, 2025 meeting also recognized the fiftieth anniversary of IDEA and addressed legislative advocacy and policy updates impacting special education. The meetings provided recurring SELPA program support updates in areas including educator development, student wellness, transition, monitoring, compliance, and parent engagement, family engagement, data management and reporting, extensive support needs, statewide assessments, and regional lunch-and-learn opportunities. **Direct Consultation with the Program Specialist** The student services coordinator met directly with the SELPA program specialist (Zimmermann) on January 15, 2026, February 19, 2026, February 26, 2026, April 15, 2026, May 4, 2026, May 5, 2026, May 7, 2026, and May 27, 2026. **Conference Participation** The student services coordinator and the Head of School attended the SIP virtual conference on May 7 and 8, 2026. **Trainings Completed with the SELPA** Samueli Academy staff completed the Paraeducator Academy on August 12, 2025, the SELPA Teacher Academy on August 20 and 21, 2025, a SELPA Lunch and Learn on January 20, 2026, and a SELPA Lunch and Learn on May 29, 2026.

Educational Partner(s)	Process for Engagement
	Through this sustained participation and direct consultation, the LCAP and the actions and services related to Students with Disabilities were shared and discussed with the SELPA, which offered no additional feedback as of June 10, 2026.

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

The following description summarizes how the feedback provided by Samueli Academy's educational partners influenced the adopted LCAP, organized by goal and by the actions to which the feedback applied.

For Goal 1:

- **Action 1: Measuring Student Progress: Assessments:** Teachers expressed a desire to review student data more regularly and to use it consistently across the school, and administrators identified a need for professional development on using benchmark data and for formative assessment tools. This feedback reinforced the balanced assessment system, the cyclical NWEA MAP Growth review process, and the use of Aeries Analytics within Plan, Do, Study, Act cycles. Caregivers who participated in Student-Led Conferences during 2025-26 reported that they wanted the practice to continue, directly supporting the decision to continue Student-Led Conferences through the Advisory program. The Student Advisory Committee's emphasis on greater student understanding of assessments and academic growth further supported the use of multiple measures and student trackers.
- **Action 2: Addressing Academic Needs and Supports to Accelerate Learning:** Administrators and teachers identified an ongoing need to develop and document MTSS supports, especially for students in high-need student groups, and to continue documenting interventions, services, and referrals in Aeries. This shaped the Igniters MTSS documentation workflows, Aeries notification configuration, and monitoring structures. Administrators' support for student-centered strategies that build agency, along with teachers' desire to align as departments with shared structures and routines, informed the adoption of common classroom routines and procedures to build agency and strengthen Tier 1 instruction. Classified staff feedback on foundational and procedural skill gaps in mathematics and on students struggling with conceptual understanding informed the layered academic interventions, including push-in tutoring, after-school and Saturday programming, Delta Math, and the Math Specialist's coaching in partnership with the UCI Math Program. Administrators' advocacy for specialized math support through professional development and coaching is reflected in the Math Specialist role. The need to support English Learner and Long-Term English Learner students across academic programs informed the leveled ELD class, the Reading Specialist, and EL Coordinator collaboration.
- **Action 3: Addressing Social-Emotional and Behavioral Student Needs:** Classified staff feedback on tracking and supporting students experiencing chronic absenteeism informed the attendance data reviews, caregiver meetings, and tracking tools. The Student Advisory Committee's emphasis on stronger relationships with staff, regular check-ins, and access to social-emotional and wellness supports reinforced the expanded mental health and crisis support services, the school psychologist's role, and Check-in/Check-out structures. Administrators identified need for trauma informed practices is reflected in the trauma-informed approach used in these services.
- **Action 4: Equitable Services for English Learners:** Administrators identified English Learners as needing additional support across all academic programs, and ELAC, DELAC, and EL-PAC feedback emphasized communication around the ELPAC assessment, the reclassification process, tutoring, literacy interventions, and continued academic support. This feedback supported the Reading Specialist, the English Learner Instructional Aide, the leveled and expanded ELD programming, the Ellevation platform, the reclassification process, and recognition programs for reclassified students.

- **Action 5: Supporting Long-Term English Learners: Language Acquisition:** Administrators' identification of Long-Term English Learners as needing additional support, together with ELAC feedback on targeted literacy development, supported the LTEL-specific programming, including Ellevation, instructional aide support, the UC Irvine research partnership, and the focused science improvement strategy.
- **Action 6: Services Supporting Students with Disabilities:** Administrators' emphasis on developing and documenting MTSS supports for students in high-need student groups, and the Parent Advisory Committee's feedback on stronger support for struggling students and better support for students with disabilities, informed the SWD academic acceleration strategy, the integration of Education Specialists into the MTSS process, and the NWEA-driven academic planning. Consultation with the El Dorado SELPA included sharing and discussing the actions and services for Students with Disabilities, and the SELPA offered no additional feedback.
- **Action 7: Promoting a College-Going Culture:** Parent feedback covered pathways after high school, A-G eligibility, dual enrollment, and college application support, and the school presented a financial aid overview in response to parent requests. Student survey results showed that fewer than half of students reported working with community members or experts on real-world problems and that 59% reported their schoolwork was relevant to their lives or future goals, indicating a need to strengthen real-world connections and career exploration. This feedback supported the work-based learning and internship program, Career Ignition Conferences, dual enrollment at Santa Ana College, and college preparation activities including Application Fest.

For Goal 2:

- **Action 1: Administrators and Educators that Support the Educational Program:** Teachers expressed appreciation for the structure of professional learning communities and for consistent guidance on literacy and on strategies for supporting English Learners and Long-Term English Learners, and they expressed a desire to review data more regularly. Administrators identified needs related to benchmark data, formative assessment, and classroom management aligned with culturally responsive and trauma informed practices. This feedback supported the ongoing weekly professional development and coaching calibrated to identified priorities and the dedicated non-instructional days focused on data analysis and instructional planning.
- **Action 2: Professional Development:** Administrators identified need for professional development on classroom management aligned with culturally responsive teaching and trauma informed practices informed the Restorative Practices training and the culturally sustaining pedagogy work through the UC Irvine Link program. Teachers' appreciation for literacy and English Learner guidance supported the schoolwide literacy development and Ellevation strategies. The Student Advisory Committee's request for more engaging, collaborative, and interactive instruction, along with greater differentiation and fairness, reinforced the Project-Based Learning coaching, the focus on differentiated instruction and Universal Design for Learning, and equitable grading practices.
- **Action 4: Closing the Digital Divide:** The Parent Advisory Committee expressed a desire for the thoughtful use of AI to support instruction. This feedback supported the development of the Artificial Intelligence policy and the embedding of AI literacy instruction within the instructional program.

For Goal 3:

- **Action 1: Promoting Positive School Climate, Student Engagement, and a Safe Learning Environment:** The Student Advisory Committee shared that a stronger sense of belonging is created when staff, families, and students are connected through communication, school activities, and community-building, and emphasized inclusive environments and stronger relationships. Student survey results indicating that just over half of students understood how students can influence school agreements and expectations supported continued investment in student voice through Associated Student Body and student organizations. Classified staff feedback on chronic absenteeism supported the attendance celebrations and recognition structures, and the Committee's call for regular check-ins is reflected in the Tier 3 daily trackers and enhanced communication.
- **Action 2: Parent Input in Decision-Making:** ELAC, DELAC, and EL-PAC feedback emphasized parent advocacy and leadership opportunities and family engagement, and the Parent Advisory Committee expressed a desire for more engagement. This feedback reinforced the advisory committee structures,

including ELAC, DELAC, ELPAC, the Parent Advisory Committee, and the Community School Steering Committee, along with translation and interpreter services to ensure equitable participation.

- **Action 3: Opportunities Provided to Support Parent Engagement and Participation:** Parents requested clearer information on financial aid, college applications, electives, office hours and tutoring, and consistently asked that presentation materials be shared, and the school presented a financial aid overview in response. The Parent Advisory Committee requested parent education opportunities, clearer communication about the math and literacy curriculum and available supports, and support networks for families of students with learning disabilities. This feedback supported the parent workshop series, including sessions on navigating the Echo Learning Management System, the college application process, and the FAFSA, as well as the family surveys on the Special Education program and the targeted outreach to families of unduplicated pupils and Students with Disabilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using the CA Community Schools Framework, continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of assessments (local, and state) and data to inform instructional decisions, identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, measure program effectiveness, and to ensure all students are College and Career Ready.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Persistent Achievement Gaps and Differentiated Assistance: Samueli Academy developed this goal because student performance data, the school's continuous improvement work, and its college-preparatory mission together point to the Multi-Tiered System of Supports as the central structure through which the school can identify and respond to the full range of student needs. The California School Dashboard and the school's local measures show that, while Samueli Academy has made measurable gains in several areas, persistent gaps remain in English Language Arts and mathematics achievement for its numerically significant student groups, including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. On the CAASPP assessments, Distance from Standard results continue to reflect performance below standard for several of these student groups in both ELA and mathematics, which establishes a clear and ongoing need to strengthen instruction and intervention. These results, particularly the comprehensive Red performance levels for English Learners and Long-Term English Learners on the 2024 Dashboard, contributed to the school's eligibility for Differentiated Assistance under Education Code Section 52071, reinforcing the need for a coordinated, data-driven system of supports.

A Coherent, Data-Driven System of Supports: The school developed this goal around the MTSS framework because closing these gaps requires more than isolated programs. It requires a coherent structure that uses multiple types of assessment, including local measures such as NWEA MAP Growth and state measures such as CAASPP and ELPAC, to inform instructional decisions on a cyclical basis. By grounding the goal in both local and state data, Samueli Academy ensures that instructional adjustments, intervention placement, and progress monitoring are based on timely, actionable evidence rather than on a single annual measure, and that the effectiveness of the school's programs can be evaluated and refined over time.

Alignment to the California Community Schools Framework: Samueli Academy aligned this goal to the California Community Schools Framework because academic outcomes cannot be separated from students' social-emotional, behavioral, and mental health needs. The school's root cause analyses identified that barriers such as mental health challenges, medical fragility, and behavioral concerns directly affect attendance, engagement, and academic performance,

especially for Students with Disabilities, English Learners, and Long-Term English Learners. Addressing the whole child within a single, integrated system allows the school to remove non-academic barriers to learning while accelerating academic mastery, consistent with the framework's emphasis on integrated student supports.

Ensuring College and Career Readiness for All Students: Finally, the school developed this goal to ensure that all students are prepared for college and career success. Samueli Academy's mission centers on preparing every student for post-secondary opportunity through a one-hundred-percent A-G course sequence, Project-Based Learning, and work-based learning experiences. Strengthening MTSS, improving mastery in ELA and mathematics, and using data to measure program effectiveness are the conditions that make equitable access to that college-preparatory program possible for all students and each numerically significant student group. This goal therefore serves as the foundation for the academic, engagement, climate, course access, and pupil outcome priorities it addresses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +16.8 LTEL -70.8 SED +13.3 SWD -48.6 Hispanic +9.8	2023-24 ELA CAASPP DFS All Students -13 EL -84.5 LTEL -137 SED -27.1 SWD -107.3 Hispanic -26.3	2024-25 ELA CAASPP DFS All Students +4.2 EL -29.2 LTEL -82.3 SED -14.4 SWD -60.5 Hispanic -7.3	2025-26 ELA CAASPP DFS All Students 7.1 EL -25.2 LTEL -76.3 SED -10.4 SWD -58.5 Hispanic -4.3	All Students: -12.6 EL: +7.8 *LTEL: N/A SED: -27.7 SWD: -11.9 Hispanic: -17.1 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -67.1 EL -116.6 SED -73.2 SWD -111.8 Hispanic -79.6	2023-24 Math CAASPP DFS All Students -77.2 EL -126.3 LTEL -164.5 SED -89.8 SWD -135.1 Hispanic -91.8	2024-25 Math CAASPP DFS All Students -67.8 EL -90 LTEL -140.6 SED -86.8 SWD -125.9 Hispanic -83.9	2025-26 Math CAASPP DFS All Students -65.8 EL -88 LTEL -135.6 SED -83.8 SWD -123.9 Hispanic -81.9	All Students: -0.7 EL: +26.6 *LTEL: N/A SED: -13.6 SWD: -14.1 Hispanic: -4.3 *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	% students' college ready measured by Math EAP. Source: CAASPP website	2022-23: 13.39% Level 3 7.09% Level 4	2023-24: 9.7% Level 3 7.46% Level 4	2024-25: 19.26% Level 3 6.67% Level 4	2025-26: 20% Level 3 7% Level 4	Level 3: +5.87% Level 4: -0.42%
4	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 32.8% Level 3 26.4% Level 4	2023-24: 35.07% Level 3 22.39% Level 4	2024-25: 33.33% Level 3 24.44% Level 4	2025-26: 34% Level 3 25% Level 4	Level 3: +0.53% Level 4: -1.96%
5	CA Science Test (CAST)	2022-23 CAST % Met/exceeded All Students 28.42% EL 3.57% SED 24.06% Hispanic 25.16% Source: CAASPP Website	2023-24 CAST % Met/exceeded All Students 31.01% EL 0.00% SED 27.32% Hispanic 23.08% Source: CAASPP Website	2024-25 CAST % Met/exceeded All Students 27.93% EL 0.00% SED 18.64% Hispanic 23.59% Source: CAASPP Website 2024-25 CAST (Science Points) All 51.8 EL 40.1 LTEL 31.7 SED 47.4 Hispanic 49.3 Source: CA School Dashboard	2025-26 CAST (Science Points) All 52.5 EL 40.6 LTEL 32.5 SED 47.9 Hispanic 49.8	All Students: -0.49% EL: -3.57% SED: -5.42% Hispanic: -1.57%
6	% students: A-G completion rate Source: Dataquest	2022-23: 49.6%	2023-24: 46.7%	2024-25: 59.7%	2025-26: 62%	+10.1%
7	% students: CTE Pathway completion rate	2022-23: 79.4%	2023-24: 85.5%	2024-25: 89.2%	2025-26: 93.5%	+9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
8	% students with combined CTE Pathway & A-G completion rate. Source: CA School Dashboard	2022-23: 42%	2023-24: 54.8%	2024-25: 60%	2025-26:	+18%
9	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	2022-23: 54.3% Source: 2023 Dashboard	2023-24: EL: 41.8% LTEL: 42% Source: 2024 Dashboard	2024-25: EL: 50% LTEL: 49.5% Source: 2025 Dashboard	2025-26: EL: 50% LTEL: 50%	EL: -4.3% *LTEL: N/A *Not numerically significant in either Baseline or Y2 Outcome
10	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 27.64% Proficient	2023-24: 24.19% Proficient	2024-25: 22.6% Proficient	2025-26: 24%	-5.04%
11	Reclassification Rate Source: CALPADS	2022-23: 8%	2023-24: 8.4%	2024-25: 12.4%	2025-26: 14.2%	+4.4%
12	AP Passage rate (score 3+) Source: CALPADS	2022-23: 67%	2023-24: 69%	2024-25: 67%	2025-26: 63%	0%
13	Attendance Rate Source: CALPADS	2022-23: 93.22%	2023-24: 93.6%	2024-25: 93.9%	2025-26: 93.1%	+0.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	Chronic Absenteeism Rates (Gr 7-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 15.5% EL 11.8% SED 15.5% SWD 23.3% Hispanic 16.4%	2023-24: Chronic Absenteeism Rate All Students 18.7% EL 39.0% LTEL 37.5% SED 20.9% Hispanic 17.6%	2024-25: Chronic Absenteeism Rate All Students 14.7% EL 25.0% LTEL 26.3% SED 16.5% Hispanic 15.6%	2025-26 Chronic Absenteeism Rate All Students 16.0% EL 21.6% LTEL 20.6% SED 20.6% Hispanic 17.4%	All Students: -0.8% EL: -13.2% *LTEL: N/A SED: -1% Hispanic: -0.8% *Not numerically significant in either Baseline or Y2 Outcome
15	Chronic Absenteeism Rates (Gr 7-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 18.0% EL 21.9% SED 19.0% SWD 24.8% Asian 4.3% Hispanic 18.6% White 20.9%	2023-24: Chronic Absenteeism Rate All Students 20.0% EL 27.4% SED 22.5% SWD 19.4% Asian 16.7% Hispanic 20.8% White 15.9%	2024-25: Chronic Absenteeism Rate All Students 18.2% EL 29.3% Homeless 24.2% SED 21.2% SWD 29.3% Asian 11.3% Hispanic 19.3% White 14.0%	2025-26 Chronic Absenteeism Rate All Students EL 27.4% Homeless 23.3% SED 23.6% SWD 30.4% Asian 18.2% Hispanic 21.1% White 8.3%	All Students: +0.2% EL: +7.4% *Homeless: N/A SED: 2.2% SWD: +4.5% Asian: +7% Hispanic: +0.7% White: -6.9% *Not numerically significant in either Baseline or Y2 Outcome
16	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
17	High School Dropout Rates Source: Dataquest	2022-23 HS Dropouts Rate All Students 2.1% Hispanic 2.4% EL 5.6% SWD 9.1% SED 2.7%	2023-24 HS Dropouts Rate All Students 3.8% Hispanic 4.6% EL 19.0% SWD 0.0% SED 4.8%	2024-25 HS Dropouts Rate All Students 0.8% Hispanic 0.0% EL 3.8% SWD 0.0% SED 0.0%	2025-26 HS Dropouts Rate All Students 1.0% Hispanic 1.0% EL 1.0% SWD 1.0% SED 1.0%	All Students: -1.3% Hispanic: +2.4% EL: -1.8% SWD: -9.1% SED: -2.7%
18	High School Grad. Rate Source: Dataquest	2022-23 Graduation Rate Rate All Students 93.1% SED 91.4% Hispanic 92.6%	2023-24 Graduation Rate Rate All Students 98.4% SED 99.1% Hispanic 100.0%	2024-25 Graduation Rate Rate All Students 100% SED 100% Hispanic 100%	2025-26 Graduation Rate Rate All Students 100% SED 100% Hispanic 100%	All Students: +6.9 SED: +8.6% Hispanic: +7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
19	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 6.7% EL 10.4% SED 7.5% SWD 11.1% Asian 4.3% Hispanic 6.8% White 9.1%	2023-24: Suspension Rate All Students 6.1% EL 12.4% LTEL 12.7% SED 6.9% SWD 5.4% Asian 0.0% Hispanic 6.3% White 8.7%	2024-25: Suspension Rate All Students 2.1% EL 8.5% LTEL 8.7% SED 2.3% SWD 5.6% Asian 0.0% Hispanic 2.3% White 2.3%	2025-26 Suspension Rate All Students 2.6% EL 3.8% LTEL 5.1% SED 3.6% SWD 8.9% Asian 0.0% Hispanic 3.2% White 2.8%	All Students: -4.6% EL: -1.9% *LTEL: N/A SED: -5.3% SWD: -5.5% Asian: -4.3% Hispanic: -4.5% White: -6.8% *Not numerically significant in either Baseline or Y2 Outcome
20	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
21	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%
22	% students participating in work-based learning Course: CALPADS	2022-23:100%	2023-24: 99%	2024-25:100%	2025-26: 100%	0%

Goal Analysis for 2025-26%

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: Samueli Academy has fully implemented this action that includes an assessment cycle to strengthen instructional decision-making, targeted interventions, and shared accountability for student progress.

Samueli Academy has administered scheduled NWEA MAP Growth assessments. After each administration, NWEA MAP Growth Family Reports were sent home to support meaningful family engagement and a shared understanding of student achievement. These reports provide an accessible summary of each student's current performance and growth over time in Math, Reading, Language Usage/Language Acquisition, and Science, including projected progress indicators that help families understand next learning steps.

In October, all students in grades 7–12 participated in Student-Led Conferences facilitated through Advisory, with an Advisory teacher and caregiver present. This was the school's first year implementing student-led conferences, and the process has occurred to date at the end of Quarter 1 and took place in Quarter 3 (April 13-17, 2026) During conferences, students present their NWEA performance using student trackers, review their attendance and current academic grades, and set academic goals and growth targets.

Feedback to date has been positive, and the majority of caregivers participated and indicated a desire to continue the practice which was informative and engaging.

To support continuous improvement, Samueli utilized the Analytics feature in Aeries to analyze and review student achievement data, and staff applied the results within PDSA (data science) cycles. Teachers are using MAP Growth as a common metric to refine instruction and monitor progress, which has increased coherence in data-driven planning across teams.

In March, staff reviewed disaggregated achievement data in language/reading, math, and science to inform instructional adjustments and evaluate the effectiveness of interventions. Teachers refined Tier 1 supports in the classroom, and Igniters adjusted Tier 2 and Tier 3 interventions outside of the classroom based on student needs. Math teachers reviewed student growth during March professional development and June end-of-year professional development to assess curriculum enhancements resulting from their work with the UCI Math Project. In addition, the Challenge Success survey was administered in Spring 2026 to gather further feedback on student experience and school conditions.

Several implementation challenges include students who missed testing due to significant absences, and in many cases, staff prioritized re-engagement and instructional catch-up over makeup testing. Our root cause analysis indicated that chronic absenteeism was primarily driven by mental health challenges and medical fragility, including hospitalizations. The school identified that Aeries Analytics must be rebuilt as new elements, such as interventions, were added, which created operational inefficiencies. Additionally, the planned data visualization dashboard was not developed by data interns as initially intended; instead, the services were contracted..

The first cycle of Student-Led Conferences generated clear improvement steps. Staff identified a need for more preparation time to develop comments and insights for students they do not directly support during conferences. For second cycle, structured time was provided during all staff PD, to allow the entire staff time to provide meaningful feedback for all students. While family engagement was strong, some caregivers could not fully access the experience due to barriers or confusion related to NWEA, grading systems, or Echo. To address this, staff incorporated brief introductions and provided meeting supports, including a ready-to-use handout for families who needed assistance accessing grades through Echo.

Action 2: The MTSS team, known as the Igniters, is comprised of support staff including counselors, administrators, the Work-Based Learning Coordinator, Alumni Success Coordinator, Athletic Coordinator, Literacy Specialist, EL Aide, Student Services Coordinator, Student Success Coordinator, and Student Development Coordinator. During the summer, the Igniters participated in professional development with a consultant to begin strengthening the school's MTSS framework.

Through this work, the team aligned on clear documentation workflows, agreed-upon accountability measures, and committed to consistent implementation across the school year. They established expectations for documenting student concerns and interventions, modeled workflows as a team, and identified regular structures for monitoring fidelity through monthly Igniter meetings.

Additionally, the team developed a phased rollout plan for staff that included dedicated time for documentation, clear communication protocols for students with specific needs (English Learners (EL/LTEL), students with IEPs, foster youth, and seniors), and defined next steps for refining workflows, configuring Aeries notifications, and distinguishing between counseling, intervention, and discipline documentation.

Academic Interventions: Teachers in grade-level teams analyzed student data, including grades, MAP Growth assessments, and performance on schoolwide learning outcome rubrics to determine which students to refer for additional support. Based on early observations (end of Quarter 1), teachers referred students for interventions such as office hours trackers with goals, attendance support plans, SSTs, or Check-In/Check-Out plans. Administrators and counselors have supported the implementation of office hours trackers and the SST process for each student.

All math courses are utilizing Delta Math as a tool to reinforce concepts taught in class. Samueli Academy employs four tutors who provide push-in and pull-out support across all subjects based on student need. Staff and students recommend students for tutoring services as part of the MTSS plan. In addition to push-in support, each teacher offers two hours of office hours per week. Instructional aides also run a daily after-school tutoring program in the College, Career, and Alumni Center, available for all subjects. Saturday School has been implemented as planned to provide additional support for students in grades 9–12 who have been identified as needing academic or attendance intervention.

Social-Emotional Supports: Social-emotional learning has been integrated through classroom circles and restorative circles.

Challenges Identified with the implementation of this action:

- **Staffing Transitions:** The school experienced significant staffing transitions during the summer and early fall. The Student Development Coordinator transitioned during the summer but was onboarded quickly due to his background in counseling. The two high school counselor positions were hired after the start of the school year. During this transition, the Head of School supported immediate needs for 11th and 12th grade students, while the Assistant Head of School supported 9th and 10th grade students. All positions are currently filled with no vacancies.
- **SST Scheduling:** Scheduling SST meetings with students, teachers, and caregivers has been challenging due to time constraints. When full participation is not possible, at least one teacher, an administrator, and a counselor attend. Teachers who cannot attend provide feedback through the SST form, and a follow-up email is sent afterward.
- **Office Hours Tracker Oversight:** Office hours trackers have been difficult to oversee, as they rely on students keeping track of their own attendance and submitting forms independently. To address this, the 9th and 10th grade counselor held a meeting with students at the beginning of the new semester to clarify expectations, show them where to find additional paper trackers, and incentivize attendance. The counselor is also sending regular reminders.
- **Measuring Tutoring Impact:** Measuring the impact of tutoring has been challenging because students are often referred once their grades are already deficient. Many students may have begun interventions right at the end of the grading period, making it difficult to capture immediate academic gains. However, student grades are monitored closely via MTSS Team, and counselors.

Action 3: This action has been fully implemented.

- **Restorative Practices and Alternatives to Suspension:** Samueli Academy has worked with the new Student Development Coordinator to proactively support students through restorative practices, resulting in a reduction in overall suspensions at the upper grades related to physical altercations. This success is attributed to several interconnected efforts: integrating new students into the community through Firewolf Foundations in the summer, partnering with Neutral Ground as a resource for conflict resolution, and maintaining purposeful supervision during unstructured times such as before school, after school, lunch, and nutrition.

Samueli Academy has also strengthened its alternative-to-suspension programs by partnering with external providers. Neutral Ground provides conflict resolution support, and Purpose of Recovery addresses issues related to substance abuse. These partnerships allow the school to respond to student behavior with meaningful interventions rather than exclusionary discipline.

Samueli Academy continues to strengthen restorative practices implementation and expand alternatives to suspension through comprehensive staff training and coaching. This includes ongoing professional development with Neutral Ground and CharterSafe training for students focused on conflict resolution, coping skills, and relationship-building. Additionally, the school will include sessions on trauma-informed practices during the pupil-free Professional Development day in March.

- **Attendance and Chronic Absenteeism Supports:** A root cause analysis revealed that chronic absenteeism stems primarily from mental health challenges and medical fragility, including hospitalizations. To address attendance and chronic absenteeism, the school has implemented several strategies. Staff hold parent and caregiver meetings with chronically absent students, with a particular focus on students in the middle grades. Our Seniors are held to a 90% attendance rate in order to participate in senior activities. The school conducts regular data reviews to monitor attendance trends, and independent study contracts are offered to students who qualify.
- **Mental Health and Crisis Support Services:** Samueli Academy has expanded social-emotional and behavioral support services to include a full-time Social-Emotional Learning Counselor for middle school students and a school psychologist providing comprehensive mental health services. The school continues to use CareSolace for external mental health referrals; counselors interact with the CareSolace dashboard and follow up with caregivers and students as needed.

The school psychologist has been an integral part of refining the MTSS framework and implementing and advising on Tier 3 interventions. She works closely with at-promise students by providing regular counseling support, conducting risk assessments as needed, and developing safety plans. She coordinates with teams supporting each student, which may include parents and caregivers, the Student Success Coordinator, the Student Development Coordinator, foster parents, social workers, educational rights holders, lawyers, and court staff.

- **Student Success Coordinator Supports:** The Student Success Coordinator carries a caseload of students who are in foster care or who qualify as McKinney-Vento. She conducts regular check-ins with these students, following up on academic performance, attendance, and social-emotional needs. She offers daily support in the form of basic needs such as hygiene supplies, food, and clothing, and connects families with long-term support from outside agencies including the Youth Connected Program (YCP, which operates the dorms on campus) and social services. She also attends regular meetings to stay informed about available resources and learn from other school programs.
- **Incident Reporting:** The Titan HST app enables students to report incidents directly to administrators, ensuring timely intervention. The app continues to be used by staff and students, and the school adjusts settings to meet evolving needs. For example, the school recently created a "harmful language" reporting option for students and staff.
- **Social-Emotional Learning Curriculum:** Samueli Academy is no longer using ICAN program supports and has instead shifted to internally created resources that leverage materials from various curricula, including ICAN, Common Sense Media, Tilly's Life Center (TLC), and My Future Blueprint (an advisory plan for grades 9–12 focused on future planning). These strategies are tailored to the specific needs of Samueli Academy students.

<u>Challenges Identified with the implementation of this action:</u>

- **Staffing Coverage:** The Student Services Coordinator was on leave for a period of time, so biweekly meetings with the Student Development Coordinator were supported by other staff, including counselors, the school psychologist, and administrators. This rotation made the work more challenging due to the lack of a consistent point person. The Student Services Coordinator has since returned, and this is no longer expected to present a challenge.
- **Housing and Resource Limitations:** The Student Success Coordinator has faced challenges connecting families who qualify as homeless with housing resources, as available options are limited. Additionally, obtaining accurate and complete information from families during regular data reviews has been difficult.

Action 4: This action was fully implemented.

Professional Development Focus on Literacy: This year, professional development has centered on literacy, specifically reading strategies. The school hired a Literacy Specialist (reading specialist) to support professional development and the English Learner program. The Literacy Specialist works closely with the EL Instructional Aide to monitor student data across academics, discipline, and attendance. Together, they provide training for teachers and collaborate to enhance lesson plans and assignments that support the reading and language acquisition goals of EL students. The EL Instructional Aide provides push-in targeted support to students as needed.

The administrative team and the Literacy Specialist have also worked with Literacy Specialists from UCI to better understand how to support literacy development for students at the secondary level.

ELLevation Platform and Instructional Strategies: All teachers were trained on the ELLevation platform last year, and the school continues to use the platform and its strategies. Teachers draw from the bank of strategies within ELLevation to support instruction. In the prior year, implementation focused on strategies for academic conversations. This year, the focus has narrowed to reading comprehension and connected literacy strategies, though teachers continue to use Academic Conversation strategies and table talk approaches from their earlier training.

As part of ongoing professional development, teachers have spent time aligning on feedback and grading practices using a four-point scale for both written and oral communication.

Expanded ELD Course Offerings and Summer Programming: An additional ELD course was added at the middle school level, taught by the Literacy Specialist and supported by the EL Instructional Aide. Additionally, the school offered a non-credit summer class for rising ninth grade students focused on literacy and math development. The majority of participants were EL and Long-Term English Learner (LTEL) students.

Challenges Identified with the implementation of this action:

- **Building Teacher Capacity in Literacy:** Developing capacity in literacy instruction has been challenging for teachers who are not accustomed to thinking about literacy within their content areas.
- **Chronic Absenteeism Among EL Students:** Chronic absenteeism remains higher for EL students compared to the general population.
- **Perceived Fluency Masking Support Needs:** EL students often present as fluent in English during daily interactions, which can lead staff to underestimate their need for language supports. Staff must remain mindful to embed supports even when students appear not to need them.

Action 5: This action was fully implemented.

- **ELLevation Platform for Data and Instruction:** Staff are using the ELLevation platform for both data tracking and access to resources and strategies appropriate for Long-Term English Learners (LTEL). Through the platform, staff monitor EL and LTEL progress toward reclassification, analyze ELPAC and English Learner Progress Indicator data, support instructional planning focused on academic language development, and streamline reclassification workflows.
- **Tiered Instructional Support:** The school provides tiered, push-in instructional aide support during the school day to accelerate language acquisition for LTEL students. Because Samueli Academy is a secondary school, the majority of EL students (92%) are LTEL students. The school centers these students in the instructional process by specializing instruction for their specific needs based on results from ELPAC, NWEA, and Schoolwide Learning Outcome (SWLO) rubrics.
- **Professional Development:** The school has delivered professional development for teachers focused on Academic Conversations, including Socratic Seminars and structured discussion strategies. Training has also addressed supporting LTEL language development within heterogeneous classrooms using proven strategies from ELLevation and embedding English Learner strategies into core instruction rather than separating students into standalone courses.

The Assistant Head of School and Literacy Specialist are designing and leading professional learning that strengthens literacy instruction for EL and LTEL students in mainstream classrooms through departmental Professional Learning Communities (PLCs).

- **UCI Partnership:** The school is partnering with literacy specialists from the University of California, Irvine. The Literacy Specialist, ELD teacher, and EL Aide meet with the UCI team monthly to study the specific needs and challenges of EL and LTEL students and to use research findings to inform targeted, job-embedded literacy professional development.
- **Recognition and Pathways:** The school has established a clear pathway for students to earn the State Seal of Biliteracy, which is communicated with EL and LTEL students and families. Students who earn the Seal are celebrated at senior awards night and wear special regalia at graduation. Additionally, students who reclassify receive a certificate presented by the EL Aide.

Challenges Identified with the implementation of this action:

- **Dashboard Performance:** LTEL students moved from Red (2024 Dashboard) to Orange performance level on the 2025 Dashboard for ELA, Math, and Chronic Absenteeism indicators. While this represents progress, continued improvement is needed.
- **Attendance Concerns:** The school continues to struggle with EL and LTEL attendance, particularly given the rise in ICE activity in the community since the summer. Staff are working to provide resources and information to families to address these concerns and support consistent attendance.

Action 6: This action was fully implemented and continues to support Students with Disabilities (SWD) through individualized behavior plans and goals. The Student Services team conducts biweekly reviews of SWD focused on both attendance and academic performance. The team communicates consistently with families and addresses mental health concerns as they arise. Additionally, the Zen Den has served as a consistent space for students to utilize de-escalation strategies.

- **Increased Collaboration with General Education Staff:** A key improvement this year has been increased collaboration between the Special Education team and general education staff through participation in schoolwide literacy efforts via the Professional Learning Community (PLC) process. The SPED team PLC participates in the same improvement data collection as other PLCs and maintains a high level of involvement, including weekly attendance by all paraeducators. Team members collaborate with general education teachers to adjust lessons to best support students in their classes.
- **Integration of MAP/NWEA Data into IEP Meetings:** Another addition this year has been the inclusion of MAP/NWEA results in all IEP meetings. This practice has increased teacher understanding of how assessment results correlate with student disabilities and has strengthened data literacy among staff.
- **Re-Entry Meetings Following Discipline:** The Student Development Coordinator holds re-entry meetings with students following a suspension or alternative to suspension. These meetings include a caregiver, and behavior plans and expectations are shared with staff as well.
- **Compliance and Professional Development:** The team has focused on understanding new compliance measures for tracking the level of services provided to SWD. Staff participated in professional development with the SELPA to understand these new requirements.

Challenges Identified with the implementation of this action:

Staffing and Data Collection Limitations: The Student Services Coordinator was on leave for a period of time. A substitute-maintained IEP timelines during this absence but was not able to move forward larger departmental initiatives or maintain consistent data collection. As a result, comprehensive academic data for SWD this year is limited. The Student Services Coordinator has since returned.

Incomplete Records for Newly Enrolled Students: Several students who recently enrolled at Samueli Academy were identified as having incomplete IEPs, expired IEPs, or incorrect identification from their previous schools. Staff spent a substantial amount of time managing behavioral issues that were reduced once proper services were implemented.

Action 7: This action was fully implemented. **College and Career Partnerships:** Samueli Academy continues to thrive in its college and career partnerships, and existing structures have become well-practiced and sustainable. All aspects of the plan are in motion or fully implemented.

- **Internship Program:** The internship program is fully implemented. Finding a unique internship for every student remains a challenge. Some years, partners are able to host many students through summer camps or programs, but those internships do not always align with student interests. This year, the school implemented a survey to identify student interests and is actively working to match internships accordingly. Because student interests vary year to year, the school does not always sustain long-term internship partnerships, creating an ongoing tension between having enough internships and ensuring they are well-matched to student interests. However, all students participate in an internship component as part of the CTE Pathway completion.
- **College Preparation Activities:** Samueli Academy has held all scheduled college preparation activities, including 9th grade career exploration tours, App Fest for seniors, and opportunities to take the PSAT and SAT with access to fee waivers.

Upcoming Spring 2026 Activities

- Samueli Academy will host its annual Decision Day assembly, where seniors announce their college acceptances and final decisions, celebrating the culmination of their college preparation journey. Career Ignition Conferences, held each fall and spring, provide ongoing exposure to career pathways and post-secondary opportunities.
- **Dual Enrollment:** Students can access dual enrollment opportunities at Santa Ana College for technical courses aligned with the Engineering pathway, earning college credit while completing high school requirements.
- **Scholarship and Ambassador Programs:** Samueli Academy's Scholarship Program and Ambassador Program support both current students and graduates. Upon graduation, students serve as ambassadors and mentors to current students while receiving scholarships for their service. This program promotes student retention and ensures continued engagement through alumni events, creating a sustained network of support and connection to the Samueli community.

Challenges Identified with the implementation of this action:

- **Loss of Community Schools Coordinator:** Since Samueli was not awarded the CCSPP grant, the Community Schools Coordinator position was eliminated due to the budget. Existing staff have taken on the role to distribute partnership relationships among themselves to maintain continuity.
- **Counselor Turnover:** Both 9–12 grade counselors departed at the same time, requiring the school to create new processes for incoming staff with different backgrounds. Both positions have since been filled.

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.

For Goal 1, a material difference between budgeted expenditures and estimated actual expenditures occurred in Action 3, Addressing Social-Emotional and Behavioral Student Needs. The estimated actual expenditures exceeded the budgeted expenditures as a result of the after-school program, a STEM-based program for middle school students. Student participation in the program was higher than anticipated, and the increased enrollment required additional staffing and resources to serve the participating students, resulting in estimated actual expenditures that were greater than originally budgeted. No other material differences between budgeted and estimated actual expenditures occurred among the remaining actions in Goal 1.

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

Action 1: Overall, this action has been effective in strengthening data-driven instructional practices, increasing student ownership of learning through structured goal-setting, and deepening caregiver engagement through consistent reporting and student-led communication of academic progress.

Action 2: This action has been effective as measured by the following:

- **MTSS Process Improvements:** Early successes include increased shared ownership and clarity around MTSS processes among administrators and support staff. There is stronger alignment around expectations for documentation, communication, and accountability. Communication between teachers and support staff regarding referrals and interventions has also improved.
- **Tutoring Outcomes:** A total of 139 students participated in the tutoring program this year. 54 Students were recommended to tutoring as part of the MTSS supports, while 85 students sought out tutoring without being formally recommended. Students who were formally recommended attended approximately 4 times as many tutoring sessions as those who informally received tutoring supports. 34 students have an IEP or 504 designation, and 105 students are in General Education. There was roughly no change in GPA for students from Spring 2025 to Fall 2025. At the time of this LCAP report, data for Spring 2026 is pending. Once data is collected, will be reviewed and analyzed during the Summer 2026. The school was also able to hire and onboard additional tutors to expand capacity.
- **Attendance and Suspension Data:** This year, there has been a decrease in suspensions with 16 students having received at least one day of suspension. Three students identified as LTEL have been suspended, which is about 3% of LTEL students. There is a decrease in SWD having been suspended to about 6%. The team is working to identify proactive supports for this population; data analysis shows no pattern in the types of offenses among SWD.
- **Looking Ahead:** The structures, workflows, and accountability measures now in place create the conditions necessary for accelerating learning and closing gaps. Consistent implementation and ongoing refinement remain priorities.

Action 3: This action has been effective as measured by the following:

Reduction in Repeat Discipline Incidents: This school year, Samueli Academy continues to experience a decline in the number of students with multiple assertive discipline records. Of the 26 students who had a discipline incident resulting in either an alternative to suspension or a suspension, a total of 4 students had two incidents and only 1 student had three incidents.

Improved Chronic Absenteeism and Suspension Rates: Chronic absenteeism rates for grades 7–8, as reflected on the 2025 California School Dashboard, declined from 18.7% in 2023–24 to 14.7% in 2024–25, resulting in a Yellow performance level for All students, Socioeconomically Disadvantaged (SED) and Hispanic student groups. Schoolwide chronic absenteeism rates for grades 7–12 declined from 20% in 2023–24 to 18.2% in 2024–25. Suspension rates also declined significantly, from 6.1% in 2023–24 (Yellow performance level) to 2.1% in 2024–25, achieving a Green performance level on the 2025 California School Dashboard.

Family Engagement: The Student Success Coordinator has been successful in establishing herself as a trusted resource for families, helping them feel connected and heard.

Action 4: This action has been effective as measured by the following:

- **Staff Engagement and Literacy Integration:** Staff have been very receptive to working with the Literacy Specialist, who understands how to build literacy within a Project-Based Learning context. All teachers are now focusing on literacy through professional development, and they are actively using Ellevation strategies along with the expertise and push-in support of the EL Instructional Aide.
- **Student Satisfaction with ELD Courses:** Students are satisfied with the ELD courses and are not requesting transfers out, indicating that this action has been effective.
- **MAP Growth Data for EL Students:** Based on MAP Growth data, EL students demonstrated varied progress across subject areas.
- In **Math**, Grade 7 EL students demonstrated solid positive growth and performed close to projected norms. Growth for EL students in Grades 8 and 9 was more uneven, with some grades showing limited or negative observed growth, particularly in Grade 9.
- In **Reading**, EL students in Grades 7 and 8 showed positive growth, with about half meeting growth projections. Growth slowed in higher grades, with Grade 9 EL students showing minimal gains. This suggests a need for targeted literacy supports as text complexity increases.

- In **Language Usage**, EL students showed relative strength. Most grades demonstrated positive observed growth, with around half or more meeting growth projections, indicating progress in grammar, conventions, and academic language development.
- In **Science**, EL growth was inconsistent. Grade 8 EL students showed stronger gains, while Grades 7 and 9 saw flat or limited growth, suggesting variability in access to language-rich science instruction.

Action 5: This action has been effective as measured by the following:

- **Reclassification Rate Increase:** The reclassification rate increased from 8.4% the prior year to 12.4% last year, reflecting improved progress toward English proficiency among EL students.
- **ELPAC Proficiency:** The most recent ELPAC results showed that 17.7% of LTEL students scored at the proficient level (Level 4), and 22.6% of all EL students scored at proficient during the 2024–25 school year.
- **NWEA MAP Growth Data:** Benchmark testing through NWEA demonstrates that LTEL students are growing in both math and English performance.

In Math, English Learners demonstrated measurable growth from Fall 2025 to Winter 2025. Most notably Grade 8 EL students gained 8 percentage points and grade 9 EL students gained 7 percentile points.

In Reading, EL Students demonstrated growth across most grade levels. Grade 8 students increased by 6 RIT points and 4 percentage points. While growth was less significant for 9th grade EL students with 1 RIT point average growth. Grade 10 EL students increased on average by 2 percentage points. We saw the biggest increase in grade 12 EL students with 10 percentage points.

In Language Usage, EL students demonstrated growth across grade levels. Grade 8 students increased by 3 RIT points. Grade 8 students also demonstrated growth in language usage by increasing 4 RIT points and 2%.

Action 6: This action has been effective as measured by the following:

- **Dashboard Performance:** SWD showed academic improvement, with an Orange performance level for both English Language Arts and Math on the California School Dashboard.

MAP Growth Data: Based on MAP Growth data, SWD demonstrated progress across multiple subject areas.

- In Math, SWD showed consistent growth across most grades, with roughly 40–50% meeting growth projections. This indicates steady improvement even when students started below grade-level norms.
- In Reading, growth was modest but generally positive, with several grades maintaining achievement percentiles rather than declining. About half of SWD met growth projections, which is notable given their starting performance levels.
- In Language Usage, growth was small but stable, with outcomes similar to Reading. Results suggest maintenance and incremental improvement rather than acceleration.
- In Science, results were more challenging. Several grades showed flat or negative growth, and fewer SWD met growth projections compared to Math or ELA domains. This area will require continued attention.

Action 7: This action has been effective as measured by the following:

- **Counselor Expertise:** Both new 9–12 grade counselors brought extensive experience in supporting A-G eligibility and college applications. They were able to help shape and strengthen the school's work in this area.
- **Graduation and Post-Secondary Application Rates:** The 2024–25 graduation rate was 100%, and 100% of graduates applied to post-secondary education.

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.

Samueli Academy develops a one-year LCAP each year based on the school's annual comprehensive needs assessment, which incorporates feedback from its educational partners, survey results, and local, internal, state, and California School Dashboard performance data. Through this annual reflection on prior practice, the school reviews its goals, metrics, target outcomes, and actions to confirm that they remain aligned with current data and with state accountability requirements, and it makes adjustments where the reflection indicates a need. No changes were made to the planned goal, and target outcomes.

For the coming year, the primary change resulting from this reflection involves the reporting of science performance. The State Board of Education added the science indicator to the 2025 California School Dashboard and reported those results using science points. In order to align the LCAP with the California School Dashboard, the California Science Test metric under Measuring and Reporting Results is now being reported with science points. This change ensures that the school's reporting remains compliant with the updated Dashboard methodology and transparent to educational partners, and it allows the school to track science performance in a manner consistent with how the state now reports that indicator.

The following actions were strengthened to support the needs of our students:

- **Action 1: Measuring Student Progress.** Reflection on the school's first year of Student-Led Conferences led to strengthening the practice for the coming year. Because staff needed more preparation time to provide meaningful feedback for students they do not directly support, the school built structured time into all-staff professional development so that every staff member can contribute insights for all students. To remove access barriers, the school has added brief family introductions and a ready-to-use handout for caregivers navigating NWEA reports, grades, and the Echo platform.
- **Action 6: Services Supporting Students with Disabilities.** Reflection identified two strengthening practices that the school is continuing to improve outcomes. First, the Special Education team increased collaboration with general education staff through the PLC process, including weekly paraeducator participation, to adjust lessons in real time. Second, the school integrated MAP and NWEA results into all IEP meetings, which improved staff understanding of how assessment data correlates with student needs and strengthened data literacy. The team also participated in SELPA professional development on new compliance measures for tracking services, supporting more accurate documentation of supports for this student group.

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	Measuring Student Progress: Assessments	Samueli Academy's approach to measuring student progress is grounded in a balanced assessment system that combines state-mandated assessments with nationally normed, curriculum-aligned measures of growth. This system is designed to provide timely, actionable data that informs instructional decisions and supports accelerated learning for all students and each numerically significant student group. **NWEA MAP Growth Administration**	$17,243	N

		Samueli Academy will administer NWEA MAP Growth assessments to all students in grades 7 through 12 in Reading, Writing, Mathematics, and Science, consistent with the assessment schedule established in Element 3 of the approved charter petition. These assessments will track literacy and mathematics growth across all grade levels and provide comprehensive, nationally normed data to monitor student academic progress over time. **Disaggregation by Student Group** Assessment data will be disaggregated by numerically significant student groups, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Socioeconomically Disadvantaged students (SED), and Hispanic students. This disaggregation enables targeted monitoring of progress and identification of academic and engagement gaps requiring intervention and directly supports the school's monitoring obligations under its Differentiated Assistance plan and AB 1505 renewal criteria. **Data Review and Instructional Response** The Leadership Team, supported by the EL Coordinator, Literacy Specialist, and the math Specialist, will build data visualizations to facilitate analysis, will review assessment results on a cyclical basis following each administration window. These results will inform multiple school initiatives, including schoolwide academic planning, targeted reading and mathematics support programs, Multi-Tiered System of Supports (MTSS) implementation, and integration with restorative practices. **Integration with Challenge Success Survey Data** Challenge Success survey data will be cross-referenced with academic dashboard data to identify trending patterns that align with student survey responses, enabling comprehensive recommendations that address both academic and social-emotional learning needs. **Student-Led Conferences** Building on its successful initial launch during the 2025-26 school year, Samueli Academy will continue to implement Student-Led Conferences facilitated through the Advisory program, with the Advisory teacher and caregiver present. During these conferences, students present their NWEA performance results using student trackers, review their attendance rates and current academic grades, and set academic goals and growth targets. This process creates student ownership of learning. Caregivers who participated in 2025-26 reported that they would like the practice to continue, describing it as informative and engaging. **Continuous Improvement through Aeries Analytics and PDSA Cycles**		

		To support continuous improvement, Samueli Academy is using the Analytics feature within Aeries, its student information system, to analyze and review student achievement data, and staff apply the results within Plan, Do, Study, Act (PDSA) improvement cycles. Teachers are using NWEA MAP Growth as a common metric to refine instruction and monitor progress, which has increased coherence in data-driven planning across grade-level and subject-area teams.		
2	Addressing Academic Needs & Supports to Accelerate Learning	To close learning and achievement gaps, accelerate academic performance, and improve graduation and A-G completion rates for all students and each numerically significant student group, Samueli Academy will strengthen the frequency, coherence, and quality of academic support and intervention through a comprehensive Multi-Tiered System of Supports (MTSS), aligned with the California Community Schools Framework. **MTSS Team Structure: The Igniters** Samueli Academy's MTSS team, known as the Igniters, is composed of support staff including counselors, administrators, the Work-Based Learning Coordinator, Alumni Success Coordinator, Athletic Coordinator, Literacy Specialist, EL Aide, Student Services Coordinator, Student Success Coordinator, and Student Development Coordinator. During the summer, the Igniters will participate in professional development with a consultant to strengthen the school's MTSS framework. Through this work, the team will align clear documentation workflows, agreed-upon accountability measures, and a shared commitment to consistent implementation across the school year. The Igniters will establish expectations for documenting student concerns and interventions, model workflows as a team, and identify regular structures for monitoring fidelity through monthly Igniter meetings. The team will also develop a phased rollout plan for staff that includes dedicated time for documentation, clear communication protocols for students with specific needs (English Learners and Long-Term English Learners, students with IEPs, foster youth, and seniors), and defined next steps for refining workflows, configuring Aeries notifications, and distinguishing between counseling, intervention, and discipline documentation. In support of this work, teachers in grade-level teams and subject-area Professional Learning Communities (PLCs) will analyze student data, including grades, NWEA MAP Growth assessment results, performance on Schoolwide Learner Outcomes (SWLO) rubrics, and student work samples, to determine which students to refer for additional support and to refine instruction in	$433,959	N

		identified areas of need such as scientific reasoning, literacy, and academic vocabulary development. **Tier 1 Instructional Consistency: Common Classroom Routines and Procedures** Building on findings from subject-area needs assessments, Samueli Academy will implement common classroom routines and procedures across departments to build student agency and strengthen Tier 1 instruction. Common routines reduce cognitive load for students managing multiple courses, create predictable structures within which students take increasing ownership of their learning, and support instructional continuity during staffing transitions. These shared expectations will reinforce schoolwide use of evidence-based reasoning frameworks (such as Claim, Evidence, Reasoning), structured academic discourse protocols, and consistent expectations for analyzing data and supporting claims with evidence. **Academic Interventions and Instructional Partnerships** Samueli Academy will implement a layered set of academic interventions, including push-in tutoring (LREBG funded: $27,062.50) delivered during the instructional day, after-school tutoring programs, and Saturday School sessions. Instructional Aides (LREBG funded $306,188.45) will provide tiered push-in support for students struggling academically throughout the instructional day. A Reading Specialist (cost identified in Goal 2, Action 2) will collaborate with classroom teachers on evidence-based literacy strategies and will provide targeted support for reading and writing skill development, with focused attention on the needs of English Learners and Long-Term English Learners. The EL Coordinator will collaborate with content-area teachers on lesson design that embeds evidence-based ELD practices and supports the academic vocabulary demands of each subject area, including morphology-focused vocabulary instruction. The Math Specialist will build on the partnership work with UCI Math Program to provide ongoing math coaching, support on curriculum sequencing and development. They will collaborate with classroom teachers on evidence-based strategies to support the identified gaps in mathematics to build teacher capacity in Tier 1 supports. **Designated Language Development: Leveled ELD Class** To address the resource inequity in instructional time and attention identified for English Learners, Samueli Academy will offer a leveled ELD class designed to provide intentional, differentiated language development support based on each student's English proficiency level. The leveled structure ensures that newcomer English Learners, developing English Learners, and Long-Term English Learners receive instruction targeted to their specific linguistic and academic needs, with explicit attention to the academic language demands of grade-level content. This		

		action is intended to accelerate progress toward English language proficiency and reclassification while strengthening access to grade-level coursework across all subject areas. **Supplemental Programs, Credit Recovery, and Office Hours** All grade levels will utilize Delta Math (LREBG funded $5,000) to reinforce core learning concepts, with Delta Math available as an individualized skill-building intervention for students who require additional practice. Students requiring credit recovery will access in-year credit recovery options (LREBG funded $43,614) and Summer School (LREBG funded: $48,460). Teacher Office Hours will continue to provide individualized tutoring and academic support that is available to all students. **Student Monitoring and Tracking Tools** Student participation and engagement in these supports will be systematically monitored through structured tracking tools. The Office Hours Tracker will monitor student utilization of support services, and the Attendance Tracker will identify early patterns of disengagement that warrant timely intervention, recognizing that chronically absent students consistently demonstrate the lowest performance on assignments and summative assessments. Students requiring additional structure and accountability will participate in Check-in/Check-out (CICO) plans that provide consistent adult support. For students with disabilities, specialized behavior plans will be developed and monitored on cycles ranging from weekly to quarterly, in alignment with each student's IEP and consistent with the progress monitoring approach described in the charter petition.		
3	Addressing Social-emotional & Behavioral Student Needs	Samueli Academy is committed to addressing the social-emotional and behavioral needs of all students and each numerically significant student group to remove non-academic barriers to learning, reduce chronic absenteeism, and continue to lower suspension rates. The urgency of this work is grounded in the school's multi-year performance trajectory on the California School Dashboard. On the 2023 Dashboard, Samueli Academy received Red performance levels on the Suspension Rate Indicator for English Learners and Students with Disabilities, as well as a Red performance level on the Chronic Absenteeism Indicator for Students with Disabilities. The 2024 Dashboard results showed mixed outcomes, with Red performance levels for chronic absenteeism affecting all students, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students, while Students with Disabilities achieved a Green performance level for the Suspension Rate Indicator. The 2025 Dashboard reflects significant improvement across both indicators. On the Chronic Absenteeism Indicator, Samueli Academy received a Yellow	$740,135	Y

		performance level for all students, Socioeconomically Disadvantaged students, and Hispanic students, and an Orange performance level for English Learners and Long-Term English Learners. On the Suspension Rate Indicator, the school received a Green performance level for all students, Socioeconomically Disadvantaged students, Hispanic students, and White students; a Blue performance level for Asian students; and a Yellow performance level for Students with Disabilities, English Learners, and Long-Term English Learners. These results represent measurable, sustained gains over the prior year and validate the effectiveness of the interventions implemented during the 2024-25 school year, while also identifying continued areas of focus for English Learners, Long-Term English Learners, and Students with Disabilities. **Root Causes Identified** A comprehensive needs assessment and root cause analysis identified substance use, physical altercations, and escalating behavioral challenges among Students with Disabilities as primary factors contributing to disciplinary incidents. A parallel root cause analysis for chronic absenteeism revealed that absenteeism at Samueli Academy stems primarily from mental health challenges and medical fragility, including student hospitalizations. The interventions outlined below are designed to respond directly to these root causes while building the school's long-term capacity to meet student social-emotional, behavioral, and attendance needs. **Attendance and Chronic Absenteeism Supports** To address attendance and chronic absenteeism, Samueli Academy has implemented several strategies aligned with the root causes identified above. Staff hold parent and caregiver meetings with chronically absent students, with a particular focus on students in the middle grades where early patterns of absence most strongly predict later disengagement. Seniors are held to a 90 percent attendance rate in order to participate in senior activities, creating a clear behavioral incentive tied to culminating milestones. The school conducts regular data reviews to monitor attendance trends, identify emerging patterns, and trigger timely outreach. For students whose medical or personal circumstances require a different pathway, independent study contracts are offered to qualifying students in accordance with state requirements, allowing continued academic progress during extended absences. **Restorative Practices and Alternatives to Suspension** Samueli Academy will strengthen its restorative practices implementation and expand alternatives to suspension through comprehensive staff training and coaching. This includes ongoing professional development with Neutral Ground,		

		Wayfinder, and CharterSafe training for students focused on conflict resolution, coping skills, and relationship-building. The Student Services Coordinator and Education Specialists will conduct biweekly meetings with the Student Development Coordinator to review behavioral referrals for Students with Disabilities. Behavior Plans will be developed, monitored, and adjusted regularly in collaboration with teachers and students, with progress check-ins scheduled on cycles ranging from weekly to quarterly based on individual student needs. **Expanded Mental Health and Crisis Support Services** Samueli Academy has expanded its social-emotional and behavioral support infrastructure to include a full-time Social-Emotional Learning Counselor for middle school students (Title I funded: $122,497.81) and a school psychologist providing comprehensive mental health services (Title I funded: $144,751.93). The school continues to use Care Solace for external mental health referrals. Counselors interact directly with the Care Solace dashboard to monitor referral status, and they follow up with caregivers and students as needed to ensure continuity of care. The school psychologist has been an integral part of refining the MTSS framework and implementing and advising on Tier 3 interventions for at-promise students facing significant social, emotional, or behavioral challenges. Services include individual counseling, risk assessments, safety plan development, social-emotional learning instruction, and executive functioning skill support, delivered using a trauma-informed approach that helps students develop healthy coping strategies and resilience. The school psychologist coordinates with the teams supporting each student, which may include parents and caregivers, the Student Success Coordinator, the Student Development Coordinator, foster parents, social workers, educational rights holders, attorneys, and court staff, and she collaborates with community partners to coordinate external services including therapy and Applied Behavior Analysis (ABA) when needed. **Student Success Coordinator Supports for Foster and McKinney-Vento Youth** The Student Success Coordinator (Title I funded: $59,311.26; LREBG funded: $32,897.73) serves as the school's Homeless and Foster Youth liaison and carries a caseload of students who are in foster care or who qualify as McKinney-Vento. The Student Success Coordinator conducts regular check-ins with these students, following up on academic performance, attendance, and social-emotional needs, and offers daily support in the form of basic needs such as hygiene supplies, food, and clothing.		

		The Student Success Coordinator connects families with long-term support from outside agencies, including the Youth Connected Program (YCP), which operates the dorms on campus, and social services providers. The Coordinator also maintains regular communication with social workers, probation officers, Court Appointed Special Advocates (CASAs), and other youth support systems to bridge school and community programs, and attends regular inter-agency meetings to stay informed about available resources and learn from peer school programs. Through collaboration with The Youth Connected Program and the Resource Family Recruiter, the school expands outreach for Collaborative Foster Parents to ensure foster youth receive equitable support. For McKinney-Vento students and families, the Coordinator ensures that student needs are met while providing additional supports, helping families identify and remove barriers that prevent consistent school attendance. **Incident Reporting through Titan HST** The Titan HST application enables students to report incidents directly to administrators, ensuring timely intervention. The application continues to be used by both staff and students, and the school adjusts its settings to meet evolving needs. For example, a "harmful language" reporting option was recently added for students and staff in response to identified campus needs, creating an additional avenue for early identification of concerns before they escalate. **Coordinated Impact**: Taken together, these attendance, restorative, clinical, coordination, and targeted intervention strategies form an integrated system of social-emotional and behavioral support. This system is designed to sustain the measurable gains reflected on the 2025 Dashboard while accelerating continued improvement for English Learners, Long-Term English Learners, and Students with Disabilities, the student groups most in need of continued focused support.		
4	Equitable Services for English Learners (EL)	Samueli Academy is committed to providing equitable, research-based services for English Learners (EL) in order to accelerate English language proficiency, close academic achievement gaps, and ensure full access to the school's college-preparatory program. The urgency of this work is grounded in the English Learner student group's performance trajectory on the California School Dashboard. On the 2023 Dashboard, the English Learner student group received a Red performance level on the Suspension Rate Indicator. Performance declined further on the 2024 Dashboard, with English Learners receiving Red performance levels across multiple indicators, including the English Language Arts and Mathematics Academic Indicators, the English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate. These comprehensive Red performance levels resulted in Samueli Academy's eligibility for Differentiated	$67,303	N

		Assistance under Education Code Section 52071, with the Riverside County Office of Education (RCOE) assigned to provide targeted technical assistance. The 2025 Dashboard reflects meaningful improvement in outcomes for English Learners, validating the effectiveness of the interventions implemented during the 2024-25 school year. On the English Learner Progress Indicator (ELPI), the EL student group achieved a Green performance level, with ELPAC results indicating accelerated progress toward English language proficiency. The student group received a Yellow performance level on both the ELA and Mathematics Academic Indicators. Science remains an area for continued growth, with an Orange performance level identified as a priority focus for the next cycle of improvement. These 2025 results affirm the trajectory of improvement while making clear that continued focus is required, particularly in science and in sustaining gains across ELA and mathematics. **Differentiated Assistance Partnership with RCOE and UC Irvine** Samueli Academy's Differentiated Assistance response leverages partnerships with the Riverside County Office of Education and UC Irvine to provide comprehensive, research-based technical assistance. RCOE brings deep knowledge of California accountability systems and evidence-based practices for English Learner instruction. UC Irvine contributes research-based expertise in multilingual education and culturally sustaining pedagogy, including specialized coaching support from Professor Young-Suk Grace Kim. Together, these partnerships provide a collaborative structure that grounds technical assistance in both practical implementation knowledge and current research on effective practices for English Learners. **Professional Development and Instructional Coaching** To address the language acquisition needs of English Learners, Samueli Academy will provide comprehensive professional development for teachers focused on delivering Tier 1 academic and behavioral interventions specifically designed for this student population. Professional learning will emphasize second language acquisition principles, academic language development strategies, designated and integrated English Language Development (ELD) pedagogy, and culturally responsive teaching practices that honor students' linguistic assets. Intensive instructional coaching will provide ongoing, job-embedded assistance to teachers as they implement new practices for serving English Learners. Coaches will work directly in classrooms to model effective ELD instruction, provide feedback on lesson design and delivery, and support teachers in analyzing student work and assessment data to inform instruction. **Dedicated Instructional Support and Expanded ELD Programming**		

		An English Learner Instructional Aide will provide targeted academic support during designated ELD time and throughout the instructional day as needed, coordinated with classroom teachers to integrate language development objectives with content-area learning goals. Samueli Academy will add an additional English Language Development class at the middle school level, creating expanded opportunities for focused language development and academic support. This additional dedicated ELD instruction will allow for smaller class sizes and more individualized attention, accelerating language acquisition and academic achievement for middle school English Learners. **Reading Specialist and Literacy Support** A Reading Specialist will be added to the instructional team to collaborate directly with teachers, providing effective tools and strategies that support reading and writing skill development for English Learner students. The Reading Specialist's instructional focus will be on reading and writing acquisition, ensuring English Learners receive targeted literacy support aligned with their language development needs and with the school's broader MTSS structure. **Ellevation Platform and Language Data Systems** Samueli Academy will continue implementation of the Ellevation platform as its comprehensive English Learner program management system. Ellevation supports teachers in identifying and addressing the unique academic language needs of students who may have conversational English proficiency but struggle with academic literacy and content-specific language demands, and it provides a centralized data environment for monitoring student language development progress, informing instructional grouping, and supporting reclassification decisions. **Home Language Literacy and Pathway to Biliteracy** Samueli Academy will expand language development opportunities by offering home language literacy development programs and maintaining a clear pathway for students to earn the State Seal of Biliteracy. These offerings honor students' linguistic assets, reinforce the research-supported connection between first-language literacy and second-language acquisition, and recognize bilingualism as a long-term academic and professional asset. **Recognition and Reclassification** Samueli Academy will implement recognition programs to celebrate English Learners who successfully reclassify, acknowledging their academic progress and language acquisition achievements. Reclassification criteria will continue to		

		include ELPAC performance, NWEA Reading performance at or above the 41st percentile, teacher evaluation, and parent consultation, consistent with the school's established reclassification process. **Targeted Focus: Science as an Area for Growth** The 2025 Dashboard Orange performance level in science for the English Learner student group is identified as a priority focus area for the next improvement cycle. Samueli Academy will integrate science-specific academic language supports into ELD and content-area instruction, strengthen professional development on language-rich science instruction (including scientific discourse, academic vocabulary, and writing scaffolds), and coordinate with the Reading Specialist and English Learner Instructional Aide to target science literacy demands for English Learners. **Coordinated Impact**: Together, the professional development, instructional coaching, dedicated ELD programming, reading specialist support, platform-based data systems, home language literacy, and targeted science focus form an integrated system of equitable services for English Learners. This system is designed to sustain the 2025 Dashboard gains in ELPI, ELA, and mathematics while accelerating continued progress in science and in reclassification outcomes, ensuring that English Learners at Samueli Academy have full and equitable access to the school's college-preparatory program.		
5	Supporting Long-Term English Learners (LTEL): Language Acquisition	Samueli Academy is committed to addressing the complex academic and language acquisition needs of Long-Term English Learners (LTELs), a student group that requires instructional approaches distinct from those used with newcomer English Learners. The urgency of this work is grounded in the LTEL student group's performance trajectory on the California School Dashboard. On the 2024 California School Dashboard, the LTEL student group received Red performance levels across multiple indicators, including the English Language Arts and Mathematics Academic Indicators, the English Learner Progress Indicator (ELPI), Chronic Absenteeism, and Suspension Rate. These comprehensive Red performance levels resulted in Samueli Academy's eligibility for Differentiated Assistance under Education Code Section 52071, with the Riverside County Office of Education (RCOE) assigned to provide targeted technical assistance. The 2025 Dashboard reflects significant improvement across most indicators for the LTEL student group, validating the effectiveness of the interventions implemented during the 2024-25 school year. The LTEL student group achieved a Green performance level on the English Learner Progress Indicator, an Orange performance level on Chronic Absenteeism, a Yellow performance level on Suspension Rate, an Orange performance level on the English Language Arts	$163,288	N

		Academic Indicator, and an Orange performance level on the Mathematics Academic Indicator. Science performance, however, remains a significant concern, with the LTEL student group receiving a Red performance level on the Science Indicator. Science is therefore identified as the highest-priority academic focus area for LTELs in the next improvement cycle. **Differentiated Assistance and UC Irvine Partnership** Samueli Academy's Differentiated Assistance response for LTELs leverages partnerships with the Riverside County Office of Education and UC Irvine. RCOE provides technical assistance grounded in California accountability systems and evidence-based practices for serving LTELs. UC Irvine contributes research expertise in multilingual education and culturally sustaining pedagogy, including specialized coaching support from Professor Young-Suk Grace Kim, whose research directly addresses the instructional needs of LTELs. Through this ongoing partnership, Samueli Academy is collaborating with UC Irvine to conduct research on the LTEL population, studying their unique needs and the barriers to their academic success. The High School Assistant Head of School and the Literacy Specialist will translate this research into targeted professional development that supports staff in developing literacy and academic language skills for LTELs within the mainstream instructional program, rather than through segregation into separate courses. **Ellevation Platform for LTEL Program Management** To address the complex language and academic needs of LTELs, Samueli Academy will continue implementation of Ellevation, a comprehensive English Learner program management solution designed to build teacher capacity for serving multilingual learners and to empower students with academic language skills. Ellevation provides a high-quality supplemental English Language Development program, ELPAC and English Learner Progress Indicator score analysis, progress monitoring for English Learners and Reclassified Fluent English Proficient students, reclassification workflows, and instructional planning initiatives specifically targeted to LTEL language acquisition needs. **Instructional Support and Language Acquisition Programming** Instructional Aides (cost identified in Goal 1, Action 2) will provide tiered push-in support for LTELs throughout the instructional day to accelerate academic language acquisition. Samueli Academy will continue to offer home language literacy development opportunities and will maintain clear pathways for students to earn the State Seal of Biliteracy. Student recognition programs will celebrate English Learners, including LTELs, who successfully reclassify, acknowledging their academic progress and language acquisition achievements.		

		Professional Development for Teachers Serving LTELs Professional development for teachers will focus on the distinct language acquisition needs of LTELs, who often have conversational English proficiency but struggle with academic literacy and content-specific language demands. Training will include academic conversation strategies delivered through Socratic Seminars and other structured discourse opportunities, designed to build the oral academic language that underpins reading and writing proficiency. Professional development will also emphasize creating inclusive environments for language acquisition within heterogeneous classrooms, providing teachers with research-based English Learner strategies for use within regular content-area instruction rather than segregating students into separate courses. This integrated approach ensures that LTELs have continuous access to grade-level academic content while receiving the language scaffolding required for academic success. **Targeted Focus: Science Performance for LTELs** Given the Red performance level for LTELs on the 2025 Dashboard Science Indicator, Samueli Academy will implement a focused Science improvement strategy for the LTEL student group. This strategy is grounded in research-based practice for multilingual learners and will include the following components: Science-specific academic language development will be embedded within both designated English Language Development time and content-area instruction. Teachers will scaffold scientific discourse, academic vocabulary (both general academic and discipline-specific tier-two and tier-three terms), and the reading and writing demands of science texts, including lab reports, evidence-based explanations, and argument from data. Disciplinary literacy instruction will support LTELs in accessing complex scientific texts through strategies such as structured note-taking, graphic organizers, sentence frames for scientific reasoning, and explicit instruction in text structures common to science (cause and effect, compare and contrast, process, and claim-evidence-reasoning). Professional development for science teachers will focus specifically on language-rich science instruction, coordinated with the UC Irvine partnership and the Literacy Specialist, so that Tier 1 science instruction systematically integrates language acquisition with conceptual understanding. The Reading Specialist and Instructional Aides will coordinate with science teachers to provide targeted push-in support during science instruction, with particular emphasis on the science literacy demands that most often create barriers for LTELs.		

		Progress monitoring for LTEL Science performance will occur through NWEA MAP Growth Science results, classroom-based formative assessments, and the Igniter MTSS team's regular data review cycles, ensuring that interventions are adjusted based on student response. **Coordinated Impact**: Together, the Ellevation platform, instructional aide support, home language literacy, recognition programming, targeted professional development, UC Irvine research partnership, and focused Science improvement strategy forms an integrated system of support for Long-Term English Learners. This system is designed to sustain the significant 2025 Dashboard gains in ELPI, ELA, Mathematics, Chronic Absenteeism, and Suspension Rate while aggressively accelerating Science performance, the LTEL indicator most in need of continued focused intervention.		
6	Services Supporting Students with Disabilities (SWD)	Samueli Academy prioritizes equitable, research-based services for Students with Disabilities (SWD) to close academic achievement gaps, reduce chronic absenteeism, sustain improvements in behavioral outcomes, and ensure meaningful access to the school's college-preparatory program. The urgency of this work is grounded in the SWD student group's performance trajectory on the California School Dashboard. On the 2023 California School Dashboard, Students with Disabilities received Red performance levels on the Chronic Absenteeism and Suspension Rate Indicators. The 2024 Dashboard results showed mixed outcomes, with SWD receiving Red performance levels on the English Language Arts and Mathematics Academic Indicators, while achieving a Green performance level on the Suspension Rate Indicator, demonstrating significant improvement in behavioral outcomes. The 2025 Dashboard reflects continued progress while identifying persistent academic gaps that require sustained focused intervention. The SWD student group received a Yellow performance level on the Suspension Rate Indicator, an Orange performance level on the English Language Arts Academic Indicator, and an Orange performance level on the Mathematics Academic Indicator. These 2025 results validate the effectiveness of the behavioral and attendance interventions implemented during the 2024-25 school year, while affirming that the highest-priority focus areas for the next improvement cycle are accelerating academic performance in ELA and mathematics and sustaining the gains achieved in suspension rates. **Program Structure and Continuous Improvement Framework** Samueli Academy operates a full-inclusion Special Education Program through the El Dorado Charter SELPA and implements comprehensive, data-driven	$1,069,395	N

		strategies to address the performance gaps identified on the Dashboard. Program improvement is grounded in root cause analysis, systematic data review, and cross-functional coordination among the Student Services Team, the Student Development Coordinator, and the Igniter MTSS team, ensuring that academic, behavioral, and attendance supports for SWD are aligned, monitored, and adjusted based on student response. **Attendance and Chronic Absenteeism Supports** Root cause analysis revealed that chronic absenteeism for SWD stems primarily from mental health challenges and medical fragility, including student hospitalizations. In response, the Leadership Team has prioritized consistent communication of attendance policies with students and families, while addressing barriers to daily attendance through referrals to community-based organizations and external agencies when needed. The Student Services Team conducts biweekly reviews of SWD attendance data to identify at-promise students, communicate with families, and develop individualized attendance plans that are monitored and adjusted on a biweekly cycle. The Student Services Coordinator ensures that IEP timelines and related services are addressed and communicated effectively with caregivers, with attendance planning integrated into IEP implementation rather than treated as a separate workstream. **Behavioral Supports and Sustained Suspension Rate Improvement** To sustain the behavioral improvements reflected on the 2024 and 2025 Dashboards, Samueli Academy has implemented the Zen Den, a designated wellness space where students learn emotional regulation and de-escalation techniques. Individualized safety plans are developed for students requiring additional support, providing clear strategies for positive behavior and well-being. The Student Development Coordinator conducts re-entry meetings following any suspension and develops behavior contracts that are shared with the Igniter MTSS team. Instructional Aides have received specialized training in verbal de-escalation and in supporting students with challenging behaviors, ensuring that behavioral support is consistent across classroom and non-classroom settings. The Student Services Coordinator and Education Specialists meet biweekly with the Student Development Coordinator to review behavioral referrals from the special education caseload. Behavior Plans are developed, monitored, and adjusted regularly, with progress reviews occurring on weekly, biweekly, or monthly cycles depending on individual student needs. The Student Services Team communicates behavior expectations and accommodations to teachers		

		each semester, with quarterly progress meetings and regular reminders about plan adjustments to ensure fidelity of implementation. **Academic Supports and Personalized Learning** Academic support for SWD is driven by NWEA MAP Growth assessment data, which is used to establish personalized learning goals collaboratively with each student. The Special Education team has received professional development on analyzing NWEA MAP assessment reports to identify specific student needs in mathematics, English Language Arts, reading, and science, and to translate those findings into instructional adjustments and IEP goal progress monitoring. For mathematics intervention, Delta Math provides individualized skill-building practice that complements classroom instruction. English Language Arts support utilizes literacy data from NWEA and classroom-based measures to inform accommodations and specialized skill development plans tailored to each student's unique needs. **Collaborative Teaching and Inclusive Practice** The Special Education team collaborates closely with general education teachers to modify lessons, implement accommodations, and provide appropriate support within inclusive classroom settings. Education Specialists participate in the Multi-Tiered System of Supports process to monitor and support academic progress, behavior, and attendance for SWD, ensuring that MTSS structures function effectively for students with IEPs as well as for general education students. Ongoing professional development, provided by the school, the El Dorado Charter SELPA, and other resources, ensures continuous improvement in the staff's capacity to support student outcomes and accelerate learning for Students with Disabilities. **Targeted Focus: Accelerating ELA and Mathematics Performance** Given the Orange performance levels for SWD on the 2025 Dashboard ELA and Mathematics Academic Indicators, Samueli Academy will implement a focused academic acceleration strategy for the SWD student group. This strategy will include intensified use of Delta Math for individualized mathematics skill-building, expanded coordination with the Math and Reading Specialists to support SWD literacy development and math skill development, targeted use of NWEA MAP Growth data to drive frequent instructional adjustments, and professional development for Education Specialists and general education teachers focused on evidence-based practices for accelerating ELA and mathematics outcomes for students with disabilities. Progress will be monitored		

		through NWEA MAP Growth results, classroom-based formative assessments, IEP goal progress, and the Igniter MTSS team's regular data review cycles. **Coordinated Impact**: Together, the full-inclusion special education program, attendance planning, behavioral supports, NWEA-driven academic planning, collaborative inclusive practice, ongoing professional development, and focused ELA and Mathematics acceleration strategy form an integrated system of services for Students with Disabilities. This system is designed to sustain the 2025 Dashboard gains in suspension rates while accelerating academic progress in ELA and mathematics, the SWD indicators most in need of continued focused intervention.		
7	Promoting a College-Going Culture	Samueli Academy cultivates a comprehensive college-going culture through its educational, curricular, and instructional programs, all designed to prepare every student for post-secondary success. This culture is grounded in the school's 100 percent A-G course sequence, Project-Based Learning model, Advisory-embedded College and Career Readiness curriculum, and established partnerships with local community colleges and industry partners. Together, these structures ensure that all students, and each numerically significant student group, have equitable access to the coursework, experiences, and supports required for college and career readiness. **Counselor-Led College Readiness Initiatives** School counselors lead multiple initiatives to ensure that students meet UC A-G eligibility requirements, complete Career Technical Education (CTE) pathways, and participate in work-based learning experiences through internships. Counselors work with students throughout their enrollment at Samueli Academy on course planning, transcript and academic review, college and financial aid planning, and other counseling services embedded within the Advisory program. **Career Technical Education Pathways** Samueli Academy offers two Career Technical Education pathways in Design and Engineering. An Engineering lab assistant provides targeted academic support for students requiring additional assistance with the mathematics components of the Engineering pathway, ensuring that students who need additional scaffolding retain access to rigorous pathway coursework rather than being redirected out of the pathway. The Work-Based Learning Coordinator manages the internship program and conducts community outreach to secure meaningful internship opportunities that connect classroom learning to real-world application, reinforcing the authentic, experiential work-based learning model described in the charter petition.	$1,378,769	Y

		College Preparation Activities College preparation activities include annual Career Exploration Tours and college visits each October, culminating in Application Fest, an intensive all-day college application event featuring workshops on the application process and essay development for seniors. Samueli Academy provides PSAT and SAT preparation workshops along with fee waivers to ensure equitable access to college entrance assessments for all students regardless of family income. **Partnership with Girls Inc. of Orange County** Samueli Academy partners with Girls Inc. of Orange County's College Bound program, which provides Strong, Smart, and Bold mentors who assist female students with college eligibility, application processes, financial aid navigation, and scholarship applications. The program develops essential college readiness traits, including strong writing skills, organizational strategies, and interpersonal communication abilities. **Decision Day and Career Ignition Conferences** Samueli Academy will continue to host its annual Decision Day assembly, where seniors announce their college acceptances and final decisions, celebrating the culmination of their college preparation journey. Career Ignition Conferences, held each fall and spring, provide ongoing exposure to career pathways and post-secondary opportunities for students across grade levels, reinforcing college and career planning as a multi-year arc rather than a senior-year event. **Dual Enrollment** Students can access dual enrollment opportunities at Santa Ana College for technical courses aligned with the Engineering pathway, earning college credit while completing high school requirements. Dual enrollment extends the school's college-going culture by giving students authentic college-level experience prior to graduation and strengthening their readiness for post-secondary persistence. **Scholarship and Ambassador Programs** Samueli Academy's Scholarship Program and Ambassador Program support both current students and graduates. Upon graduation, students serve as ambassadors and mentors to current students while receiving scholarships for their service. This program promotes student retention and ensures continued engagement through alumni events, creating a sustained network of support and connection to the Samueli community that extends beyond high school graduation. **Coordinated Impact**: Taken together, counselor-led planning, CTE pathway programming, work-based learning, college preparation activities, partner		

		programs, celebratory milestones, dual enrollment, and post-graduation scholarship and ambassador supports form an integrated college-going culture. This culture is designed to sustain strong A-G and CTE completion rates, accelerate progress toward the school's post-secondary enrollment and persistence goals, and ensure that every Samueli Academy graduate is prepared for the college and career outcomes identified in the school's vision.		

Goal

Goal #	Description	Type of Goal
2	Continue to strengthen and provide comprehensive professional learning opportunities and coaching on the implementation of MTSS in alignment with the CA Community Schools Framework, including evidence based pedagogical strategies (differentiation, UDL), to address the diverse learning needs of all students. Provide professional learning to ensure PBL strategies and projects align with the academic content standards that support 21st Century Skills Frameworks, equitable grading policy, and utilize assessments to inform instruction and monitor student progress.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Building Educator Capacity to Strengthen MTSS: Samueli Academy developed this goal because the quality and consistency of instruction depend directly on the capacity of its educators, and building that capacity requires a sustained, coherent system of professional learning and coaching rather than isolated training events. The school's data and continuous improvement work show that the Multi-Tiered System of Supports can only function effectively when teachers and support staff share a common understanding of evidence-based practice, including differentiation and Universal Design for Learning, and apply that practice consistently across classrooms. Because Samueli Academy serves a diverse student population that includes English Learners, Long-Term English Learners, Students with Disabilities, foster youth, and socioeconomically disadvantaged students, the school determined that ongoing professional learning aligned to the California Community Schools Framework is necessary to ensure that every student, and each numerically significant student group, receives instruction responsive to their academic, linguistic, and social-emotional needs.

Implementing State Standards Through Project-Based Learning (Priority 2): The school aligned this goal to Priority 2, the implementation of state academic content and performance standards, because rigorous implementation of those standards is only achieved when teachers are well prepared to deliver them. Samueli Academy's instructional model is built on Project-Based Learning and a college-preparatory A-G course sequence, and this model requires teachers to design projects that align with academic content standards while developing the 21st Century Skills the school's Schoolwide Learner Outcomes describe. Professional learning focused on Project-Based Learning design, equitable grading practices, and the use of assessment to inform instruction ensures that the school's signature instructional approach is implemented with fidelity and that grading and feedback practices accurately reflect student learning.

Maintaining Qualified Staff and Standards-Aligned Materials (Priority 1): This goal also addresses Priority 1 by sustaining a fully credentialed and appropriately assigned teaching staff with access to standards-aligned instructional materials. The school's local indicators track teacher credentialing and assignment, student access to standards-aligned materials, and the degree of implementation of state content standards across all subject areas, and the school developed this goal to continue strengthening performance on those measures. Maintaining qualified educators who continually refine their practice is the foundational condition that makes rigorous, standards-aligned instruction possible.

Connecting Assessment Data to Instructional Improvement: The school developed this goal because professional learning is the mechanism through which the school connects assessment data to instructional improvement. By providing professional learning and coaching on using both local and state assessments to inform instruction and monitor student progress, the school ensures that the data systems described elsewhere in this LCAP translate into changes in

classroom practice. In this way, the goal directly supports the school's broader objectives of strengthening MTSS, accelerating mastery in core content areas, and preparing all students for college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
23	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.5%	2022-23: 67.7%	2023-24: 85.9%	2024-25: 92%	-3.6%
24	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
25	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool -	2023-24 ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 4 VAPA: 5 World Language: 4	2024-25 ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 4 VAPA: 4 World Language: 4	2025-26 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Language: 5	2026-27 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Language: 5	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science:0 CTE: 0 Health: +1 PE:+1 VAPA: 0 World Language:+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator CA School Dashboard)					

Goal Analysis for 2025-26

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: This action was fully implemented. Samueli Academy maintained stable school leadership, appropriately credentialed teaching staff, and instructional continuity systems to ensure students in grades 7–12 received a comprehensive core academic program, supported by structured professional learning and strengthened credentialing compliance processes.

Samueli Academy employs a Head of School and credentialed teachers to deliver instruction across all required subject areas, including English Language Arts, mathematics, science, social studies/history, visual and performing arts, and physical education. To maximize instructional time, the school provides 185 instructional days, exceeding the California charter school requirement of 175 days, and reinforcing the school's commitment to protecting learning time and program stability.

To minimize disruptions when staff are absent, Samueli maintains a pool of qualified substitute teachers who can support classroom instruction as needed. During the school year, two high school teachers and two middle school teachers took leave; however, the school secured effective credentialed teachers and/or substitutes to maintain continuity of instruction and student services.

Professional development remains a key implementation component. Teachers participate in five days of summer professional development, and two additional non-instructional days focused on data analysis and instructional planning, followed by weekly professional development sessions throughout the year. The school also held back-to-school professional development prior to the start of the academic year and has implemented one of the two scheduled pupil-free professional development days to date. Teachers are using NWEA data to evaluate the effectiveness of literacy strategies, with ongoing support and coaching provided by the Assistant Head of School and the Literacy Specialist.

The school has also made measurable progress in reducing credentialing exceptions over time. Remaining credentialing items are primarily associated with the complexity of CTE pathways, dual enrollment requirements, integrated project-based learning course design, and specialized instructional supports, rather than inappropriate staffing practices. Credentialing challenges this year included statewide CTE coding changes, statutory misassignment requirements connected to dual enrollment, limited credential pipelines in certain CTE sectors, and authorization timing in a small number of cases. The school also identified a recurring reporting issue in which teachers holding CTE credentials that are not yet cleared may be reflected as not fully authorized to serve EL/LTEL students. In addition, onboarding staff hired after summer professional development required additional coaching and training supports to ensure alignment with school systems and instructional expectations.

Action 2: This action was fully implemented. Samueli Academy implemented a comprehensive, evidence-based professional learning program designed to strengthen instructional practice, improve student outcomes, and build staff capacity to serve diverse learners across grades 7–12.

Professional development this year focused on literacy, MTSS, differentiation, and high-leverage supports for English Learners (including LTELs) and Students with Disabilities, with coaching cycles and PLC structures embedded throughout the year to support sustained implementation.

Professional learning addressed core instructional and student-support priorities. Teachers engaged in training and ongoing implementation of strategies to support English Learners and LTELs through continued schoolwide use of Ellevation resources and strategy banks (full Ellevation training occurred last year and remained in active use this year).

Teachers also strengthened tiered academic and behavioral interventions through MTSS systems and differentiated instruction practices to support students across all content areas, with particular attention to English Learners and Students with Disabilities. Neutral Ground support remained available on campus to reinforce restorative practices; however, a full-staff Neutral Ground training session did not occur this year. The school also offered UCI Link as one of several optional professional learning opportunities.

To ensure professional learning translated into classroom practice, the administrative team conducted regular walkthroughs and targeted observations with feedback aligned to instructional priorities, including academic conversations, student engagement, and literacy behaviors such as speaking, writing, and use of evidence. Teachers also participated in one-to-one meetings with their direct supervisors (Assistant Heads of School or the Head of School) to review progress and instructional needs, with a consistent focus on literacy implementation, restorative practices, and student supports for EL/LTEL, SWD, and SED students.

Implementation was supported through ongoing PLC work and continuous improvement routines. PLCs routinely referenced EL status, reclassification progress, and language domain data in addition to content performance, strengthening the alignment between professional learning and the needs of multilingual learners. Teachers applied PDSA cycles to evaluate the impact of literacy supports and instructional adjustments; approximately 85 percent of teachers collected three data points as part of their cycles to measure changes in student development and progress.

Challenges were primarily related to scheduling and staffing continuity. The second semester included fewer Mondays available for professional development, reducing the number of whole-staff sessions that could be held. In addition, two PLC lead teachers went on leave, requiring other PLC members to assume facilitation responsibilities to maintain continuity of implementation.

Action 3: This action was fully implemented. Samueli Academy ensures that all students in grades 7–12 have equitable access to standards-aligned curriculum and instructional materials across all academic disciplines. The school maintains current, high-quality resources through annual review and purchasing processes, including the timely replacement of consumable materials as needed to support continuous instruction and student learning.

Action 4: This action was fully implemented. Samueli Academy maintained equitable access to instructional technology by ensuring students and staff have reliable devices and that classroom technology remains functional to support daily instruction.

This year, the school issued Chromebooks to all newly enrolled students (approximately 170) and replaced Chromebooks for all sophomore students (approximately 150) to sustain device quality and instructional continuity. As a result, all students currently have access to a Chromebook for school use.

Teachers use GoGuardian daily to support safe and focused device use during instruction by monitoring student activity and reinforcing appropriate digital learning behaviors. In addition, design students developed an AI policy to guide responsible use of AI tools and set clear expectations for students.

All staff have access to a laptop, and a small number of staff use desktops as needed. Classroom technology, including projectors and other site-specific instructional tools, is in working order.

The primary challenge this year was managing Apple (Mac) devices, as the IT team has historically managed other device types and needed to adjust systems and workflows for Mac management. Despite this, the Mac labs are running smoothly and are supporting instructional needs as intended.

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.

A review of the actions under Goal 2 found no material differences between the budgeted expenditures and the estimated actual expenditures. Each action was implemented as planned, and expenditures aligned with the amounts budgeted in the adopted plan.

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

Action 1: This action has been effective. In response, Samueli implemented proactive compliance and staffing controls, including routine credential audits, improved CALPADS coding practices, earlier schedule adjustments, and clearer role and course assignment definitions. The school also leveraged partnerships with OCDE, Aeries consultants, and Santa Ana College to support accurate reporting and compliance while preserving student access to high-quality coursework and pathway opportunities. Overall, credentialing issues are limited in scope, well understood, and addressed through documented corrective actions, reflecting improved compliance alongside continued implementation of instructional programs that benefit students.

Action 2: This action has been effective. Successes indicate strong staff engagement and early evidence of impact. Beginning-of-year reflection data reflected high staff readiness, with average ratings of approximately 4.49 out of 5 for the keynote session on mindset and 4.41 out of 5 for literacy strategies as a learner. Early indicators also show strong implementation fidelity and teacher uptake, including consistent use of MTSS referral processes and widespread engagement in PDSA cycles supported by measurable data collection. Overall, Samueli Academy's professional development program has been implemented as a coherent, job-embedded system that is strengthening instructional focus and building sustained capacity through coaching, PLC collaboration, and continuous improvement routines.

Action 3: These practices ensure consistent access to rigorous, standards-based educational materials for all students. No challenges were identified.

Action 4: This action has been effective in ensuring all students have access to and are provided a Chromebook to access instructional and curricular materials

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.

Samueli Academy develops an annual LCAP based on feedback from its educational partners and a review and analysis of state, local, internal, and California School Dashboard data. Based on reflection on prior practice, no changes were made to the goal, metrics, or target outcomes for Goal 2. The actions were modified to fully support the needs of its students and to strengthen and identify the needs of its teachers. Specifically, the school is adding a Math Specialist and Instructional Coach. The Literacy Specialist will focus on English Language Arts and English Language Development to support teachers in improving the delivery of instruction for English Learners and Long-Term English Learners, as identified in Goal 2, Action 2. These supports are in addition to the two Assistant Heads of School, who serve as instructional coaches for teachers.

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	Admin. & Educators that Support the Educational Program	Samueli Academy's educational program is delivered by a highly qualified instructional leadership team and teaching faculty who are recruited, credentialed, and developed to ensure that all students and each numerically significant student group have access to rigorous, standards-aligned instruction. This Action describes the school's approach to staffing, credentialing, instructional time, and professional learning, all of which directly support the academic outcomes established in Element 2 of the charter petition. **Instructional Leadership and Teaching Faculty** Samueli Academy employs a Head of School and appropriately credentialed teachers to serve students in grades 7 -12. Teachers provide comprehensive instruction in all core subject areas, including English Language Arts, Mathematics, Science, Social Studies and History, Visual and Performing Arts, and Physical Education, as components of the school's foundational academic program. All teachers hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document required for their certificated assignment, consistent with Education Code Section 47605.6(l)(1) and the affirmations in the approved charter petition. Samueli Academy's teacher recruitment, screening, and interview processes are designed to ensure that candidates meet credential requirements and are qualified to deliver the school's Project-Based Learning, UC A-G college-preparatory, and STEAM-focused program. **Instructional Continuity and Substitute Staffing** To ensure instructional continuity and minimize learning disruptions, Samueli Academy maintains a roster of qualified substitute teachers who can support classroom instruction when regular teachers are absent. Substitute coverage is managed to preserve the continuity of Project-Based Learning units, assessment windows, and intervention schedules, so that student learning time is protected regardless of staff availability. **Instructional Days and Learning Time**	$3,897,791	Y

		Samueli Academy provides students with 185 instructional days, exceeding the California state minimum requirement for charter schools. The additional instructional time reflects the school's emphasis on maximizing learning opportunities, sustaining the momentum of Project-Based Learning cycles, and providing students with the instructional time necessary to meet the school's Schoolwide Learner Outcomes. **Summer and Non-Instructional Day Professional Development** All teachers participate in five days of intensive summer professional development to prepare for the upcoming school year, followed by two additional non-instructional days focused specifically on data analysis and instructional planning. These structured opportunities allow teachers to review prior-year performance data (including California School Dashboard results, NWEA MAP Growth results, and ELPAC results), align instructional priorities to identified student needs, and plan Tier 1 instruction, Project-Based Learning units, and intervention approaches before students arrive. **Ongoing Weekly Professional Development and Coaching** Weekly professional development sessions throughout the school year ensure ongoing support for teachers in implementing effective instructional practices and addressing student needs. Sessions are aligned with the school's annual needs assessment, feedback from teachers, and findings from classroom observations, and are calibrated to the school's identified priorities, including literacy and English Language Development strategies, mathematics pedagogy, culturally responsive teaching, assessment practices that support English Learners and Students with Disabilities, and evidence-based interventions within the Multi-Tiered System of Supports. Professional development is reinforced through instructional coaching, including classroom and peer observations, to ensure that strategies introduced in professional learning sessions are implemented with fidelity in daily instruction and lesson planning. **Coordinated Impact:** Together, the school's credentialing standards, substitute staffing, extended instructional calendar, summer and non-instructional day planning, and ongoing weekly professional development and coaching form an integrated human capital system. This system is designed to ensure that Samueli Academy maintains qualified educators who are well-prepared to deliver rigorous, standards-aligned instruction, while continuously improving their practice to accelerate outcomes for all students and for each numerically significant student group.		

2	Professional Development	Samueli Academy provides comprehensive, evidence-based professional development designed to enhance instructional effectiveness and support diverse student populations. The school's professional learning system is organized around the academic, language, social-emotional, and behavioral needs identified through the California School Dashboard, NWEA MAP Growth data, ELPAC results, and the Igniter MTSS team's root cause analyses. This alignment ensures that every professional learning investment connects directly to the accelerated outcomes required for all students and each numerically significant student group. **Core Professional Development Topics** All teachers participate in training focused on Restorative Practices and Restorative Circles through Neutral Ground, Ellevation strategies for English Learners and Long-Term English Learners, and tiered behavioral and academic interventions. The Multi-Tiered System of Supports (MTSS) and differentiated instruction serve as primary focus areas across all disciplines, with particular emphasis on English Learners and Students with Disabilities. Professional learning also encompasses Social-Emotional Learning, equity initiatives, equitable grading practices, strategies for supporting foster youth, English Learner instructional methods, and accommodations and modifications for Students with Disabilities, ensuring that the full range of student populations served by Samueli Academy is reflected in the school's professional development priorities. **Instructional Coaching and Project-Based Learning** The Assistant Head of Schools delivers ongoing instructional coaching for middle and high school teachers through classroom observations and structured feedback cycles. Teachers receive extensive Project-Based Learning (PBL) coaching that integrates instructional practices with equity principles, reinforcing the PBL model that anchors Samueli Academy's educational program. **Schoolwide Literacy Development** Literacy development professional development will be implemented schoolwide to improve reading comprehension, specifically addressing the needs of English Learners, Long-Term English Learners, and Students with Disabilities. The Literacy Specialist will provide intervention and coaching for teachers, including on designated and integrated English Language Development, to improve language acquisition and proficiency for English Learners and Long-Term English Learners. Professional Learning Communities (PLCs) within departments will focus on	$776,323	Y

		literacy integration across disciplines and on the vertical alignment of literacy skills development across grades 7-12. Samueli Academy is also partnering with UC Irvine's Link program to deepen staff understanding of students' cultural backgrounds and experiences, reinforcing culturally sustaining pedagogy as a foundation for both literacy development and broader instructional practice. **Professional Development for Support Staff** Support staff participate in professional development during summer sessions, end-of-year training, and non-instructional days, and receive ongoing coaching from the Student Services Coordinator. Instructional Aides who are new to Samueli Academy receive additional onboarding training from the SELPA Administrator to ensure that they enter classrooms prepared to deliver high-quality, IEP-aligned support. The Student Services Team will also train general education staff on IEP meeting protocols and requirements, emphasizing disability awareness and access equity, so that IEP implementation is understood as a shared responsibility across the instructional team rather than a function isolated within Special Education. **Induction Coaching and Credential Clearance Support** Staff members working toward credential clearance receive induction coaching from experienced teachers who are familiar with the school's Project-Based Learning model, Schoolwide Learner Outcomes (SWLO), and 4-point grading for equity. To support teacher effectiveness, retention, and credential clearance, the school reimburses teacher induction expenses. **Administrator Development and Instructional Technology** Administrators engage in leadership coaching and development opportunities, including conference participation, to strengthen their capacity to lead instructional improvement, support teacher growth, and sustain the school's college-going culture. All educators have access to the Echo Learning Management System to support instructional delivery, assignment management, and student engagement across the school's 1:1 laptop environment. **Coordinated Impact:** Taken together, core professional development topics, instructional coaching, Project-Based Learning support, schoolwide literacy development, culturally sustaining pedagogy, support staff training, induction coaching, and administrator development form an integrated professional learning system. This system is designed to ensure continuous growth in teacher and staff practice, alignment with Samueli Academy's mission of serving diverse		

		learners effectively, and sustained acceleration of outcomes for all students and each numerically significant student group.		
3	Core Curricular Program Needs	Samueli Academy ensures that all students, and each numerically significant student group, have access to standards-aligned curriculum and instructional materials across every academic discipline. The school's core curricular program is anchored in the Common Core State Standards, Next Generation Science Standards, the History-Social Science Framework, the English Language Development Standards, and the remaining State Content Standards, all delivered through a Project-Based Learning model and a UC A-G course sequence that supports college and career readiness for every student. **Annual Curricular Review and Adoption Cycle** Samueli Academy maintains current, high-quality educational resources by conducting annual reviews of curricular needs and making strategic purchases to ensure that instructional materials remain aligned to state standards, responsive to student performance data, and inclusive of the full range of learners served by the school. Curricular decisions are informed by California School Dashboard results, NWEA MAP Growth data, ELPAC results, teacher feedback, and classroom observation findings, so that core materials evolve in response to the needs identified through the school's continuous improvement cycles. **Consumable Instructional Materials** Annual purchases include consumable materials that support ongoing instruction and student learning, ensuring that every student has the workbooks, lab materials, art supplies, and other consumables required to participate fully in grade-level coursework. Consumable budgeting is planned on a year-over-year cycle to prevent instructional disruptions, preserve project-based learning fidelity, and guarantee equitable access regardless of family income. **Digital Curriculum and One-to-One Technology Environment** Core curricular materials are reinforced by Samueli Academy's 1:1 student-to-laptop ratio and the integration of digital curricular materials delivered through the Echo Learning Management System. This blended environment enables students to access assignments, submit work, participate in discussions, and engage with adaptive practice tools both in class and at home, extending the reach of the core curricular program beyond the classroom walls. **Accessibility and Equitable Access** The core curricular program is designed to ensure equitable access for all students, including English Learners, Long-Term English Learners, Students with Disabilities, foster youth, socioeconomically disadvantaged students, and	$226,640	N

		students identified for intervention or enrichment. Accommodations, modifications, and language supports prescribed in IEPs, 504 Plans, and ELD plans are implemented within the core program rather than delivered as a separate track, preserving students' access to rigorous grade-level content.		
4	Closing the Digital Divide	Samueli Academy ensures equitable access to technology and digital learning resources for all students, and for each numerically significant student group, including English Learners, Students with Disabilities, foster youth, and socioeconomically disadvantaged students. Closing the digital divide is treated as a prerequisite for equitable access to the school's Project-Based Learning model, its 1:1 laptop instructional environment, and its STEAM-focused Design and Engineering pathways. This Action outlines the technology, infrastructure, support, and policy structures that make that equitable access possible. **One-to-One Device Access and Pathway-Aligned Technology** Samueli Academy provides devices for all students, consistent with the 1:1 student-to-laptop ratio established in the charter petition and reinforced through daily classroom practice. In addition, the school maintains specialized mobile laboratories for the Design and Engineering pathways, equipped with the essential software programs required for pathway coursework, CTE sequence completion, and dual enrollment at Santa Ana College. This pathway-aligned technology ensures that students enrolled in Design and Engineering have the same quality of access to industry-relevant hardware and software regardless of family income. **Technical Support and Infrastructure** The Information Technology team delivers comprehensive technical support to maintain device functionality, ensure reliable schoolwide internet connectivity, and guarantee the accessibility and availability of technology resources for both staff and students. IT support is positioned as a foundational academic continuity function rather than a back-office service, because reliable device access, network performance, and software availability directly determine whether students can participate in blended instruction, submit assignments through the Echo Learning Management System, complete assessments such as NWEA MAP Growth and CAASPP, and engage with digital curricular materials. **Virtual Collaboration and Extended Learning** Technology infrastructure includes access to Zoom for virtual meetings and collaborative learning opportunities. Zoom access supports continuity of instruction during student absences related to medical fragility or hospitalization (identified in the school's attendance root cause analysis), enables family	$631,252	N

		engagement for caregivers who face transportation or scheduling barriers, and extends collaborative learning opportunities beyond the physical classroom. **Artificial Intelligence Policy and AI Literacy** Samueli Academy will implement an Artificial Intelligence (AI) policy that establishes clear guidelines for appropriate AI use by students and staff while supporting students in developing the AI literacy skills necessary for success in an increasingly digital post-secondary and workforce environment. The policy will address academic integrity, responsible use, data privacy, and the integration of AI tools into instruction in ways that enhance rather than replace authentic student learning. AI literacy instruction will be embedded within the Project-Based Learning model and the Design and Engineering pathways, ensuring that students graduate prepared to use AI tools critically, ethically, and productively.		

Goal

Goal #	Description	Type of Goal
3	Continue to engage parents, families, and members of the community as partners through education, communication, and shared decision-making, that supports student academic achievement, the school's mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Family and Community Partnership as a Driver of Achievement (Priority 3): Samueli Academy developed this goal because family and community partnership is a direct lever for student academic achievement rather than a compliance activity. The school's experience and data show that when parents, families, and community members are engaged through education, communication, and shared decision-making, students attend more consistently, families are better able to support learning at home, and the school can respond more effectively to the needs of its students. Because Samueli Academy serves a population that includes English Learners, foster and McKinney-Vento youth, socioeconomically disadvantaged students, and Students with Disabilities, the school determined that intentional, accessible engagement structures are necessary to ensure that the voices of families of unduplicated pupils and Students with Disabilities are represented alongside the broader school community. This commitment is reflected in the school's local indicators measuring parent participation in programs and parent input in decision-making for unduplicated pupils and Students with Disabilities.

Shared Decision-Making and Statutory Consultation: The school developed this goal to sustain and strengthen the formal structures through which families participate in school decisions, consistent with its consultation obligations under Education Code Section 47605.6 and its advisory committee requirements under Education Code Section 52063. Through committees such as ELAC, DELAC, ELPAC, the Parent Advisory Committee, and the Community School Steering Committee, families contribute directly to the school's planning and continuous improvement. Translation and interpreter services are treated as a baseline condition for participation so that language is not a barrier to family involvement, ensuring that shared decision-making is genuinely accessible to the families the school serves.

A Safe, Supportive, Inclusive, and Positive Learning Environment (Priority 6): Samueli Academy aligned this goal to Priority 6 because a positive school climate is a foundational condition for both engagement and academic achievement. The school's local survey results, including student, parent, and staff measures of sense of safety and school connectedness, inform its understanding of climate and reflect the school's emphasis on belonging, inclusion, and strong relationships among students, staff, and families. The school developed this goal to continue building that climate through community-building events, student voice opportunities, transition supports, and coordinated responses to attendance and engagement, sustaining the gains reflected in its climate measures while continuing to strengthen connection for every student group.

Safe Facilities and Basic Conditions (Priority 1): This goal also addresses Priority 1 by maintaining safe, well-functioning facilities as part of a supportive learning environment. The school monitors facility conditions through the Facility Inspection Tool, and maintaining strong facility ratings supports the broader objective of providing a safe and positive setting in which students can learn. Together, the engagement, decision-making, climate, and facilities components of this goal create the conditions of partnership and safety that support student achievement and advance the school's mission and vision.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
26	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Exemplary	2025-26: Exemplary	2026-27:Exemplary	No Difference
27	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 5 10. 4 11. 4 12. 5	2024-25: 9. 4 10. 4 11. 4 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 0 10. +1 11. +1 12. 0
28	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 1. 4 2. 5 3. 5 4. 5	2024-25: 1. 4 2. 5 3. 4 4. 5	2025-26: 1. 5 2. 5 3. 5 4. 4	2026-27 1. 5 2. 5 3. 5 4. 5	1. +1 2. 0 3. 0 4. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
29	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Challenge Success Survey	2023-24: 75% Sense of Safety 76% School connectedness	2024-25: 92% Sense of Safety 95% School Connectedness	2025-26: 95% Sense of Safety 92% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+20% Sense of Safety +16% School Connectedness
30	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: UCI Parent Survey	2023-24: 73% Sense of Safety 77% School connectedness	2024-25: 96% Sense of Safety 85% School Connectedness	2025-26: 87% Sense of Safety 86% School Connectedness	2026-27: 90% Sense of Safety 90% School Connectedness	+14% Sense of Safety +9% School Connectedness
31	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local Survey	2023-24: 88% Sense of Safety 88% School connectedness	2024-25: 95% Sense of Safety 90% School Connectedness	2025-26: 96% Sense of Safety 89% School Connectedness	2026-27: >90% Sense of Safety 90% School Connectedness	+8% Sense of Safety +1% School Connectedness

Goal Analysis for 2025-26

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: This action was fully implemented that includes a strengthened college-going culture and positive school climate while implementing coordinated attendance, behavior, and student support systems designed to reduce chronic absenteeism and maintain safe learning environments.

The school has reinforced student connection and engagement through regular Town Halls, assemblies, student competitions, and Presentations of Learning that build community and celebrate student achievement. To support smooth transitions and early belonging, the Firewolf Foundations summer orientation program served incoming seventh and ninth-grade students, in addition to newly enrolled students in grades 10 and 11.

Samueli Academy also strengthened structures that promote accountability and student success. The school implemented a clear athletic grade-check process that has been widely shared with teachers, coaches, students, and caregivers. As a result, the school has seen a decrease in student ineligibility due to grades, and staff report improved student grades among students participating in sports.

To address attendance, the school refined recognition and intervention practices. Attendance celebrations shifted from monthly to once per quarter and now recognize two groups of students: those with 100 percent attendance and those with 95 to 99.9 percent attendance. When attendance begins to decline, administrators and counselors meet with students and caregivers to develop an improvement plan and monitor progress. For students with disabilities, attendance interventions are individualized and data-driven, with plans reviewed and adjusted biweekly based on medical, mental health, and family circumstances.

Behavior and safety systems were strengthened through improved data collection, communication, and aligned implementation. Teachers can enter discipline concerns in Aeries, and as part of the MTSS process, notifications are sent to administrators and the Student Development Coordinator. This has improved the school's ability to identify trends, document interventions, and communicate with caregivers in a timely manner. Instructional aides received targeted training in verbal de-escalation and behavior support strategies, strengthening inclusive classroom practices. Safety plans and behavior contracts are consistently shared with relevant staff through MTSS workflows to ensure consistent implementation across settings.

Challenges this year were primarily related to factors outside the school's direct control and temporary capacity constraints. Chronic absenteeism for students with disabilities continues to be influenced by medical fragility and hospitalization. Staff capacity was also temporarily limited due to leadership transitions within Student Services, requiring a focus on compliance and stabilization rather than expansion of new initiatives. In addition, aligning general education pacing with specialized supports for students entering mid-year required additional coordination and adjustment time.

Action 2: This action was fully implemented. Samueli Academy provides families and caregivers with meaningful opportunities to participate in school decision-making through established advisory committees and community leadership structures. The school maintains the ELAC/DELAC and convenes the English Learner Parent Advisory Committee (EL-PAC) in accordance with California Education Code 52062(a)(2). The school also maintains a Parent Advisory Committee (PAC) in accordance with California Education Code 52062(a)(1). In addition, the Community School Steering Committee functions as an expanded caregiver advisory forum to support broad family representation in school governance.

Implementation this year included multiple caregiver advisory structures as planned. ELAC/DELAC was supported by the Assistant Head of School overseeing middle school and the EL Instructional Aide, and the school held quarterly ELAC/DELAC meetings. The Parent Advisory Committee serves as the school's Caregiver Advisory Committee, and the school held monthly meetings that combined the English Learner Parent Advisory Committee and the Parent Advisory Committee to streamline participation and maintain consistent engagement.

All meetings were conducted bilingually, with translated materials and interpretation provided to ensure equitable access for linguistically diverse families. No substantive differences from the approved action were identified.

The primary challenge was identifying meeting times that accommodated all family schedules. Despite this constraint, the school maintained consistent meeting structures and ensured accessibility through bilingual formats and inclusive facilitation.

Action 3: The action was fully implemented. Samueli Academy provides families and caregivers with meaningful opportunities to participate in school decision-making through membership in several advisory committees. These include the English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee as required by California Education Code 52062(a)(2), as well as the Parent Advisory Committee per California Education Code 52062(a)(1). The ELAC/DELAC has been supported by the Assistant Head of School over the middle school and the EL Instructional Aide.

The school has implemented multiple caregiver advisory structures as planned, including quarterly ELAC/DELAC meetings and a monthly Caregiver Advisory Committee that combines the EL Parent Advisory Committee and Parent Advisory Committee. All meetings were conducted bilingually, with translated materials and interpretation provided to ensure equitable access. No substantive differences from the approved action were identified.

Family Workshops: The school centered the parent experience through family workshops, including sessions offered in partnership with UC Irvine Link for Equity, with participation from approximately ten parents.

Challenges Identified: The primary challenge was identifying meeting times that accommodated all families' schedules. Despite this, the academy maintained consistent meeting structures and ensured accessibility through bilingual formats and inclusive facilitation.

Action 4: This action was fully implemented. Samueli Academy is committed to providing all students and staff with safe and clean school facilities through comprehensive maintenance and janitorial services. The school conducts annual Facility Inspection Tool (FIT) assessments to evaluate facility conditions and safety standards. Any findings identified through the FIT process are promptly addressed to ensure compliance with health and safety requirements.

FIT report results are transparently communicated to the school community through publication in the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report. This systematic approach to facility maintenance and reporting ensures that Samueli Academy maintains high standards for the physical learning environment while keeping families and stakeholders informed about facility conditions and improvements.

Janitorial Services Transition: This year, the school transitioned to an internal janitorial services team consisting of two evening staff members. The new cleaning schedule was communicated to staff. The administrative team and facilities supervisor began twice-weekly walkthroughs of the facilities to note safety concerns and monitor upkeep of academic buildings.

Challenges Identified: No challenges were identified.

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.

A review of the actions under Goal 3 found no material differences between the budgeted expenditures and the estimated actual expenditures. Each action was implemented as planned, and expenditures aligned with the amounts budgeted in the adopted plan.

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

Action 1: This action was effective in making progress toward the goal. Biweekly attendance and behavior reviews increased the timeliness of interventions and strengthened caregiver communication. Collaboration between special education and general education teams through MTSS and PLC structures improved shared ownership of student progress. The school also reported improved suspension outcomes for students with disabilities on the 2024 Dashboard, and while SWD suspension rates remain higher than the schoolwide average, the Green Suspension Indicator reflects progress compared to prior years. Current discipline and attendance data indicate stabilization and incremental improvement, with continued refinement needed to strengthen proactive behavioral supports, early intervention, and science-specific academic supports.

Action 2: This action was effective in making progress toward the goal Successes included strong caregiver participation and actionable input that directly informed school practices. Caregivers provided guidance on how to better support English Learners during office hours and tutoring, and this feedback was incorporated into implementation. The school also strengthened family engagement by offering family workshops, including sessions in partnership with UC Irvine Link for Equity, with participation from approximately ten parents.

Overall, regular participation across advisory committees, strong caregiver representation, and the use of caregiver feedback to improve program implementation demonstrate meaningful family engagement in school decision-making. Ongoing survey data later in the year will be used to inform continuous improvement.

Action 3: This action was effective in making progress toward the goal. Caregivers actively contributed guidance on how to better support English Learners during office hours and tutoring, directly informing school practices. Regular participation across advisory committees, strong caregiver representation, and actionable feedback demonstrate meaningful family engagement in school decision-making. Ongoing survey data later in the year will further inform continuous improvement efforts.

Action 4: This action was effective in making progress toward the goal. Samueli Academy received an Exemplary rating on the FIT Report. The school maintains a safe and clean state-of-the-art facility that includes classrooms, an athletic field and building, state-of-the-art technology, and foster care living quarters.

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.

Samueli Academy develops a one-year LCAP annually using local, internal, state, and California School Dashboard data, in addition to feedback from its educational partners, including surveys. Based on reflection on prior practice, no changes were made to the plan, goal, metrics, target outcomes, or actions for the coming year. The school continues the practices that have been successful under this goal.

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	Promoting Positive School Climate, Student Engagement, & Safe Learning Environment	Samueli Academy cultivates a positive school climate, strong student engagement, and a safe learning environment as foundational conditions for academic achievement and college and career readiness. This Action integrates climate-building events, transition supports, engagement data systems, attendance interventions, safety planning, and targeted Tier 3 supports into a coordinated system designed to reduce chronic absenteeism and sustain the gains	$1,792,422	N

		reflected on the 2025 California School Dashboard across all students and each numerically significant student group. **Community Building and Student Recognition** Samueli Academy hosts regular Town Halls, assemblies, student competitions, and Presentations of Learning to build community and celebrate student achievement. These gatherings reinforce a shared school identity, provide authentic audiences for Project-Based Learning work, and ensure that every student has visible opportunities for recognition throughout the school year. **Transition Supports for Incoming Students** Incoming seventh and ninth-grade students participate in the Summer Fire Wolf Campus orientation and summer bridge program to ensure smooth transitions and early connection to the school community. Early transition programming is a research-supported strategy for reducing chronic absenteeism, building belonging, and accelerating the formation of trusted adult relationships that anchor student engagement throughout middle and high school. **Engagement Data Systems and Athletics Integration** Samueli Academy has expanded its data collection systems to include athletics dashboards that strengthen the relationship between student participation in sports and academic performance, accompanied by regular analysis of equitable engagement across team sports. The school will further expand engagement data collection to include participation in clubs and extracurricular activities, making it possible to identify correlations between co-curricular participation, student well-being, and academic outcomes, and to target outreach to students not yet connected to a club, sport, or leadership activity. Students can participate in Associated Student Body (ASB), and a range of student clubs and organizations, ensuring multiple pathways to belonging beyond the academic classroom. **Attendance Celebrations and Chronic Absenteeism Response** To support improved attendance, Samueli Academy implements attendance celebrations and promotions, including monthly attendance shout-outs and recognition events. These positive-reinforcement structures complement the root cause response to chronic absenteeism described in the Social-Emotional and Behavioral Student Needs Action and align with the school's commitment to pairing accountability with celebration of student success. **Student Safety and Character Development**		

		Quarterly Town Halls address critical student safety topics, including bullying, cyberbullying, and substance abuse prevention. Partnerships with Neutral Ground, Purpose of Recovery, that provide specialized support for student wellness and character development, extending the school's in-house capacity through community-based organizations with deep expertise in youth mental health, recovery, and character education. **School Safety Plan and Staff Preparedness** The School Safety Plan undergoes annual review and revision, with schoolwide presentation to ensure that all personnel understand safety protocols, emergency procedures, and reporting expectations. Campus supervisors participate in professional development focused on restorative practices as part of comprehensive staff training, playing an integral role in maintaining safe, orderly, and supportive learning environments across all campus settings, including transitions, breaks, and athletic and extracurricular events. **Tier 3 Supports for Students Requiring Intensive Intervention** For students requiring intensive support, daily trackers and enhanced parent communication provide Tier 3 interventions to address attendance and engagement challenges. These structures work in coordination with the Igniter MTSS team, the school psychologist, the Student Development Coordinator, and the Student Success Coordinator, ensuring that Tier 3 attendance and engagement responses are integrated with the broader social-emotional, behavioral, and academic intervention system described elsewhere in this LCAP. **Work-Based Learning, Authentic Audiences, and Career Connections** The Work-Based Learning Coordinator coordinates student internships with community-based organizations and in coordination with the Executive Director conducts outreach within the professional community to secure external evaluators who provide authentic audience experiences for student Presentations of Learning. This connects classroom learning to real-world application, reinforces the school's Project-Based Learning model, and ensures that school climate extends beyond campus through meaningful relationships with professionals and employers in Orange County.		
2	Parent Input in Decision-Making	Samueli Academy provides families and caregivers with meaningful, structured opportunities to participate in school decision-making, consistent with the consultation requirements of Education Code Section 47605.6(d)(2) and the school's commitment to encouraging, though not requiring, parent involvement under Education Code Section 47605.6(n). Family voice is treated as a core driver of continuous improvement rather than a compliance activity, and participation structures are designed to ensure that the voices of English Learner families, foster	$183,409	N

		and McKinney-Vento caregivers, and families of Students with Disabilities are represented alongside the broader Samueli Academy community. **Parent and Caregiver Advisory Committees** Families and caregivers participate in school decision-making through membership in several advisory committees. These include the English Language Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (ELPAC) as required by California Education Code Section 52063, as well as the Parent Advisory Committee (PAC) required by California Education Code Section 52063. The Community School Steering Committee serves as an additional Caregiver Advisory Committee to ensure broad family representation in school governance and to strengthen the connection between school planning and family voice. **Equitable Access and Language Support** To ensure equitable participation, translation of materials and interpreter services are available upon request to support families whose primary language is not English. These supports are treated as a baseline condition for meaningful parent engagement rather than an accommodation, ensuring that language is not a barrier to family participation in decisions that directly affect student outcomes. **UC Irvine Partnership for Family Workshops** Samueli Academy partners with UC Irvine to provide workshops for families through the Link for Equity program, offering additional opportunities for parent education and engagement in their children's academic success. These workshops extend the school's family engagement infrastructure by grounding parent programming in research-based practice and by deepening caregivers' capacity to support students academically and socially at home. **Coordinated Impact:** Taken together, the ELAC, DELAC, ELPAC, PAC, and Community School Steering Committee structures, translation and interpreter services, and UC Irvine Link for Equity workshops form an integrated family engagement system. This system is designed to ensure that diverse family voices contribute directly to school decision-making, that all caregivers have accessible pathways to participate in shaping their children's educational experience, and that Samueli Academy continues to meet its statutory consultation obligations while building genuine partnership with the families it serves.		
3	Opportunities Provided to Support Parent Engagement & Participation	Samueli Academy provides families and caregivers with multiple, intentional opportunities to engage in their children's education, with particular focus on families of unduplicated pupils (English Learners, foster youth, and socioeconomically disadvantaged students) and families of Students with	$35,280	N

		Disabilities. Parent engagement is treated as a direct lever for academic achievement, attendance, and college and career readiness, and the structures outlined in this Action complement the decision-making pathways described in the Parent Input in Decision-Making Action. **Targeted Outreach and Family Feedback** The Leadership Team prioritizes communication with families through targeted workshops and outreach, with particular emphasis on engaging families of unduplicated pupils and Students with Disabilities to increase overall parent participation. Families are regularly surveyed to solicit input and feedback on the educational program, ensuring that their voices inform school improvement efforts and shape the actions taken in response to California School Dashboard performance, annual needs assessment findings, and the Differentiated Assistance partnership with the Riverside County Office of Education. As a school identified for Differentiated Assistance, Samueli Academy continues to survey families specifically about the Special Education program to identify both gaps and strengths in service delivery. The data from these surveys is reviewed by the Student Services Coordinator and Leadership Team and is used to inform professional development priorities, IEP implementation practices, and family communication protocols for students with disabilities. **Parent Workshop Series** Samueli Academy hosts a comprehensive parent workshop series designed to empower families in supporting their children's academic success. Workshop topics include: Navigating the Echo Learning Management System, including how to access student assignments, grades, and teacher communications; understanding the college application and admission process, including UC A-G requirements, letters of recommendation, and college essay development; completing the Free Application for Federal Student Aid (FAFSA) and building family financial planning strategies to support post-secondary enrollment; and understanding the school's cell phone policy and practical strategies for supporting student focus, engagement, and executive functioning at home. **Language Access and Translation** To ensure equitable access and participation, all correspondence sent to families and guardians is provided in English and translated into Spanish, consistent with the primary language survey and the translation requirement of California Education Code Section 48985, which applies when 15 percent or more of the pupils enrolled in a public school speak a single primary language other than English. Interpreter services are available upon request to support families during		

		meetings, workshops, IEP meetings, and other school events, ensuring that language is not a barrier to meaningful parent participation in any aspect of the school's program.		
4	Maintaining Safe & Clean School Facilities	Samueli Academy ensures that all students and staff learn and work in safe, clean, and well-maintained school facilities. Facility quality is treated as a foundational condition for student learning, staff performance, and family confidence in the school, and the systems described in this Action are designed to meet the "good repair" standard established under the Williams Act, Education Code Section 17002(d)(1), and to document performance on Local Indicator Priority 1 (Basic Services and Conditions of Learning) under the California School Dashboard. **Maintenance and Janitorial Services** Samueli Academy provides comprehensive maintenance and janitorial services across the campus to ensure that classrooms, laboratories, common spaces, athletic areas, and shared facilities remain clean, functional, and safe throughout the school year. Maintenance and janitorial operations are scheduled to minimize disruption to instruction, preserve the usability of the school's state-of-the-art facility (as described in the charter petition), and support the 1:1 laptop instructional environment and the specialized Design and Engineering pathway spaces. **Annual Facility Inspection Tool Assessments** Samueli Academy conducts annual Facility Inspection Tool (FIT) assessments to evaluate facility conditions and safety standards across all eight FIT categories, including systems (gas, mechanical, sewer), interior, cleanliness, electrical, restrooms and fountains, safety, structural, and external. Any findings identified through the FIT process are promptly addressed through the school's maintenance operations to ensure continued compliance with health and safety requirements and to maintain the "good repair" status required by law. **Transparent Reporting to the School Community** FIT results are transparently communicated to the school community through publication in the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators Report submitted through the California School Dashboard. This reporting triad ensures that families, staff, the authorizing Orange County Board of Education, and the broader public have consistent access to current facility condition data and to evidence of the school's response to any identified deficiencies.	$2,639,256	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,780,880	$304,181

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
28.94%	0%	$0	28.94%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	Samueli Academy's needs assessment identified that social-emotional, behavioral, and attendance barriers are among the most significant obstacles to learning for its unduplicated students, who include foster youth, English Learners (which, for this purpose, includes Long-Term English Learners), and low-income students. The root cause analysis determined that chronic absenteeism at the school is driven primarily by mental health challenges and medical fragility, including hospitalizations, and these conditions are experienced disproportionately by students living in poverty, students in unstable housing	This action increases and improves services for unduplicated students by expanding both the quantity and the quality of social-emotional, mental health, behavioral, and attendance supports directed at the barriers identified above. The school increased the quantity of services by adding a full-time Social-Emotional Learning Counselor for middle school students, a school psychologist who leads Tier 3 mental health supports, and a Student Success Coordinator whose caseload is composed of students in foster care and students who qualify as McKinney-Vento. The school improved the quality of services by	The metric that will be used to monitor effectiveness: - #14: Chronic Absenteeism Rate: Gr 7-8 - #15: Chronic Absenteeism (Gr 7-12) - #19: Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	or foster care, and English Learners. On the 2024 California School Dashboard, the English Learner and Long-Term English Learner student groups received Red performance levels on both the Chronic Absenteeism and Suspension Rate Indicators, confirming that disengagement and exclusionary discipline were concentrated among unduplicated students. The school further identified that foster youth and students who qualify as McKinney-Vento face basic-needs instability, such as food, housing, and hygiene insecurity, that interferes with consistent attendance and academic engagement, and that English Learner and Long-Term English Learner attendance has been further affected by community conditions, including increased immigration enforcement activity. These barriers must be addressed before unduplicated students can fully access the school's college-preparatory program.	replacing a prior purchased social-emotional learning program with internally developed resources tailored to its students, by partnering with Neutral Ground and Purpose of Recovery to provide restorative alternatives to suspension rather than exclusionary discipline, and by using the CareSolace platform to connect students and families to external mental health referrals. The school psychologist prioritizes at-promise students by providing regular counseling, conducting risk assessments, and developing safety plans in coordination with caregivers, social workers, and educational rights holders, and the Student Success Coordinator provides daily basic-needs support and connects families to outside agencies. These services directly remove the mental health, behavioral, and basic-needs barriers that the needs assessment connected to chronic absenteeism and disengagement among foster youth, English Learners, and low-income students, thereby improving their access to instruction. **Justification for Providing the Action on a Schoolwide Basis** This action is provided on a schoolwide basis because the social-emotional, mental health, restorative, and attendance supports are most effective when they are available to every student and embedded in the daily life of the school, and because the action is principally directed toward, and is the most effective means of, meeting the school's goals for its unduplicated students. The barriers this action targets are concentrated among unduplicated students, so a schoolwide system of support reaches those students continuously rather than only at scheduled intervention points, while also creating the safe, supportive climate in which targeted supports can succeed. The explicit connection between the schoolwide delivery and improved outcomes for unduplicated students is demonstrated in the design and the results of the action. The Student Success	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Coordinator's services are directed specifically at foster youth and homeless students; the school psychologist's Tier 3 caseload prioritizes the at-promise students who are disproportionately unduplicated; and the restorative practices and alternatives to suspension were implemented to reduce the exclusionary discipline that the 2024 Dashboard showed fell most heavily on English Learners, Long-Term English Learners, and Students with Disabilities. The effectiveness of this schoolwide approach for unduplicated students is reflected in measurable improvement: the schoolwide suspension rate declined from 6.1% in 2023-24 to 2.1% in 2024-25, reaching a Green performance level, and chronic absenteeism for grades 7-8 declined from 18.7% to 14.7%, with the Socioeconomically Disadvantaged and Hispanic student groups reaching a Yellow performance level. Because the underlying needs are most prevalent among unduplicated students and the supports are designed around those needs, the schoolwide delivery of this action is intended and expected to improve outcomes for foster youth, English Learners, and low-income students at a greater rate than for the general population.	
Goal 1, Action 7	Samueli Academy's needs assessment identified that its unduplicated students, who include foster youth, English Learners (which, for this purpose, includes Long-Term English Learners), and low-income students, have less access to the college and career knowledge, social capital, and concrete resources that support post-secondary success than their more advantaged peers. Many of these students are the first in their families to pursue college, and they are less likely to have access outside of school to information about A-G eligibility, the financial aid and college application processes, dual enrollment, and career pathways. Student survey results reinforced this need: fewer than half of students, 49%, reported working	This action increases and improves services for unduplicated students by expanding both the quantity and the quality of college and career readiness supports that directly address the access barriers identified above. The school increased services by providing a structured sequence of college and career activities, including ninth grade career exploration tours, App Fest for seniors, the opportunity to take the PSAT and SAT with access to fee waivers, Decision Day, and Career Ignition Conferences held each fall and spring. The school improved the quality and relevance of services by implementing a student interest survey to better match every student to an internship aligned with their interests, addressing the	The metric that will be used to monitor effectiveness: • #7: % students: CTE Pathway Completion Rate • #8: % students with combined CTE Pathway & A-G Completion Rate • #18: High School Graduation Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with community members or experts on real-world problems, and 59% reported that their schoolwork was relevant to their lives or future goals, indicating a need to strengthen real-world connections and career exploration. At the same time, the cost of college entrance examinations, application fees, and college-level coursework presents a barrier that falls most heavily on low-income students and foster youth. Without intentional, school-provided guidance, exposure, and financial access, unduplicated students are at greater risk of leaving high school without the preparation and concrete steps needed to enroll in and succeed in college and career pathways.	documented gap in students working with community members and experts on real-world problems, and by providing dual enrollment at Santa Ana College so students can earn college credit while completing high school. The Scholarship and Ambassador programs provide continued financial and mentoring support to graduates, who in turn mentor current students. Because fee waivers, FAFSA and college application guidance, internships, and no-cost dual enrollment remove the specific financial and informational barriers that disproportionately affect low-income students, foster youth, and English Learners, these services improve those students' concrete access to post-secondary opportunity rather than simply providing general information. **Justification for Providing the Action on a Schoolwide Basis** This action is provided on a schoolwide basis because a college-going culture is most effective when it is consistent, visible, and reinforced for every student across the school, and because the action is principally directed toward, and is the most effective means of, meeting the school's goals for its unduplicated students. The college and career knowledge, exposure, and financial access that this action provides are precisely the resources that unduplicated students are least likely to obtain outside of school, so embedding them schoolwide ensures that foster youth, English Learners, and low-income students receive them as a matter of course rather than depending on family resources or initiative. The explicit connection between schoolwide delivery and improved outcomes for unduplicated students is built into the design of the action. Fee waivers and no-cost dual enrollment remove cost barriers that fall specifically on low-income students and foster youth; the internship interest survey and work-based learning component ensure that students who lack professional	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		networks gain authentic career exposure; and counselor-led planning and FAFSA and application guidance supply the procedural knowledge that first-generation students most often lack. The effectiveness of this schoolwide approach is reflected in measurable improvement for the full student body, which is composed largely of unduplicated students: the A-G completion rate increased from 49.6% in 2022-23 to 59.7% in 2024-25, and the CTE pathway completion rate increased from 79.4% to 89.2% over the same period. Because the barriers this action removes are concentrated among unduplicated students and the supports are designed to close those specific gaps, the schoolwide delivery of this action is intended and expected to improve college and career readiness for foster youth, English Learners, and low-income students at a greater rate than for the general population.	
Goal 2, Action 1	Samueli Academy's needs assessment identified that the quality and continuity of instruction are foundational to closing achievement gaps for its unduplicated students, who include foster youth, English Learners (which, for this purpose, includes Long-Term English Learners), and low-income students. The needs assessment identified an instructional capacity gap as a root cause of uneven outcomes, particularly the need to build teacher capacity in literacy and English Language Development, mathematics pedagogy, culturally responsive teaching, and assessment and intervention practices that support English Learners and Students with Disabilities. Because unduplicated students are the most affected by interruptions to learning time and by variability in instructional quality, and because they are less likely to have compensatory academic resources outside of school, the school identified the need to protect instructional continuity and to provide sustained, targeted professional learning so that every	This action increases and improves services for unduplicated students by protecting instructional time and by building teacher capacity through structured, ongoing professional learning calibrated to the needs of unduplicated students. **Instructional Continuity and Substitute Staffing.** To ensure instructional continuity and minimize learning disruptions, Samueli Academy maintains a roster of qualified substitute teachers who can support classroom instruction when regular teachers are absent. Substitute coverage is managed to preserve the continuity of Project-Based Learning units, assessment windows, and intervention schedules, so that student learning time is protected regardless of staff availability. **Instructional Days and Learning Time.** Samueli Academy provides students with 185 instructional days, exceeding the California state minimum requirement for charter schools. The additional	The metric that will be used to monitor effectiveness: • #23: % teachers – fully credentialed & appropriately assigned. • #25: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teacher is prepared to deliver high-quality, standards-aligned, differentiated instruction responsive to these students' needs.	instructional time reflects the school's emphasis on maximizing learning opportunities, sustaining the momentum of Project-Based Learning cycles, and providing students with the instructional time necessary to meet the school's Schoolwide Learner Outcomes. **Summer and Non-Instructional Day Professional Development.** All teachers participate in five days of intensive summer professional development to prepare for the upcoming school year, followed by two additional non-instructional days focused specifically on data analysis and instructional planning. These structured opportunities allow teachers to review prior-year performance data, including California School Dashboard results, NWEA MAP Growth results, and ELPAC results, align instructional priorities to identified student needs, and plan Tier 1 instruction, Project-Based Learning units, and intervention approaches before students arrive. **Ongoing Weekly Professional Development and Coaching.** Weekly professional development sessions throughout the school year ensure ongoing support for teachers in implementing effective instructional practices and addressing student needs. Sessions are aligned with the school's annual needs assessment, feedback from teachers, and findings from classroom observations, and are calibrated to the school's identified priorities, including literacy and English Language Development strategies, mathematics pedagogy, culturally responsive teaching, assessment practices that support English Learners and Students with Disabilities, and evidence-based interventions within the Multi-Tiered System of Supports. Professional development is reinforced through instructional coaching, including classroom and peer observations, to ensure that strategies introduced in professional learning sessions are implemented with fidelity in daily instruction and lesson planning.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Together, these components increase the quantity of services through added instructional days, weekly professional learning, and coaching, and improve the quality of services by directing professional learning at the literacy, language, and intervention practices that unduplicated students most require. **Justification for Providing the Action on a Schoolwide Basis** This action is provided on a schoolwide basis because instructional continuity and teacher capacity affect every classroom and every student, and because the action is principally directed toward, and is the most effective means of, meeting the school's goals for its unduplicated students. The explicit connection between the schoolwide delivery and improved outcomes for unduplicated students lies in how the action is designed. Protecting learning time through substitute coverage and additional instructional days benefits unduplicated students most, because these students are least likely to have the outside resources to recover instruction lost to disruption. More significantly, the professional development and coaching are deliberately calibrated to the needs of unduplicated students: the prioritized content is literacy and English Language Development strategies, mathematics pedagogy, culturally responsive teaching, and assessment and intervention practices that support English Learners and Students with Disabilities, which are the practices that improve instruction for these specific student groups. Because teachers serve unduplicated students in every class, building their capacity schoolwide is the most effective way to ensure that English Learners, foster youth, and low-income students receive high-quality, standards-aligned, differentiated instruction throughout the day rather than only in isolated settings. The effectiveness of this approach for unduplicated students is reflected in the improvement of the English Learner and Long-	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Term English Learner student groups on the 2025 California School Dashboard, including the English Learner Progress Indicator reaching a Green performance level, which followed the school's sustained, calibrated investment in literacy and English Language Development professional learning. Because the capacity this action builds is targeted at the instructional needs of unduplicated students, the schoolwide delivery of this action is intended and expected to improve their outcomes at a greater rate than for the general population.	
Goal 2, Action 2	Samueli Academy's needs assessment identified an instructional capacity gap in literacy, English Language Development, and mathematics as a root cause of uneven outcomes for its unduplicated students, who include foster youth, English Learners (which, for this purpose, includes Long-Term English Learners), and low-income students. On the 2024 California School Dashboard, the English Learner and Long-Term English Learner student groups received Red performance levels on the English Language Arts and Mathematics Academic Indicators, and the needs assessment identified that uneven teacher capacity in literacy instruction and in supporting language acquisition particularly affects English Learners, Long-Term English Learners, and Students with Disabilities. Classified staff and instructional data also identified foundational and procedural skill gaps and conceptual difficulties in mathematics among students performing below grade level, who are disproportionately unduplicated, and administrators advocated for specialized mathematics support through professional development and coaching. The needs assessment determined that professional development alone is not sufficient to change practice, and that content-specific, job-embedded coaching and intervention, including support for designated and integrated English Language Development, are required to build teacher	This action increases and improves services for unduplicated students by expanding instructional coaching and intervention capacity and by directing professional learning at the literacy, language, and mathematics practices that these students most require. Instructional Coaches. Samueli Academy provides instructional coaching through its two Assistant Heads of School, who serve as instructional coaches for teachers. Coaching includes classroom and peer observations, targeted feedback cycles, modeling of best practices, and co-planning, ensuring that strategies introduced in professional development are implemented with fidelity in daily instruction and lesson planning. Math Instructional Coach. To address the identified mathematics achievement gaps and the need for specialized mathematics support, Samueli Academy is adding a Math Instructional Coach. Building on the school's partnership with the UCI Math Program, the Math Instructional Coach provides ongoing mathematics coaching, support on curriculum sequencing and development, and collaboration with classroom teachers on evidence-based strategies that address the foundational, procedural, and conceptual mathematics gaps identified in the needs assessment,	The metric that will be used to monitor effectiveness: • #1: ELA CAAPP • #2: Math CAASPP • #25: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	capacity to deliver standards-aligned, differentiated instruction that meets the needs of unduplicated students.	with attention to the differentiation and language supports that English Learners, Long-Term English Learners, and Students with Disabilities require to access grade-level mathematics. Literacy Specialist. The Literacy Specialist provides intervention and coaching for teachers, including on designated and integrated English Language Development, to improve language acquisition and proficiency for English Learners and Long-Term English Learners. The Literacy Specialist focuses on English Language Arts and English Language Development, collaborates with classroom teachers on evidence-based literacy and language strategies, and provides targeted support for reading and writing skill development aligned with the needs of English Learners and Long-Term English Learners. Schoolwide Literacy Development. Literacy development professional development is implemented schoolwide to improve reading comprehension, specifically addressing the needs of English Learners, Long-Term English Learners, and Students with Disabilities. Professional Learning Communities within departments focus on literacy integration across disciplines and on the vertical alignment of literacy skills development across grades 7-12. Samueli Academy also partners with UC Irvine's Link program to deepen staff understanding of students' cultural backgrounds and experiences, reinforcing culturally sustaining pedagogy as a foundation for both literacy development and broader instructional practice. Professional learning further addresses Restorative Practices, Project-Based Learning design, differentiated instruction and Universal Design for Learning, equitable grading practices, and assessment practices that support English Learners and Students with Disabilities. Together, these components increase the quantity of services by adding dedicated mathematics coaching	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and literacy intervention capacity to the existing instructional coaching structure, and they improve the quality of services by making coaching and intervention content-specific in mathematics, literacy, and English Language Development and by directing professional learning at the practices that unduplicated students most require. **Justification for Providing the Action on a Schoolwide Basis** This action is provided on a schoolwide basis because instructional coaching, literacy intervention, and professional development build teacher capacity across every classroom, and because the action is principally directed toward, and is the most effective means of, meeting the school's goals for its unduplicated students. Content-specific coaching is identified in research as the most effective mechanism for translating professional development into sustained classroom practice, with the strongest effects when it is ongoing, content-specific, and responsive to teacher needs, so building this capacity schoolwide ensures that high-quality literacy, language, and mathematics instruction reaches unduplicated students in every class rather than only in isolated settings. The explicit connection between the schoolwide delivery and improved outcomes for unduplicated students lies in the design of the supports. The Literacy Specialist's intervention and coaching focus specifically on designated and integrated English Language Development to improve language acquisition and proficiency for English Learners and Long-Term English Learners; the Math Instructional Coach focuses on the mathematics gaps concentrated among students performing below grade level, who are disproportionately unduplicated; the schoolwide literacy work targets the reading comprehension needs of English Learners, Long-Term English Learners, and Students with Disabilities; and the UC Irvine Link	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		partnership builds culturally sustaining pedagogy responsive to these students' backgrounds. The effectiveness of this approach for unduplicated students is reflected in the 2025 California School Dashboard, where the English Learner and Long-Term English Learner student groups improved on the English Language Arts and Mathematics Academic Indicators and the English Learner Progress Indicator reached a Green performance level, and in the increase in the reclassification rate from 8.4% to 12.4%. Because the coaching, intervention, and professional learning this action provides are targeted at the literacy, language, and mathematics needs of unduplicated students, the schoolwide delivery of this action is intended and expected to improve their outcomes at a greater rate than for the general population.	

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
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

Samueli Academy will use additional concentration grant add-on funds to fund Instructional Aides (Goal 1, Action 2).

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 13,135,479.00	$ 13,810,928.07

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	No	$ 16,278	$ 16,593
1	2	ADDRESSING ACADEMIC NEEDS & SUPPORTS TO ACCELERATE LEARNING	No	$ 120,904	$ 129,466
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 269,464	$ 282,492
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 443,078	$ 536,148
1	4	EQUITABLE SERVICES FOR EL	No	$ 136,578	$ 129,790
1	4	EQUITABLE SERVICES FOR EL	Yes	$ 45,503	$ 65,191
1	5	SUPPORTING LtEL: Language Acquisition	No	$ 37,392	$ 41,392
1	5	SUPPORTING LtEL: Language Acquisition	Yes	$ 362,976	$ 363,052
1	6	SERVICES SUPPORTING SWD	No	$ 988,337	$ 1,045,997
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	No	$ 88,146	$ 115,611
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	Yes	$ 1,138,250	$ 1,204,992
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 3,551,439	$ 3,578,695
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 173,936	$ 203,167
2	2	PROFESSIONAL DEVELOPMENT	No	$ 88,618	$ 106,118
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 395,865	$ 400,711
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 203,266	$ 210,818
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 534,688	$ 579,688

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 13,135,479.00	$ 13,810,928.07

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 1,861,296	$ 2,009,283
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 177,336	$ 179,630
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 29,880	$ 29,880
3	4	MAINTAINTING SAFE & CLEAN SCHOOL FACILITIES	No	$ 2,472,249	$ 2,582,214

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,763,137	$ 2,559,608	$ 2,773,262	$ (213,654)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 443,078	$536,148	0.000%	0.000%
1	4	EQUITABLE SERVICES FOR EL	Yes	$ 45,503	$ 65,191.19	0.000%	0.000%
1	5	SUPPORTING LtEL: Language Acquisition	Yes	$ 362,976	$ 363,052.22	0.000%	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	Yes	$ 1,138,250	$ 1,204,991.65	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 173,936	$ 203,166.98	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 395,865	$ 400,711.37	0.000%	0.000%

2025-26 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)
$9,513,133	$ 2,763,137	0.000%	29.046%	$ 2,773,262	0.000%	29.152%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$9,610,783	$2,780,880	28.935%	0.000%	28.935%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 10,396,886	$ 2,640,696	$ -	$ 1,015,063	$ 14,052,644.70	$ 8,828,135	$ 5,224,509

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	All	No	Schoolwide		Samueli Academy	Ongoing	$ 2,423	$ 15,000	$ 17,423	$ -	$ -	$ -	$ 17,423	0.000%
1	2	ADDRESSING ACADEMIC NEEDS & SUPPORTS TO ACCELERATE LEARNING	All	No	Schoolwide		Samueli Academy	Ongoing	$ 428,959	$ 5,000	$ 3,635	$ 430,325	$ -	$ -	$ 433,959	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		Samueli Academy	Ongoing	$ 359,459	$ 0	$ -	$ 32,898	$ -	$ 326,561	$ 359,459	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	Samueli Academy	Ongoing	$ 230,576	$ 150,100	$ 380,676				$ 380,676	0.000%
1	4	EQUITABLE SERVICES FOR EL	EL	No	Schoolwide		Samueli Academy	Ongoing	$ 67,303	$ -	$ 67,303	$ -	$ -	$ -	$ 67,303	0.000%
1	5	SUPPORTING LtEL: Language Acquisition	All	No	Schoolwide		Samueli Academy	Ongoing	$ 135,688	$ 27,600	$ 163,288	$ -	$ -	$ -	$ 163,288	0.000%
1	6	SERVICES SUPPORTING SWD	SPED	No	Schoolwide		Samueli Academy	Ongoing	$ 444,904	$ 624,491	$ 15,155	$ 932,005	$ -	$ 122,235	$ 1,069,395	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	All	No	Schoolwide		Samueli Academy	Ongoing	$ 125,761	$ 35,000	$ -	$ 160,761	$ -	$ -	$ 160,761	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	All	Yes	Schoolwide	All	Samueli Academy	Ongoing	$ 1,064,898	$ 153,110	$ 1,218,008				$ 1,218,008	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide		Samueli Academy	Ongoing	$ 3,259,233	$ -	$ 3,134,078	$ 125,155	$ -	$ -	$ 3,259,233	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	Samueli Academy	Ongoing	$ 638,558	$ -	$ 638,558				$ 638,558	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		Samueli Academy	Ongoing	$ 142,957	$ 88,202	$ 231,158	$ -	$ -	$ -	$ 231,158	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	All	Samueli Academy	Ongoing	$ 545,165	$ -	$ 545,165				$ 545,165	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		Samueli Academy	Ongoing	$ -	$ 226,640	$ 146,228	$ 80,412	$ -	$ -	$ 226,640	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		Samueli Academy	Ongoing	$ -	$ 631,252	$ 631,252	$ -	$ -	$ -	$ 631,252	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		Samueli Academy	Ongoing	$ 959,622	$ 832,800	$ 1,215,855	$ 10,300	$ -	$ 566,267	$ 1,792,422	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No	Schoolwide		Samueli Academy	Ongoing	$ 183,409	$ -	$ 183,409	$ -	$ -	$ -	$ 183,409	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide		Samueli Academy	Ongoing	$ -	$ 35,280	$ 35,280	$ -	$ -	$ -	$ 35,280	0.000%
3	4	MAINTAINTING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		Samueli Academy	Ongoing	$ 239,221	$ 2,400,035	$ 1,770,416	$ 868,840	$ -	$ -	$ 2,639,256	0.000%

2026-27 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
$ 9,610,783	$ 2,780,880	28.935%	0.000%	28.935%	$ 2,782,407	0.000%	28.951%	**Total:**	$ 2,782,407
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,782,407

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	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIOR	Yes	Schoolwide	All	Samueli Academy	$ 380,676	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	Yes	Schoolwide	All	Samueli Academy	$ 1,218,008	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED I	Yes	Schoolwide	All	Samueli Academy	$ 638,558	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	Samueli Academy	$ 545,165	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

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).