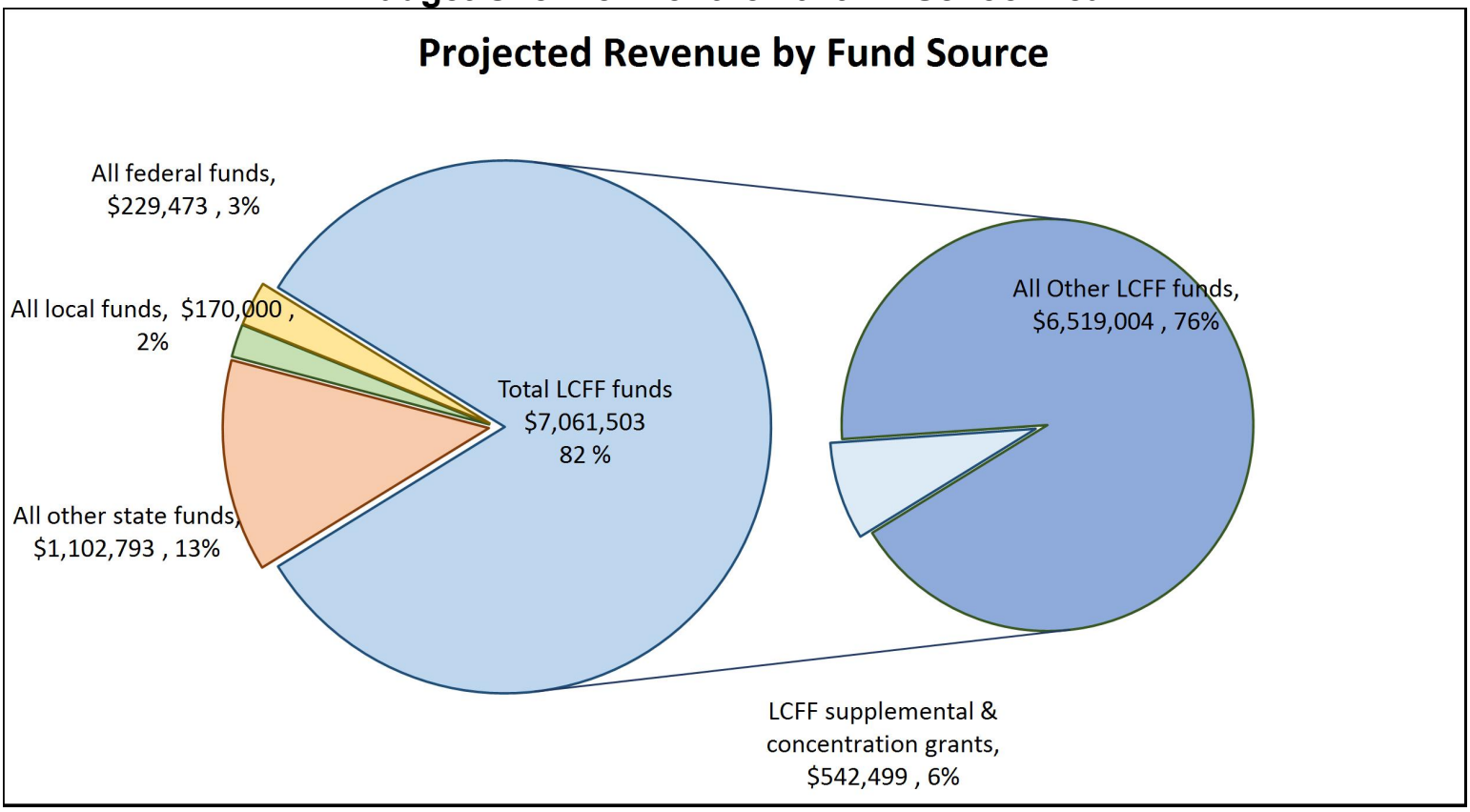
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shasta View Academy
CDS Code: 45-70169-034031
School Year: 2026-27
LEA contact information:
David House
Executive Director
davidh@shastaview.org
530-233-3861

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

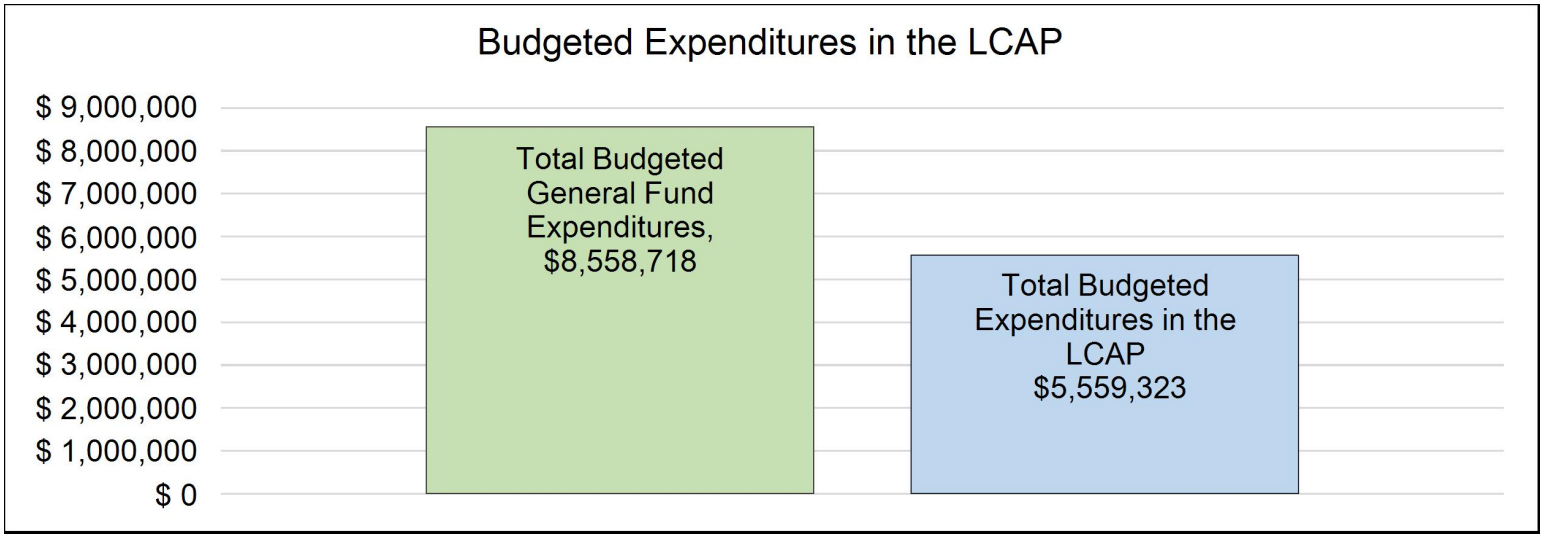


This chart shows the total general purpose revenue Shasta View Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shasta View Academy is $8,563,769, of which $7,061,503.00 is Local Control Funding Formula (LCFF), $1,102,793.00 is other state funds, $170,000.00 is local funds, and $229,473.00 is federal funds. Of the $7,061,503.00 in LCFF Funds, $542,499.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Shasta View 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: Shasta View Academy plans to spend $8,558,718.00 for the 2026-27 school year. Of that amount, $5,559,323.00 is tied to actions/services in the LCAP and $2,999,395 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

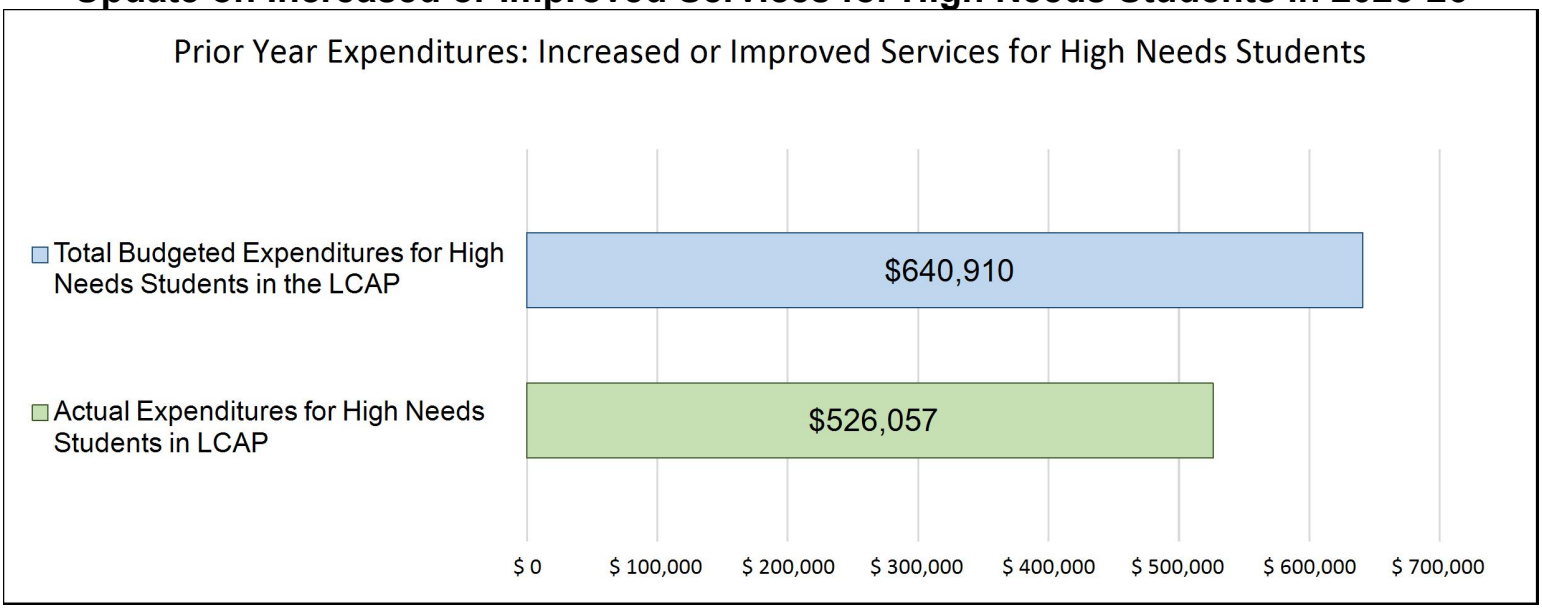
1. Administrative staff salaries;
2. Classified support staff salaries;
3. Benefit costs such as PERS, STRS, Medical, Dental, & Vision Insurance;
4. Instructional and general supplies such as paper, pencils, toner, mechanical parts, and other miscellaneous items;
5. Contracted services such as liability insurance, travel and conference, communications and utiltiy costs.

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

In 2026-27, Shasta View Academy is projecting it will receive $542,499.00 based on the enrollment of Foster Youth, English learner, and low-income students. Shasta View Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta View Academy plans to spend $542,499.00 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 Shasta View Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shasta View 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, Shasta View Academy's LCAP budgeted $640,910.00 for planned actions to increase or improve services for high needs students. Shasta View Academy actually spent $526,057.01 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $114,852.98,999,999,999 had the following impact on Shasta View Academy’s ability to increase or improve services for high needs students:

The original amount of Supplemental funds was $465,339, and this was the amount that contributing actions should have been budgeted to align with available funding. In the adopted LCAP, contributing actions were overbudgeted by $175,571. The contributing actions budget included funding for the Math Specialist position, which became vacant mid-year. Despite this staffing change, SVA was able to continue improving services for high-needs students by providing additional one-on-one instruction through the use of existing staff resources.

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
Shasta View Academy	David House Executive Director	davidh@shastaview.org 530-233-3861

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.

Shasta View Academy (SVA) began serving students on August 21, 2019. It is a TK-12 personalized learning/independent study charter school governed by the Shasta View Academy, Inc. Board of Directors and authorized by Columbia Elementary School District. The school serves students in Shasta, Modoc, Tehama, Trinity, Siskiyou, and Lassen Counties. Enrollment in the 2026-2027 school year is anticipated to be 550 students. The student population is 46% socioeconomically disadvantaged and 0% English Learners.

The school organization has been serving students with a personalized learning program that follows California Independent Study Law and regulations including state independent study attendance accounting since the year 2000. The school staff is committed to assisting parents who choose the independent study/homeschool model for their children. To facilitate success, each student is assigned a credentialed teacher who works with the parent/guardian and student to create a personalized learning program based on student strengths, needs, and interests.

Organizational Mission Statement
“The mission of Shasta View Academy is to provide an innovative personalized learning program that honors parental choice. The School supports students through a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.”

The school provides standards based curriculum that emphasizes the development of strong core learning competencies necessary to lead a fulfilled and successful life. Particular attention is devoted to English/Language Arts, Mathematics, Science, and Social Studies. Additional

resources and instruction are offered in the areas of Visual and Performing Arts, Physical Education, and Technology, as well as a variety of elective subjects using educational enrichment vendors, computer software programs, and community college concurrent enrollment. In addition to their assigned Credentialed Teacher, students are supported by SVA staff that includes the SVA Director, 2 Librarian/Curriculum Specialists, 1.8 Reading Specialists, 1 Math Specialist, 2 Writing Specialists, 1 High School Coordinator and a Special Education staff (1 SPED Director, 1 School Psychologist, 2 Speech and Language Pathologists, 4 Special Education Teachers, OT, APE and vision services are provided through contracted services).

In addition to assisting the student in completing all coursework required to receive a high school diploma, the staff works to help each student to become a successful contributing member of society. This is accomplished by equipping students with appropriate career and educational choices after high school.

In the 22-23 school year SVA completed their WASC self study earning a 6 year accreditation term with a 3 year visit. The 3 year mid cycle visit was successfully completed November 19, 2025. We are very proud of this accomplishment and look forward to continued program improvement.

Reflections: Annual Performance

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

Shasta View Academy (SVA) had the following performance indicators on the California School Dashboard for the 24-25 School Year:

Chronic Absenteeism - Dashboard color = Green, 1.9% chronically absent, increased 1.1%
Suspension Rate - Dashboard color = Blue, 0% suspension rate, no change
Graduation Rate - Dashboard color = Green, 90.6% graduated, maintained 0.8%
College/Career - Ranking - Dashboard color = Orange 46.7% of graduates are prepared. declined 12.8%
English Language Arts - Dashboard color = Green, 21.5 points above standard. Maintained 1.9 points
Mathematics - Dashboard color = Orange, 30.3 points below standard, Increased 4.5 points
Basics: Teachers, Instructional Materials, Facilities - Standard Met
Implementation of Academic Standards - Standard Met
Parent and Family Engagement - Standard Met
Local Climate Survey - Standard Met
Access to Broad Course of Study - Standard Met

Reflection on CA School Dashboard:
English Language Arts
SVA's 2025 ELA CAASPP scores indicate that our students assessed 21.5 points above standard. This was a decline of 1.9 points from the 2024 assessment. The SVA academic staff evaluated the potential causes for the decline and believe that the school's method of assessment changed in 2025 to included a change in the testing venues. Given the decline, the SVA staff increased intervention services and committed more resources to support reading and writing skills for all grade levels in the 25-26 school year. Actions taken include i-Ready assessment to determine skill levels, targeted intervention implementation for students working below grade level, the implementation

of new and effective curriculums, supplementary classes in writing, an increase in the number of Reading Specialists, Reading Specialist tutoring sessions for struggling readers and one on one tutoring with the student's SVA Teacher. 2025-2026 staff training focused on the use of reading screeners so that SVA is prepared to follow state guidelines in the 2025-2026 school year.

Mathematics
SVA's 2025 Mathematics CAASPP scores indicate that our students assessed 30.3 points below standard. This was an increase of 4.5 points from the 2024 assessment. SVA staff recognizes that students are performing below standard and made Mathematics skill growth a major emphasis in the 25-26 school year. SVA staff targeted Math skill growth for all grade levels with the following actions: i-Ready assessment to determine skill levels, targeted intervention implementation for students working below grade level, use of curriculum pacing guides for parents, weekly curriculum progress monitoring, introduction and use of new math curriculums, introduction of new intervention materials (Do the Math), staff training and school wide math nights.

Graduation Rate
SVA's 24-25 graduation rate was 90.6, an increase of 0.8%. SVA will continue to focus on high school student success and assist students through the high school requirements to successfully graduate.

College Career Indicator
In the 24-25 school year, 46.7% of SVA graduates met the CDE college/Career Indicator criteria to be categorized as prepared for college or the work force. This is a decrease of 12.8%. While SVA's percentage of students who meet the prepared criteria is above the state average, SVA would like to see a higher percentage of students meet the prepared criteria annually. SVA will continue to train staff in the opportunities to help students fulfill the prepared criteria while working to develop the SVA Natural Resource Pathway and helping students choose courses and CTE Pathways that are appropriate to achieving a "prepared" ranking.

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.

Not applicable. SVA is not eligible for comprehensive support and improvement.

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. SVA is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable. SVA is not eligible for comprehensive support and improvement.

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
Staff	SVA school staff met in person once a month throughout the 25-26 school year. The LCAP goals and action item progress was reviewed at each meeting and suggestions were recorded for the creation of the new LCAP document. SVA staff completed the annual staff survey in April 2025. Survey results were used in the LCAP development process. 26 staff members responded to the survey.
Parents/Community	Learning Period Meetings - Due to the independent study program model, parents and students are in constant communication with their assigned SVA Teacher. A formal learning period meeting occurs every 20 school days where the teacher discusses student progress, work completed by the student, services offered by the school, curriculum, and any other topics that the parents would like to discuss. This process allows the school to consistently gauge its success in its provision of services to students and their families throughout the school year. Advisory Council - The SVA Advisory Council consists of 3 parents, 2 high school students, 1 SVA Teacher, 1 SVA SPED staff member as well as the Executive Director. These meetings are consistently attended by additional parents and staff. The LCAP was a discussion item at each of the four council meetings in the 25-26 school year.

Educational Partner(s)	Process for Engagement
	The council did an outstanding job reviewing goals and action items and suggesting new actions to meet goals in the 26-27 school year. Governing Board - SVA, Inc. Board of Directors has 4 SVA parents and 1 community member on the board. The current LCAP was reviewed and discussed at each monthly meeting . The board gave input to the school's progress, goals, and action items. Annual Parent Survey - SVA created and distributed the annual parent survey in February 2026. The parent responses were analyzed and the results were used in the LCAP development process. 82 parents responded to the annual survey.
Students	Learning Period Meetings -Students meet with their assigned SVA Teacher consistently throughout the school year. The SVA Teacher discusses their personalized program, reviews their work, tutors the student as needed, and has the opportunity to hear what the students think about the program. Advisory Council - There are two high school students on the school's Advisory Council. As stated above, the LCAP was a discussion item at each meeting, and suggestions were recorded in the meeting minutes. Annual Student Surveys - High school students and students grades 5-8 completed the annual surveys in February 2026. Survey results were an important part of the LCAP development process. 60 students responded to the survey.
Governing Board	The SVA, Inc. Board of Directors has 4 parents and 1 community member on the board and the LCAP was reviewed and discussed at each monthly meeting . The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities.

Educational Partner(s)	Process for Engagement
	Year-round: The SVA Director gave monthly presentations to the Board on LCAP actions/services. The SVA Director shared CA School Dashboard, i-Ready and CAASPP results with the board as it became available.
SELPA	The SVA Director and Special Education Coordinator attended monthly Professional Learning Opportunities, legal forums offered by the SELPA and CEO Council Meetings.

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

Parents
Parent input was collected during the 25-26 school year using the annual surveys, 4 Advisory Council meetings, 11 School Board meetings, monthly parent meetings with the assigned SVA Teacher, and open communication with the School Director.

Parent input influenced the following actions:
Mathematics Instruction and Support
Feedback indicates that parents appreciate support and instruction offered by the SVA Math Specialist and tutors.
SVA will fund 1 Full Time Math Specialist.
The Math Specialist will participate in curriculum review and guidance and provide math training for parents and SVA Teachers.
Supplementary math classes will be offered in person and virtually for students in grades 2-9.
Math manipulative kits will be distributed to all families grades TK-8.
SVA will provide math tutoring virtually and in person for students grades 5-12.
SVA will continue to expand the math pacing guides and monitor math curriculum progress on a monthly basis.
SVA Teachers and Math Specialists will continue using "Do the Math" and "Listen to Learn" programs for math intervention.

Reading Instruction and Support
Feedback indicates that parents appreciate support and instruction offered by the SVA Reading Specialists.
SVA will fund one Full Time Reading Specialist is Redding, one .8 FTE Reading Specialists in Alturas in the 26-27 school year.
The school reading program will be strengthened and expanded to include annual reading assessment for struggling readers, structured literacy training, dyslexia training for SVA staff and parents, new online supplementary reading programs, one on one reading instruction, and tutoring as needed.
The Reading Specialists will assess all TK - grade 2 students at the beginning of the year a selected Reading Difficulties Risk Screener.
The Reading Specialists will train all SVA Teachers to use the selected Reading Difficulties Risk Screener.
The school will provide one on one tutoring for struggling readers at all grade levels.

Writing Instruction and Support
Feedback indicates that parents appreciate support and instruction offered by the SVA Writing Specialists.

SVA will fund 2 Full Time Writing Specialist in the 26-27 school year.
The writing program will include supplementary writing classes for all grade levels offered online and in person, curriculum guidance, parent and SVA Teacher training.
Supplementary writing classes will be offered in person and virtually for students in grades 2-12.
SVA will provide writing tutoring virtually and in person for students grades 2-12.
The Writing Specialists will offer and oversee 2 writing contest opportunities.
SVA students will complete a beginning and end of the year writing assessment to measure skill levels and drive instruction.

SVA field trips, Enrichment Partner Program and events. .
Feedback indicates that parents appreciate SVA field trips, Enrichment Partner Program and events.
SVA will continue to offer monthly field trips for all grade levels.
SVA will continue field trip opportunities in the Intermountain and Alturas areas.
SVA will continue to fund the Enrichment Partner Program at $120 per month per student.
SVA will create 1 parent meet and greet activity per semester.
SVA will continue offering student contests throughout the year.
SVA will continue offering the STEAM Expo, Art Show and Curriculum Fair.
SVA will continue offering activities specific to High School and Middle School students.

High School Sports
SVA continued offering high school sports program in the 25-26 school year offering Cross Country (10 students), tennis (5 students), and golf (8 students). The students reported that they appreciate and are enjoying the opportunities.
SVA anticipates offering Cross Country, Wrestling, Tennis and Golf again in the 26-27 school year.

Redding Library Access
Feedback throughout the year indicates that parents appreciate the use of the Crossroads Curriculum Center in Redding for access to the school library and the provision of meeting spaces for tutoring and events.

Students
Student input was collected through online individual surveys for students grades 9-12 and 5-8 in March 2026 and regular meetings with their assigned teachers and school support staff.

High School student feedback influenced the following actions:
SVA will fund 1 High School Coordinator in the 26-27 school year.
SVA will fund 1 Science/CTE Specialist in the 26-27 school year and continue building the SVA Natural Resource Pathway.
SVA will seek grants and funding to build and support the SVA Natural Resources Pathway.
SVA will continue to coordinate with local community colleges to offer concurrent and dual enrollment opportunities.
SVA will continue to offer high school and middle school field trips and activities.
SVA will purchase technology devices and hotspots for checkout to students.
SVA will purchase more robotics kits for student use.

SVA will continue to offer college and trade school tours.
SVA will continue offering counseling opportunities for students grade TK-12.
SVA will employ a full time School Psychologist and contract with Lotus Educational Services to provide mental health crisis assistance to students throughout the 26-27 school year.
SVA will offer virtual and drop in math tutoring sessions for students grades 5-12.

Shasta View Academy Staff
Staff input was collected via a staff survey, monthly staff meetings, and frequent and meaningful conversations with school administration.

Staff input influenced the following actions:
SVA will continue to prioritize professional development for academic staff.
SVA will offer Structured Literacy and Dyslexia training in the 26-27 school year.
SVA will offer Math Intervention training in the 26-27 school year.
SVA will continue providing staff training in Social Emotional Learning and Trauma Informed Practices.
SVA will provide training in the CA State standards aligned curriculums for Language Arts, Mathematics, and Science.
SVA will improve recruitment strategies to increase the number of students who participate in the SVA Career Technical Education Pathways for high school students.
SVA will provide College Prepared Dashboard Indicator criteria training for SVA Teachers and parents aimed at increasing the percentage of students graduating as Well Prepared.
SVA will provide training on approved online course options for high school students.
SVA will train teachers in the proper selection of high school courses and curriculum to match student goals and post high school plans.
SVA will fund 6 full time (Reading, Mathematics, Writing, Science/CTE) to provide intervention services and student support.
SVA will offer set times for mathematics tutoring at the Redding resource center and continue to offer additional tutoring by appointment.
The Math Specialist will offer oversight and support for middle school and high school students using online math courses.
SVA will continue the use of i-Ready assessment for grades 1-11.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to support student success, SVA teachers must be highly qualified, participate in comprehensive professional development program, and be evaluated by a supervisor on a regular basis. Students also require access to a broad course of study and appropriate standards based resources at all grade levels to achieve their academic goals. It is also important that all school facilities are clean and safe so that students and their families will be encouraged and motivated to use them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Conditions for Learning 1. Basic – Fully Credentialed and Appropriately Assigned Teachers	In the 22-23 school year, all SVA Gen. Ed. and Special Education teachers are highly qualified and fully credentialed.	In the 23-24 school year, all SVA Gen. Ed. and Special Education teachers are highly qualified and fully credentialed.	In the 24-25 school year, all SVA Gen. Ed. and Special Education teachers were highly qualified and fully credentialed.	All SVA Gen. Ed. and Special Education teachers are highly qualified and fully credentialed.	No difference from baseline. All SVA Gen. Ed. and Special Education teachers are highly qualified and fully credentialed.
1.2	Conditions for Learning 1. Basic – Standards Aligned Instructional Materials	In the 22-23 school year, students grades TK-12 have access to standards aligned	In the 23-24 school year, students grades TK-12 have access to	In the 24-25 school year, students grades TK-12 had access to	All students grades TK-12 have access to standards aligned	No difference from baseline. All students grades TK-12 have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials and curriculum.	standards aligned instructional materials and curriculum.	standards aligned instructional materials and curriculum.	instructional materials and curriculum.	access to standards aligned instructional materials and curriculum.
1.3	Conditions for Learning 2. Student Access to a Broad Course of Study	In the 22-23 school year, 100% of students in grades TK-12 had access to a broad course of study.	In the 23-24 school year, 100% of students in grades TK-12 had access to a broad course of study.	In the 24-25 school year, 100% of students in grades TK-12 had access to a broad course of study.	100% of students in grades TK-12 have access to a broad course of study.	No difference from baseline. 100% of students in grades TK-12 have access to a broad course of study.
1.4	English Learners Reclassification	In the 22-23 school year, ELPAC was administered to one high school student. The student scored a 3.	In 23-24 school year, SVA administered the ELPAC assessment to two students. They both scored a 2. One student increase by 46 pts but remained in the same level. The other student decrease by 7 points, but stayed at level 2.	In 24-25 school year, SVA administered the ELPAC assessment to two students. They both scored a 3. One student increase by 30 pts and the other student left SVA before we received the scores.	All English Learners will be assessed annually and demonstrate progress in language acquisition.	No difference from baseline. All English Learners are assessed annually.
1.5	Conditions for Learning 2. Implementation of academic content and performance standards.	In the 22-23 school year, academic content and performance standards were implemented for all students.	In the 23-24 school year, academic content and performance standards were implemented for all students.	In the 24-25 school year, academic content and performance standards were implemented for all students.	Academic content and performance standards are implemented for all students.	No difference from baseline. Academic content and performance standards are implemented for all students.
1.6	Pupil Outcomes 2. Pupil Achievement	In the 22-23 school year 100% of English	In the 23-24 school year 100% of	In the 24-25 school year 100% of	100% of English Learners have	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner access to CCSS and ELD standards.	Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners have access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.
1.7	Conditions for Learning 1. Basic - Facilities School facility maintenance and safety inspection.	In the 22-23 school year all school facilities were well maintained and safe.	In the 23-24 school year all school facilities were well maintained and safe.	In the 24-25 school year all school facilities were well maintained and safe.	SVA school facilities are well maintained and safe.	No difference from baseline. SVA school facilities are well maintained and safe.
1.8	School Climate 6. Parent and Family Engagement, Local Climate Survey School Safety & Maintenance	In the 22-23 school year 100% of parents surveyed reported that their children are safe when visiting our school sites.	In the 23-24 school year 100% of parents surveyed reported that their children are safe when visiting our school sites.	In the 24-25 school year 100% of parents surveyed reported that their children were safe when visiting our school sites.	100% of parents surveyed each year report that their children are safe when visiting our school sites.	No difference from baseline. 100% of parents surveyed each year report that their children are safe when visiting our school sites.
1.9	Conditions for Learning 1. Standards-aligned Instructional Materials for every student.	100% of parents surveyed in 22-23 reported that they are satisfied or very satisfied with the curriculum choices available at SVA.	100% of parents surveyed in 23-24 reported that they are satisfied or very satisfied with the curriculum choices available at SVA.	100% of parents surveyed in 24-25 reported that they were satisfied or very satisfied with the curriculum choices available at SVA.	100% of parents surveyed report that they are satisfied or very satisfied with the curriculum choices available at SVA.	No difference from baseline. 100% of parents surveyed report that they are satisfied or very satisfied with the curriculum choices available at SVA.

Goal Analysis [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.

There were no substantive differences in planned actions and actual implementation of these actions. All of the actions outlined in goal #1 were implemented successfully.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in the 2025-2026 school year.

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

The specific actions outlined in goal 1 were very effective in making progress toward the goal that "all students have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean".

Action 1.1 Employ, supervise, and evaluate highly qualified teachers.
SVA employed, supervised and evaluated 26 highly qualified teachers. Those teachers provided instruction, support, and assessment to all students enrolled in SVA.

Action 1.2 Employ, supervise, and evaluate highly qualified and credentialed special education staff.
SVA employed, supervised and evaluated 5 highly qualified special education staff members to include 1 FTE SPED Coordinator, 1 FTE School Psychologist, 3 FTE SPED Teachers, and 2 FTE Speech and Language Pathologist. SVA also had agreements with organizations to provide online services with an Occupational Therapist, and an agreement with the Shasta County Office of Education to provide Adaptive PE and Vision services. Service providers offered IEP support, assessment, direct services and instruction to 68 students enrolled in SVA with an IEP.

Action 1.3 Provide staff professional development opportunities.
SVA staff participated in training in all areas outlined in action 1.3 to include:
Name of the Training (Number of staff in attendance)
August 1-2 All Staff Training to include: Math and Reading Intervention, Special Ed Services, Dyslexia Screening, Social Emotional Learning, Trauma Informed Practices, College/Career Readiness Calculations, CTE Pathway implementation and oversight (56 attendees)
August All Staff Training (52 attendees)
Literacy Screening and Assessment (1)
Neurodiversity and Disability Symposium (2)
Project Arise: Foundation Skills (1)
6-12 Vocabulary Instruction COP (1)
Far Northern Literacy Conference (1)

STOP School Violence Program FY2025 Funding Opportunity (1)
CSDC Leadership Conference (5)
CAWEE (1)
CMC North Math Conference (1)
National Science Teaching Association Anaheim National Conference (1)
i-Ready Assessment (32)
LGBTQ+ Cultural Competency Training (45)

Action 1.4 Purchase state adopted standards based curriculum and materials for all grade levels.
SVA purchased state adopted standards based curriculum and materials for all enrolled TK-12th grade students.

Action 1.5 Provide a wide array of academic and extracurricular opportunities through the school's approved Enrichment Partner Program.
SVA provided a wide array of academic and enrichment opportunities for all enrolled students. 373 students participated in extracurricular activities through the Enrichment Partner Program.

Action 1.6 Update and maintain the SVA CA State Standards aligned a-g approved course list (including online courses).
SVA updated and maintained an approved a-g course list for high school students. The SVA a-g list includes 260 courses.

Action 1.7 Ensure that the SVA facilities are safe and clean through the following actions: Update and follow a site safety plan, update the maintenance contract with the site landlord, and update and use a daily checklist for resource center cleanliness and maintenance.
SVA had two resource centers for student use in Shasta County the 25-26 year (August - June). SVA also operates a curriculum center in Redding that houses the school library. All sites provided a safe and clean environment for students.

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

There are no changes to Goal #1, metrics, or desired outcomes in the 25-26 LCAP.
SVA is making the following changes to the action items for the 26-27 school year based on information gathered and stakeholder reflections.

Action 1.1 Employ, supervise, and evaluate highly qualified teachers.
No changes to this action item in the 26-27 LCAP. SVA is adding 1 new credentialed teacher position in Redding in the 26-27 school year.

Action 1.2 Employ, supervise, and evaluate highly qualified and credentialed Special Education staff.
No changes to this action item in the 26-27 LCAP. SVA is adding 1 Special Education Teacher to serve students in the Intermountain/Modoc County area. Staffing in the 26-27 school year will be: 1 FTE SPED Coordinator, 1 FTE School Psychologist, 4 FTE SPED Teachers, and 2 FTE Speech and Language Pathologists. SVA will also have agreements with organizations to provide online services with an Occupational Therapist, and an agreement with the Shasta County Office of Education to provide Adaptive PE and Vision services.

Action 1.3 Provide staff professional development opportunities.

No changes to this action item in the 26-27 LCAP.

Action 1.4 Purchase state adopted standards based curriculum and materials for all grade levels.
No changes to this action item in the 26-27 LCAP.

Action 1.5 Provide a wide array of academic and extracurricular opportunities through the school's approved Enrichment Partner Program.
No changes to this action item in the 26-27 LCAP.

Action 1.6 Update and maintain the SVA CA State standards aligned a-g approved course list (including online courses).
No changes to this action item in the 26-27 LCAP.

Action 1.7 Ensure that the SVA facilities are safe and clean through the following actions: update and follow a site safety plan, update the maintenance contract with the site landlord, and update and use a daily checklist for resource center cleanliness and maintenance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified General Education Teachers	1.1 Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Math, Science and Writing Specialists and Special Ed staff). SVA will employ 28 credentialed teachers in the 26-27 school year.	$2,324,983.00	No
1.2	Special Education Staff	1.2 Employ, supervise, and evaluate highly qualified and credentialed special education staff. SVA will employ 1 SPED Coordinator, 1 School Psychologist, 4 SPED Teachers, and 2 Speech and Language Pathologists in the 26-27 school year. Occupational Therapy, Adaptive PE, Behavior Support and Vision Services will be contracted.	$974,172.00	No
1.3	Staff Professional Development	1.3 Provide staff professional development opportunities that target the following areas: Mathematics curriculum and instruction ELA curriculum and instruction	$34,604.00	No

Action #	Title	Description	Total Funds	Contributing
		Structured Literacy Reading Difficulties Risk Screener Social Emotional Learning CTE Pathway implementation and oversight Special Education Services Tiered intervention for students performing below grade level in ELA and Math State and internal assessment programs High school student course and curriculum selection Mandated/required training for compliance		
1.4	Standards Aligned Curriculum and Materials	1.4 Purchase state adopted standards based curriculum and materials for all grade levels.	$99,000.00	No
1.5	Academic Enrichment Opportunities	1.5 Provide a wide array of academic and extra curricular opportunities through the school's approved Enrichment Partner Program.	$285,000.00	No
1.6	Approved a-g Course List for High School Students	1.6 Update and maintain the SVA CA State Standards aligned a-g approved course list (including online courses). 2% of the High School Coordinator salary.	$3,407.00	No
1.8	Safe and Clean Resource Centers	1.7 Ensure that the SVA facilities are safe and clean through the following actions: Update and follow a site safety plan. Update and follow the maintenance contract with the site landlord. Update and use a daily check list for resource center cleanliness and maintenance.	$173,270.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement and performance. Prepare students to be college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students need appropriate standards based assessment that identifies their academic skill levels and a personalized education plan aimed at achieving grade level standards, the opportunity to perform to their highest potential and graduate high school prepared for college and careers. In order to help students achieve that goal, the school will provide a credentialed teacher, curriculum, instruction/tutoring, online learning opportunities, concurrent community college enrollment, academic counseling, CTE Pathways, a strong intervention program for students performing below grade level and special education services if needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Outcomes 4. Pupil Achievement CAASPP Mathematics Results	Baseline CAASPP Math Scores CAASPP 2022-2023 Math Results: Scores 18.52% Standard Exceeded 21.48% Standard Met 27.04% Standard Nearly Met 32.96% Standard Not Met	Year 1 CAASPP Math Scores CAASPP 2023-2024 Math Results: Scores 13.03% Standard Exceeded 25.32% Standard Met 32.19% Standard Nearly Met	Year 2 CAASPP Math Scores CAASPP 2024-2025 Math Results: Scores 16.47% Standard Exceeded 20.88% Standard Met 28.92% Standard Nearly Met	SVA Results Mathematics 50% students will assess at or above standard. CA School Dashboard Green progress indicator.	Difference from baseline: Achievement Levels 2022-2023 2024-2025 Trend Standard Exceeded 18.52% 16.47% -2.05% Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			29.18% Standard Not Met	33.73% Standard Not Met		21.48% 20.88% -0.60% Standard Nearly Met 27.04% 28.92% +1.88% Standard Not Met 32.96% 33.73% +0.77% Total Proficient (Met/Exceeded) 40.00% 37.35% -2.65%
2.2	Pupil Outcomes 4. Pupil Achievement CAASPP English Language Arts Results	Baseline CAASPP ELA Scores CAASPP 2022-2023 ELA Results: Scores 28.52% Standard Exceeded 39.63% Standard Met 20.37% Standard Nearly Met 11.48% Standard Not Met	Year 1 CAASPP ELA Scores CAASPP 2023-2024 ELA Results: Scores 25.75% Standard Exceeded 36.05% Standard Met 24.03% Standard Nearly Met 14.16% Standard Not Met	Year 2 CAASPP ELA Scores CAASPP 2024-2025 ELA Results: Scores 24.10% Standard Exceeded 34.94% Standard Met 24.90% Standard Nearly Met 16.06% Standard Not Met	SVA Results ELA 70% students will assess at or above standard. CA School Dashboard Green progress indicator.	Difference from baseline: Achievement Levels 2022-2023 2024-2025 Trend Standard Exceeded 28.52% 24.10% -4.42% Standard Met 39.63% 34.94% -4.69% Standard Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						20.37% 24.90% +4.53% Standard Not Met 11.48% 16.06% +4.58% Total Proficient (Met/Exceeded) 68.15% 59.04% - 9.11%
2.3	Pupil Outcomes 4. Pupil Achievement English Learner Reclassification Rate	In the 22-23 school year, ELPAC was administered to one high school student. The student scored a 3.	In 23-24 school year, SVA administered the ELPAC assessment to two students. They both scored a 2. One student increase by 46 pts but remained in the same level. The other student decrease by 7 points, but stayed at level 2.	In 24-25 school year, SVA administered the ELPAC assessment to two students. They both scored a 2. One student increase by 46 pts but remained in the same level. The other student decrease by 7 points, but stayed at level 2.	100% of SVA English Learners will be classified as proficient.	Difference from baseline: None 2022-2023 All EL students were assessed and demonstrated improvement. 2024-2025 All EL students were assessed and demonstrated improvement.
2.5	Engagement 5. Pupil Engagement Grade Level Promotion	In the 22-23 school year, 99% of SVA students promoted one grade level.	In the 23-24 school year, 99.8% of SVA students promoted one grade level.	In the 24-25 school year, 99.8% of SVA students promoted one grade level.	98% of SVA students will promote one grade level annually.	Difference from baseline: + 0.8% 2022-2023 99.0% of students promoted one grade level. 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						99.8% of students promoted one grade level.
2.7	Engagement 5. Pupil Engagement High School Graduation Rate	In the 22-23 school year, 94.1% of 12th grade students met SVA's requirements for high school graduation.	In the 23-24 school year, 89.9% of 12th grade students met SVA's requirements for high school graduation. SVA had two special education students enroll for a second 12th grade year.	In the 24-25 school year, 90.6% of 12th grade students met SVA's requirements for high school graduation. SVA had one HS student who stayed enrolled for a 5th year and one SPED student.	100% of 12th grade students will meet SVA's requirements for high school graduation.	Difference from baseline: - 3.5% 2022-2023 94.1% of 12th grade students met requirements for graduation. 2024-2025 90.6% of 12th grade students met requirements for graduation.
2.8	Pupil Outcomes 4. Pupil Achievement UC a-g Course Completion Rate	In the 22-23 school year, 100% of students enrolled in UC A-G course completed and passed the course.	In the 23-24 school year, 100% of students enrolled in UC a-g course completed and passed the course.	In the 24-25 school year, 99% of students enrolled in UC A-G course completed and passed the course.	98% of students enrolled in UC a-g course will complete and pass the courses.	Difference from baseline: - 1% 2022-2023 100% of students enrolled in UC A-G course completed and passed the course. 2024-2025 99% of students enrolled in UC A-G course completed and passed the course.
2.9	Pupil Outcomes 4. Pupil Achievement Internal Assessment i-Ready Reading Diagnostic Results	Beginning of the year i-Ready Reading scores fall 2022: 54% at or above grade level 24% one grade level below	Beginning of the year i-Ready Reading scores fall 2022: 55% at or above grade level	Beginning of the year i-Ready Reading scores fall 2024: 58% at or above grade level	70% of students will be at or above grade level in Reading at the end of the school year.	Difference from baseline: i-Ready Reading Scores Fall 22 Spring 23 Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22% two or more grade levels below End of the year i-Ready Reading scores spring 2023: 69% at or above grade level 18% one grade below 14% two or more grade levels below	26% one grade level below 19% two or more grade levels below End of the year i-Ready Reading scores spring 2024: 71% at or above grade level 17% one grade level below 13% two or more grade levels below	23% one grade level below 19% two or more grade levels below End of the year i-Ready Reading scores spring 2025: 71% at or above grade level 15% one grade level below 14% two or more grade levels below		At or Above Grade Level 54% 69% +15% One Grade Level Below 24% 18% -6% Two+ Grade Levels Below 22% 14% -8% Fall 24 Spring 25 Change At or Above Grade Level 58% 71% +13% One Grade Level Below 23% 15% -8% Two+ Grade Levels Below 19% 14% -5%
2.10	Pupil Outcomes 4. Pupil Achievement Internal Assessment i-Ready Mathematics Diagnostic Results	Beginning of the year i-Ready Math scores fall 2022: 35% at or above grade level 41% one grade below	Beginning of the year i-Ready Math scores fall 2022: 38% at or above grade level 39% one grade level below	Beginning of the year i-Ready Math scores fall 2024: 42% at or above grade level 32% one grade level below	65% of students will be at or above grade level in Math at the end of the school year.	Difference from baseline: i-Ready Math Scores Fall 24 Spring 25 Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24% two or more grade levels below End of the year i-Ready Math scores spring 2023: 55% at or above grade level 28% one grade below 17% two or more grade levels below	23% two or more grade levels below End of the year i-Ready Math scores spring 2024: 62% at or above grade level 22% one grade level below 16% two or more grade levels below	26% two or more grade levels below End of the year i-Ready Math scores spring 2025: 63% at or above grade level 21% one grade level below 16% two or more grade levels below		At or Above Grade Level 35% 55% +20% One Grade Below 41% 28% -13% Two+ Grades Below 24% 17% -7% Fall 24 Spring 25 Change At or Above Grade Level 42% 63% +21% One Grade Level Below 32% 21% -11% Two+ Grade Levels Below 26% 16% -10%
2.11	Pupil Outcomes 4. Pupil Achievement Progress report delivery to parents.	In the 22-23 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.	In the 23-24 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.	In the 24-25 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.	100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.	Difference from baseline: None 2022-2023 100% of parents received diagnostic reports when completed. 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						100% of parents received diagnostic reports when completed.
2.12	Engagement 3. Parent Involvement - Unduplicated Student Access to Programs and Services.	In the 22-23 school year, 100% of Unduplicated Students have access to programs and services.	In the 23-24 school year, 100% of Unduplicated Students have access to programs and services.	In the 24-25 school year, 100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students will have access to programs and services.	Difference from baseline: None 2022-2023 100% of Unduplicated Students have access to programs and services. 2024-2025 100% of Unduplicated Students have access to programs and services.
2.13	Engagement 6. School Climate Annual survey outcomes regarding academic achievement.	In the 22-23 school year, annual school surveys (parents, students grades 9-12 and grades 5-8 indicated that: 90% of students were satisfied with their academic progress.	In the 23-24 school year, annual school surveys (parents, students grades 9-12 and grades 5-8 indicated that: 91% of students were satisfied with their academic progress.	In the 24-25 school year, annual school surveys (parents, students grades 9-12 and grades 5-8 indicated that: 94% of students were satisfied with their academic progress.	Annual school surveys will indicate that(parents, students grades 9-12 and grades 5-8) indicated that: 90% of students are satisfied with their academic progress.	Difference from baseline: +4% 2022-2023 Annual school surveys (parents, students grades 9-12 and grades 5-8 indicated that: 90% of students were satisfied with their academic progress. 2024-2025 Annual school surveys (parents, students grades 9-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						12 and grades 5-8 indicated that: 94% of students were satisfied with their academic progress.
2.14	Pupil Outcomes 4. Pupil Achievement College and Career Indicator Performance Levels.	In the 22-23 school year: Of 34 SVA graduates, 16 students (47%) met the dashboard criteria prepared 6 students (18%) met the dashboard criteria approaching prepared 12 students (35%) met the criteria for not prepared.	In the 23-24 school year: Of 69 SVA graduates, 41 students (59%) met the dashboard criteria prepared 11 students (16%) met the dashboard criteria approaching prepared 17 students (24%) met the criteria for not prepared.	In the 24-25 school year: Of 31 SVA graduates, 14 students (45%) met the dashboard criteria prepared 5 students (16%) met the dashboard criteria approaching prepared 12 students (39%) met the criteria for not prepared.	The number of SVA High School students meeting CDE's prepared status for graduate preparedness will meet or exceed the state average.	Difference from baseline: -2% 2022-2023 Of 34 SVA graduates, 47% met the dashboard criteria as prepared. 2024-2025 Of 34 SVA graduates, 45% met the dashboard criteria as prepared.

Goal Analysis [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.

There were no substantive differences in planned actions and the actual implementation of these actions. All of the actions outlined in goal #2 were implemented successfully.

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

There was a material difference for Math Support and Intervention due to the Math Specialist leaving mid-year (Action 2.4). However, the Charter was still able to improve services for high needs students.

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

The specific actions outlined in goal 2 were very effective in making progress toward the goal to "Improve student achievement and performance. Prepare students to be college and career ready."

Action 2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.
Each SVA student had an active personalized learning plan in the 25-26 school year.

Action 2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.
SVA purchased and used i-Ready as the school's internal assessment program for grades 1-11. Multitudes Assessment was used to evaluate student reading skills for grades TK-K.

Action 2.3 Provide a tiered intervention program to track and assist students performing below grade level.
SVA had an active tiered intervention program for all students grades TK-12. 133 students had an Intervention Academic Growth Plan in the 25-26 school year.

Action 2.4 Fund 1 FTE Math Specialist to develop a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all educational partners.
SVA funded one full time Mathematics Specialist in Redding in the 25-26 school year. The Math Specialists offered the following services:
In person supplemental math classes were offered one day per week for grades 2-8 (28 students in attendance).
In person intervention groups were offered for six weeks each semester for grades K-2 (6 students attended).
In person and virtual math tutoring is offered four days per week.
The Math Specialist coordinated and offered 2 Family Math Night events for all grade levels in Redding.
The Math Specialists offered curriculum and instructional support to SVA staff and parents.
The Math Specialists trained all SVA Teachers in the use of "Listen to Learn" and "Do the Math" Intervention Program materials.

Action 2.5 Fund 1.75 FTE Reading Specialists to assess, instruct, and provide oversight to the school's reading intervention program.
SVA funded 1 FTE Reading Specialist in Redding and one .75 FTE Reading Specialist in Alturas. The Reading Specialists offered the following services:
TK: Prepared hands on materials, binder & seasonal materials for families. Met at least 2Xs a year to review Learning Foundations and EOY growth, next steps. Contacted families additionally as needed.
K: Assessed a minimum of 2Xs. Prepared materials for all Kinders (binder) and contacted/met with in fall and then at mid year for Multitudes screener. Followed up with families and/or teachers as needed, especially those below benchmark. Provided intervention for 8 on a regular bases. Coached additional families to use curriculum or intervention materials.
First & Second: Saw all students a minimum of 1 time this year. Screened with Multitudes Provided additional screeners, individual materials, curriculum suggestions, packets, and/or coaching in response to screener results. Checked in with families and/or teachers for added support during year. Provided intervention for 26 students.

Third & Up: Provided screeners as needed- Including spelling, phonics, vocabulary, RAN, phonological awareness, dyslexia index, ROAR, fluency, & comprehension. These are for new students, at parent or teacher request (for placement, intervention/AGP, reading difficulties, etc.) (36 students). Attended SSTs & 504 with reports as needed.
Provided one on one tutoring for students working below grade level (68 students).
Provided consultation and guidance for parents regarding reading programs and instruction.
Parent Training: Held session on teaching reading at the Parent Orientation. Provided 2 Parent Training sessions for families with TK students in the fall. Conducted 6 virtual chats with the team to provide support (SLPs & Reading) in the fall. Provided 2 Parent Read Aloud/Vocabulary Trainings.
Called all new families and offered placement and curriculum support consultations.

Action 2.6 Fund 1.75 FTE Writing Specialist to implement school-wide writing program that includes online and in person writing classes for all grade levels.
SVA funded one full time and one 0.75 FTE part time Writing Specialist in the 25-26 school year. The Writing Specialists offer the following services:
Weekly comprehensive writing Instruction for students in grades 3-12. In-person attendance 44 students, Virtual attendance 92 students.
Monthly in-person, foundation-building writing class for students in grades 1-2. In-person attendance: 7 students.
Writing Adventure Field trips for students grades TK-2. Six trips with 30 students in attendance per event.
Weekly drop-in tutoring sessions with virtual and in-person options for all students, grades K-12.
State testing workshop for grades 3-5, 20 students.
Curriculum and instructional support to SVA staff, including staff training on Smarter Annotated Response Tool (SmART) to better understand how student writing is scored on Smarter Balanced (CAASPP) assessments.
Oversee and judge two writing contests per year for all grade levels. Fall 111 students participated and spring 95 students participated.
Provision and oversight of pre and post-writing assessments.
Curriculum and instructional support to SVA staff.
Support and training for parents in technology and writing instruction, including 4 sessions at Parent Workshop in August.

2.7 Fund 1 FTE High School Coordinator. to provide the following student services:
SVA funded 1 full time High School Coordinator in the 25-26 school year. The Coordinator provided the following services:
Met with students in grades 8th -12th grade in the fall and spring semesters providing students with an academic plan to meet our high school requirements.
Assisted with High School course planning.
Provide training for teachers and students regarding the school's CTE Pathways.
Encouraged students to include CTE Pathways in their personalized learning plans. (5 students)
Provide staff assistance and guidance with course and curriculum selection.
Plan and implement high school field trips, activities and events to include:
9/17/25: MS Kayaking (15 participants)
9/19/25: HS Kayaking (14 participants)
10/31/25: MS Oasis Fun Center (42 participants)
10/31/25: HS Oasis Fun Center (36 participants)
10/17/25: Shasta College Campus Tour (10 participants)

11/7/25: Simpson University Campus Tour (8 participants)
11/14/25: CTE Academy Shasta College - Automotive Technology (15 participants)
11/18/26: Grand Canyon University Rep Speaks to Career Class about their University (31 participants)
11/21/25: HS Hangout: Games and Pizza (22 participants)
1/30/26: MS Bowling (34 participants)
1/30/26: HS Bowling (25 participants)
2/9/26: CTE Welding Technologies Academy @ Shasta College (10 participants)
4/3/26: Shasta College Tour (6 participants)
5/8/26 CTE Diesel Mechanic Academy @ Shasta College (8 participants)
5/1/26: HS Banquet (50 participants)
Planned and implemented a 9th grade orientation. (16 families)
Coordinate college outreach activities (Grand Canyon Univ., Shasta College, Simpson University, and College Options)
Oversaw high school student concurrent enrollment with local community colleges.
Maintained and updated a full a-g course list.
Taught the annual Career Choices classes in Shasta and Modoc Counties. (31 students)
Assisted students with course planning in order to graduate as "Well Prepared."
Planned and implemented High School Graduations (25 graduates Redding, 3 Alturas, 4 Fall River)

Action 2.8 Science Specialist to implement a school wide science program, offer robotics instruction and develop courses for a CTE Pathway in Natural Resources.
Action 2.8 Science Specialist to implement a school wide science program, offer robotics instruction and develop courses for a CTE Pathway in Natural Resources.
SVA funded one .75 FTE Part Time Science/CTE Specialist in the 25-26 school year.
The Science Specialist offered the following services:
Offered courses in the fall semester: Yosemite Field Experience (13 students), Earth Science Lab (19 students), Biology Lab (20 students), Robotics Grades 3-5 (12 students), Robotics Grades 6-8 (10 students), AGNR-1 Intro to Natural Resources (16 students)
Offered science related field trips throughout the school year (Fall Middle School Outdoor Ed Camp (19 students), Nature Bridge Yosemite Trip (13 HS Students), Kidder Creek Outdoor Adventure (18 HS Students).
Chaired the annual STEAM Expo (24 entries).
Developed and oversaw the SVA Natural Resource Career Technical Education Pathway.
Applied/Awarded Dual Enrollment grant.
Approved and taught SVA's first Dual Enrollment class, AGNR-1 Intro to Natural Resources for Shasta Community College.

2.9 Purchase Chromebooks, internet hotspots and document cameras for student checkout and use.
SVA Purchased 50 Chromebooks, 11 Laptops and 15 document cameras for teacher and student use in the 25-26 school year.

2.10 Purchase robotics kits for student check out and use.
6 Lego Robotics kits purchased for student use in the 25-26 school year.

Action 2.11 Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and ELPAC results.
SVA administered the ELPAC to two students in the 25-26 school year. The parents received the results in a timely manner.

2.12 Purchase and distribute math manipulative kits for grades TK-8 to assist with math instruction at home.
SVA purchased materials for math manipulative kits and distributed them to students in grades TK-8.

2.13 Purchase and distribute "Do the Math" and "Listening to Learn" intervention materials to students working below grade level in math.
SVA trained teachers to use the "Do the Math" and "Listening to Learn" intervention materials for students working below grade level in math.

2.14 Create and use math curriculum pacing guides and progress monitoring forms to improve the integrity of math instruction. 4% of General Education Teacher salaries.
All students were given math pacing guides at the start of the school year and required to complete progress forms each learning period.

2.15 Select and purchase curriculum for the new High School Ethnic Studies course requirement.
SVA offered an Ethnic Studies course to high school students in the 25-26 school year. Course was not required by CDE this year.

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

There are no changes to Goal #2, the metrics, or desired outcomes in the 26-27 LCAP.
SVA is making the following changes to the action items for the 26-27 school year based on information gathered and stakeholder reflections.

Action 2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.
No changes to this action item in the 26-27 LCAP.

Action 2.2 Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.
No changes to this action item in the 26-27 LCAP.

Action 2.3 Provide a tiered intervention program to track and assist students performing below grade level.
No changes to this action item in the 26-27 LCAP.

Action 2.4 Fund 1 FTE Math Specialist to develop a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all educational partners.
The action item language will be changed from "develop" a school wide math program to "support" a school wide math program in the 26-27 LCAP.

Action 2.5 Fund 1.75 FTE Reading Specialists to assess, instruct, and provide oversight to the school's reading intervention program.
The action item description will be changed to the following in the 26-27 LCAP: "Fund 1.8 FTE Reading Specialists to implement and support a school wide reading program, assess students skill levels, administer the K-2 Reading Difficulties Risk Screener, instruct and provide intervention services to beginning and struggling readers, provide curriculum guidance and reading training for all educational partners." SVA is funding a second .8 FTE Reading Specialist to serve students in the Intermountain, Big Valley and Alturas areas in the 26-27 school year.

Action 2.6 Fund 1.75 FTE Writing Specialist to implement school wide writing program that includes online and in person writing classes for all grade levels.
The action item description will be changed to the following in the 25-26 LCAP: "Fund 2 FTE Writing Specialists to implement and support a school wide writing program, that includes online and in person writing classes for grades 2-12 and annual writing assessments for all students.

Action 2.7 Fund 1 FTE High School Coordinators
The action item description will be changed to the following in the 26-27 LCAP: Fund 1 FTE High School Coordinator.

Action 2.8 Science Specialist to implement a school wide science program, offer robotics instruction and develop courses for a CTE Pathway in Natural Resources.
The action item description will be changed to the following in the 26-27 LCAP: Fund .75 FTE Science Specialist to support an effective school wide science program that includes: high school A-G labs, robotics instruction and CTE Natural Resources Pathway courses.

2.9 Purchase Chromebooks, internet hotspots and document cameras for student checkout and use.
No changes to the action item.

2.10 Purchase robotics kits for student check out and use.
No changes to the action item.

Action 2.11 Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and ELPAC results.
No changes to the action item.

2.12 Purchase and distribute math manipulative kits for grades TK-8 to assist with math instruction at home.
No changes to the action item.

2.13 Purchase and distribute "Do the Math" and "Listening to Learn" intervention materials to students working below grade level in math.
No changes to the action item.

2.14 Create and use math curriculum pacing guides and progress monitoring forms to improve the integrity of math instruction. 4% of General Education Teacher salaries.
No changes to the action item.

2.15 Select and purchase curriculum for the new High School Ethnic Studies course requirement.
The action item description will be changed to the following in the 26-27 LCAP: "Purchase curriculum for the new High School Ethnic Studies course requirement."

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Personalized Learning Plans	2.1 Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation. 15% of General Education Teacher salaries.	$440,903.00	No
2.2	Internal Assessment Programs	2.2 Purchase internal i-Ready assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.	$15,859.00	No
2.3	Tiered Intervention Program - Administrative participation and oversight SVA Executive Director	2.3 Provide a tiered intervention program to track and assist students performing below grade level. 20% of Director salary.	$38,558.00	Yes
2.4	Math Support and Intervention SVA Math Specialist - 1 FTE	2.4 Fund 1 FTE Math Specialist to support a school wide math program, provide online and in person grade level classes, math tutoring, curriculum guidance, and math training for all educational partners. Singapore Math Nicole the Math Lady	$128,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Reading Support and Intervention SVA Reading Specialists - 1.75 FTE	2.5 Fund 1 FTE Reading Specialist to implement and support a school wide reading program, assess students skill levels, administer the K-2 Reading Difficulties Risk Screener, instruct and provide intervention services to beginning and struggling readers, provide curriculum guidance and reading training for all educational partners.	$129,232.00	Yes
2.6	Writing Support and Intervention SVA Writing Specialists - 1.75 FTE	2.6 Fund 1 FTE Writing Specialist to implement and support a school wide writing program that includes online and in person writing classes for grades 2-12 and annual writing assessments for all students.	$111,611.00	Yes
2.7	High School Coordinator	2.7 Fund 1 FTE High School Coordinator to provide the following student services: Provide academic advising for students grades 8-12. Assist with High School course planning. Provide training for teachers and students regarding the school's CTE Pathways. Encourage students to include CTE Pathways in their personalized learning plans. Provide staff assistance and guidance with course and curriculum selection. Plan and implement high school field trips, activities and events. Plan and implement a 9th grade orientation each year. Coordinate college outreach activities. Oversee high school student concurrent enrollment with local community colleges. Maintain and update a full a-g course list. Teach the annual Career Choices classes in Shasta and Modoc Counties. Assist students with course planning in order to graduate as "Well Prepared."	$166,965.00	No
2.8	Science/CTE Support and Intervention	2.8 Fund .75 FTE Science Specialist to support an effective school wide science program that includes: high school A-G labs, robotics instruction and CTE Natural Resources Pathway courses.	$88,582.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Technology Devices are provided for student use.	2.9 Purchase Chromebooks, internet hotspots and document cameras for student checkout and use.	$22,319.00	Yes
2.10	Robotic Kits	2.10 Purchase robotics kits for student use.	$12,000.00	No
2.11	Home Language Survey and ELPAC Administration	2.11 Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and of ELPAC results.	$4,557.00	Yes
2.12	Mathematics Manipulative Kits	2.12 Purchase and distribute math manipulative kits for grades TK-8 to assist with math instruction at home.	$5,000.00	No
2.13	Mathematics Intervention Materials	2.13 Purchase and distribute "Math-U-See" and "Mr. D Math" intervention materials to students working below grade level in math.	$6,000.00	No
2.14	Math Pacing Guides and Progress Monitoring	2.14 Create and use math curriculum pacing guides and progress monitoring forms to improve the integrity of math instruction. Use Learning Recovery Emergency Block Grant to cover a poriton of the 4% of General Education Teacher salaries.	$117,574.00	No
2.15	Ethnic Studies Course Development	2.15 Purchase selected curriculum for the new High School Ethnic Studies course requirement.	$9,885.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve and develop systems to support school attendance, connectivity, participation, and communication.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to support student success, SVA needs to ensure that students and parents are aware of and have the opportunity to participate in all program elements and services offered by the school. This is done through effective communication between administration, staff, parents, and students. We believe a successful program also involves input from all educational partners and the school desires to actively include staff, parents, and students in all planning activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Engagement 5. Pupil Engagement - Attendance rate	In the 22-23 school year, SVA had a 99% attendance rate at P-2.	In the 23-24 school year, SVA had a 99.3% attendance rate at P-2. .	In the 24-25 school year, SVA had a 99.4% attendance rate at P-2. .	SVA's annual attendance rate at P-2 will be 95% or better.	Difference from baseline: +0.4% 2022-2023 SVA attendance rate at P-2 was 99%. 2024-2025 SVA attendance rate at P-2 was 99.4%.
3.3	Engagement 3. Parent Involvement	In the In the 22-23 school year, 100% of parents with exceptional	In the In the 23-24 school year, 100% of parents with	In the In the 24-25 school year, 100% of parents with	95% of parents with exceptional needs students will	Difference from baseline: None 2022-2023

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parental participation in programs for individuals with exceptional needs.	needs students reported that they participated in their children's education on a daily basis.	exceptional needs students reported that they participated in their children's education on a daily basis.	exceptional needs students reported that they participated in their children's education on a daily basis.	report that they participated in their children's education on a daily basis.	100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis. 2024-2025 100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis.
3.4	Engagement 5. Pupil Engagement Chronic Absenteeism rate for grades TK-12	In the 22-23 school year, SVA had a school wide chronic absenteeism rate of 0.3%.	In the 23-24 school year, SVA had a school wide chronic absenteeism rate of 1.3%.	In the 24-25 school year, SVA had a school wide chronic absenteeism rate of 1.9%.	SVA will have a school wide chronic absenteeism rate equal to or lower than the state average.	Difference from baseline: -1.6% 2022-2023 Chronic absenteeism rate of 0.3% 2024-2025 Chronic absenteeism rate of 1.9%
3.5	Engagement 6. School Climate Expulsion Rate	In the 22-23 school year, SVA's expulsion rate was 0%.	In the 23-24 school year, SVA's expulsion rate was 0%.	In the 24-25 school year, SVA's expulsion rate was 0%.	SVA will maintain a 0% expulsion rate.	Difference from baseline: None 2022-2023 SVA's expulsion rate was 0% 2024-2025 SVA's expulsion rate was 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Engagement 5. Pupil Engagement Drop out rate for high school students	In the 22-23 school year, SVA's high school dropout rate was 0%.	In the 23-24 school year, SVA's high school dropout rate was 0%.	In the 24-25 school year, SVA's high school dropout rate was 0%.	SVA's annual high school dropout rate will be less than 5%	Difference from baseline: None 2022-2023 SVA's high school dropout rate was 0%. 2024-2025 SVA's high school dropout rate was 0%.
3.7	Engagement 5. Pupil Engagement Drop out rate for middle school students	In the 22-23 school year, SVA's middle school drop out rate was 0%.	In the 23-24 school year, SVA's middle school drop out rate was 0%.	In the 24-25 school year, SVA's middle school drop out rate was 0%.	SVA's annual middle school dropout rate will be less than 5%.	Difference from baseline: None 2022-2023 SVA's middle school dropout rate was 0%. 2024-2025 SVA's middle school dropout rate was 0%.
3.8	Engagement 6. School Climate Suspension rate	In the 22-23 school year, SVA had zero suspensions.	In the 23-24 school year, SVA had zero suspensions.	In the 24-25 school year, SVA had zero suspensions.	SVA will maintain a zero percent suspension rate.	Difference from baseline: None 2022-2023 SVA had zero suspensions. 2024-2025 SVA had zero suspensions.
3.9	Engagement 3. Parent Involvement Parent Input in Decision Making	In the 22-23 school year, parent survey indicated that 100% of parents agree that they have opportunities to give input to school related decisions.	In the 23-24 school year, parent survey indicated that 100% of parents agree that they have opportunities to give input to	In the 24-25 school year, parent survey indicated that 100% of parents agree that they have opportunities to give input to	100% of parents surveyed will agree that they have opportunities to give input to school related decisions.	Difference from baseline: None 2022-2023 Parent survey indicated that 100% of parents agree they have opportunities to give input to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school related decisions.	school related decisions.		school related decisions. 2024-2025 Parent survey indicated that 100% of parents agree they have opportunities to give input to school related decisions.
3.10	Engagement 3. Parent Involvement Annual Parent Survey results regarding school wide communication.	In the 22-23 school year, parent survey indicated that 97% of parents use the Parent Square portal for communication.	In the 23-24 school year, parent survey indicated that 97% of parents use the Parent Square portal for communication.	In the 24-25 school year, parent survey indicated that 100% of parents use the Parent Square portal for communication.	95% of parents surveys will report that they use the Parent Square portal for communication.	Difference from baseline: +3% 2022-2023 Parent survey indicated that 97% of parents use the Parent Square portal for communication. 2024-2025 Parent survey indicated that 100% of parents use the Parent Square portal for communication.
3.11	Engagement 3. Parent Involvement Annual Parent Survey results regarding satisfaction with SVA.	In the 22-23 school year, parent survey indicated that 100% of parents are satisfied or very satisfied with SVA.	In the 23-24 school year, parent survey indicated that 100% of parents are satisfied or very satisfied with SVA.	In the 24-25 school year, parent survey indicated that 100% of parents are satisfied or very satisfied with SVA.	95% of parents surveyed will report that they are very satisfied or satisfied with SVA.	Difference from baseline: None 2022-2023 Parent survey indicated that 100% of parents are satisfied or very satisfied with SVA. 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Parent survey indicated that 100% of parents are satisfied or very satisfied with SVA.

Goal Analysis [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.

All of the actions outlined in goal #3 were implemented successfully. There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures for goal 3 in the 25-26 school year..

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

The specific actions outlined in goal 3 were very effective in making progress toward the goal to "improve and develop systems to support school attendance, connectivity, participation and communication.

Action 3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.
SVA purchased and used the School Pathways Student Information System to track student attendance, CALPADS compliance and academic progress successfully throughout the 25-26 school year.

Action 3.2 Maintain the SVA website. Include information regarding enrollment, mental health resources, parent resources for math, self paced math class links, parent resources for reading and writing, parent/student handbook, high school course guide, and school calendar.
SVA maintained and updated the school website throughout the 25-26 school year. Expenditures included the annual cost of the website and a percentage of two employees tasked with updating and maintaining all pages on the site.

Action 3.3 Organize and offer a parent orientation in August to introduce families to our program.
SVA held a successful parent orientation on August 16, 2025. The event was well received with 50 parents in attendance.

Action 3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement.
SVA offered 53 field trips and extracurricular activities in the 25-26 school year.
Events:
9/12/25: Back-to-School Meet and Greet (150 participants)
10/9/25: Progression of Addition and Subtraction Grades 2-3 (3 participants)
10/9/25: Progression of Mult. and Div. Grades 3-6 (5 participants)
11/7/25: Parent Connect Event, Rare Air (256 participants)
11/13/25: Math Game Night (33 participants)
1/15/26: Thinkwell Parent Training (7 participants)
1/15/26: Progression of Fractions (4 participants)
2/6/26: Storytime Readaloud 2nd-5th (16 participants)
2/19/26: STEAM Expo (participants)
3/6/26: Storytime Readaloud TK-2 (6 participants)
3/9/26: Art Showcase (109 attendees, 85 participants)
3/19/26: Math Pi Game Night (43 participants)
Field Trips:
8/25/25: TK-2 Writing Adventures Kick Off - Park Day (44 participants)
9/15/25: TK-2 Alpaca Writing Adventure (47 participants)
9/17/25: MS Kayaking (15 participants)
9/19/25: HS Kayaking (14 participants)
9/26/25: Burney Falls (81 participants)
10/9/25: Coleman (46 participants)
10/17/25: Clear Creek Salmon Nature Walk (10 participants)
10/17/25: “A Midsummer Night’s Dream" by Shasta College (21 participants)
10/17/25: Shasta College Campus Tour (10 participants)
10/20/25: TK-2 Fire Station (30 participants)
10/24/25: Nash Ranch (300 participants)
10/23-24/25: MS Outdoors Camp (17 participants)
10/31/25: MS Oasis Fun Center (42 participants)
10/31/25: HS Oasis Fun Center (36 participants)
11/7/25: Simpson University Campus Tour (8 participants)
11/14/25: Redding Airport Tour (35 participants)
11/14/25: CTE Academy Shasta College - Automotive Technology (15 participants)
11/17/25: Pizza Parlor Writing Adv. K-2 Grades (17 participants)
11/19/25: Frozen (92 participants)
11/20/25: Cascade Christmas (91 participants)
11/21/25: HS Hangout and Game Night (21 participants)
12/5/25: Best Christmas Pageant Ever (68 participants)
12/11/25: Nutcracker (131 participants)
12/16/25: Save Mart Grocery Tour (21 participants)

1/16/26: Viking Skate (236 participants)
1/23/26: Ski Trip (85 participants)
1/26/26: TK-2 Writing Adventure (27 participants)
1/28/26: Ecology Snowshoe Trip (19 participants)
1/30/26: MS Bowling (34 participants)
1/30/26: HS Bowling (25 participants)
2/12/26: Northstate Symphony (51 participants)
2/20/26: Shasta Dam 3rd grade (48 participants)
2/23/26: TK-2 Writing Adventure Library (16 participants)
2/27/26: Sacramento Capitol Trip (43 participants)
3/12/26: Exploratorium (77 participants)
3/13/26: Cal Academy of Sciences (82 participants)
3/13/26: SF Botanical Garden (51 participants)
3/20/26: Old Sacramento (60 participants)
4/3/26: Shasta College Tour (6 participants)
4/20/26: Park Day Celebration (3 participants)
Intermountain/Modoc:
9/22/25 Kids Craft in the Park (12 participants)
9/29/25 Modoc Library Tour (13 participants)
10/6/25 Wild Horse Corrals (22 participants)
10/15/25 Fire Prevention Presentation (9 participants)
10/15/25 Hadwick Family Pumpkin Patch (35 participants)
Native American Cultural Presentation with Strong Families Health Center (18 participants)
Modoc Performing Arts Theater - “Clue” (16 participants)

Action 3.5 Purchase and implement ParentSquare communication system license to ensure that all educational partners are aware of all opportunities, activities, and important school information throughout the school year.
SVA purchased and successfully used Parent Square as the schoolwide communication system.

Action 3.6 Offer schoolwide events such as an Art Showcase and a STEAM Expo to highlight student talents and achievements.
SVA successfully offered the following events in the 25-26 school year:
Events:
2/19/26: STEAM Expo (participants)
3/9/26: Art Showcase (109 attendees, 85 participants)

Action 3.7 Offer monthly schoolwide contests for students grades TK-12 in Math, Science, and Writing.
SVA successfully implemented the following schoolwide contests in the 25-26 school year:
MARS Math Contest (53 participants)
Math Vocabulary Golden Ticket (16 participants)
Math Fluency (38 participants)

Library Reading Bingo (140 participants)
Fall and Spring Semester Writing Contests: Fall 224 entries, Spring

Action 3.8 Offer one "Parent Connect Event" each semester to provide opportunities for parent communication and connectivity.
SVA offered 2 "Parent Connect Events"
9/12/25 Back to School Meet and Greet at the Sun Oaks Gym/Pool (150 participants)
11/7/25 Parent Connect Rare Air (256 participants)

Action 3.9 Purchase Securly Internet Filtering Application and install on all SVA student laptops, iPads and Chromebooks to facilitate internet safety.
SVA purchased and installed the Securly Internet Filtering Application on all devices available for students to check out. Parents reported that they appreciate the feature and were able to implement their own screening and filtering actions using the parent tools.

Action 3.10 Offer a spring Curriculum Fair to help parents select educational materials for their students.
SVA held a curriculum fair at the Crossroads Curriculum Center March 30-April 1, 2026. 64 families attended the event.

Action 3.11 Organize and offer high school sports as a member of the California Intermural Federation (CIF). Designate and train a staff Athletic Director who will hire and supervise coaches as needed.
SVA had an existing staff member act as the Athletic Director and hired 3 coaches in the 25-26 school year. Students participated in Cross Country (12 students), tennis (5 students) and golf (8 students) this year.

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

Action 3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.
No changes to this action item.

Action 3.2 Maintain the SVA website. Include information regarding enrollment, mental health resources, parent resources for math, self paced math class links, parent resources for reading and writing, parent/student handbook, high school course guide, and school calendar.
No changes to this action item.

Action 3.3 Organize and offer a parent orientation in August to introduce families to our program.
No changes to this action item.

Action 3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement.
No changes to this action item.

Action 3.5 Purchase and implement ParentSquare communication system license to ensure that all educational partners are aware of all opportunities, activities, and important school information throughout the school year.
No changes to this action item.

Action 3.6 Offer schoolwide events such as an Art Showcase and a STEAM Expo to highlight student talents and achievements.
No changes to this action item.

Action 3.7 Offer monthly schoolwide contests for students grades TK-12 in Math, Science, and Writing.
No changes to this action item.

Action 3.8 Offer one "Parent Connect Event" each semester to provide opportunities for parent communication and connectivity.
No changes to this action item.

Action 3.9 Purchase Securly Internet Filtering Application and install on all SVA student laptops, iPads and Chromebooks to facilitate internet safety.
No changes to this action item.

Action 3.10 Offer a spring Curriculum Fair to help parents select educational materials for their students.
No changes to this action item.

Action 3.11 Organize and offer high school sports as a member of the California Intermural Federation (CIF). Designate and train a staff Athletic Director who will hire and supervise coaches as needed.
The action item description will be changed to the following in the 26-27 LCAP: Offer high school sports as a member of California Intermural Federation (CIF). Fund an Athletic Director, coaches and participation fees for selected sports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Attendance Accounting System	3.1 Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.	$99,384.00	No
3.2	School Website	3.2 Maintain the SVA website. Include information regarding enrollment, mental health resources, parent resources for math, self paced math class	$127,763.00	No

Action #	Title	Description	Total Funds	Contributing
		links, parent resources for reading and writing, parent/student handbook, high school course guide, and school calendar.		
3.3	Parent Orientation	3.3 Organize and offer a parent orientation in August to introduce families to our program.	$1,000.00	No
3.4	Extracurricular Field Trips and Activities	3.4 Conduct educational field trips and extracurricular activities at least once a month to promote student and family engagement. Transfer 2% of General Education Teacher salaries for supervision. Field Trip bussing and entry fee costs.	$108,171.00	Yes
3.5	Schoolwide Communication System	3.5 Purchase and implement ParentSquare communication system license to ensure that all educational partners are aware of all opportunities, activities, and important school information throughout the school year.	$3,490.00	No
3.6	Schoolwide Events	3.6 Offer schoolwide events such as an Art Showcase and a STEAM Expo to highlight student talents and achievements.	$1,000.00	No
3.7	Schoolwide Contests	3.7 Offer monthly schoolwide contests for students grades TK-12 in Math, Science, and Writing.	$750.00	No
3.8	Parent Connectivity Event	3.8 Offer one "Parent Connect Event" each semester to provide opportunities for parent communication and connectivity.	$650.00	No
3.9	Schoolwide Internet Filtering Application for Student Technology Devices	3.9 Purchase Securly Internet Filtering Application and install on all SVA student laptops, iPads and Chromebooks to facilitate internet safety.	$6,200.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Curriculum Fair	3.10 Offer a spring Curriculum Fair to help parents select educational materials for their students.	$350.00	No
3.11	High School Sports	3.11 Offer high school sports as a member of California Intermural Federation (CIF). Fund an Athletic Director, coaches and participation fees for selected sports.	$19,033.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$542,499.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.322%	0.000%	$0.00	8.322%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Tiered Intervention Program - Administrative participation and oversight SVA Executive Director **Need:** SVA CAASPP math and reading scores indicate a need for secondary academic support, intervention services, and protocols to	The tiered intervention program provides secondary support and a tracking mechanism for student groups working below grade level. SVA believes that all students working below grade level benefit from the provision of a tiered intervention program that includes additional services, strong Student Success Team protocols with supervision and oversight from administration.	i-Ready scores, CAASPP assessment, learning period and semester grades.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	track progress for students working below grade level. **Scope:** Schoolwide		
2.4	**Action:** Math Support and Intervention SVA Math Specialist - 1 FTE **Need:** SVA CAASPP math scores indicate a need to provide extra math support for all students. SVA recognizes the importance of providing math expertise, instruction and support to students working below grade level in order to increase math proficiency. **Scope:** Schoolwide	The added supports provided by the SVA Math Specialist are key to skill acquisition for unduplicated students working below grade level. Services are provided on a schoolwide basis because SVA believes that all students benefit from expertise provided by the Math Specialist, one-on-one and small group tutoring and supplementary materials.	i-Ready scores, CAASPP assessment, learning period and semester grades.
2.5	**Action:** Reading Support and Intervention SVA Reading Specialists - 1.75 FTE **Need:** SVA CAASPP reading scores indicate a need for extra reading support for all students. SVA recognizes the importance of providing reading expertise, instruction and support to	The added supports provided by the SVA Reading Specialists are key to skill acquisition for unduplicated students working below grade level. Services are provided on a schoolwide basis because SVA believes that all students can benefit from the expertise and instruction provided by the Reading Specialists.	i-Ready scores, CAASPP assessment, learning period and semester grades.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students working below grade level in order to increase reading proficiency. **Scope:** Schoolwide		
2.6	**Action:** Writing Support and Intervention SVA Writing Specialists - 1.75 FTE **Need:** SVA CAASPP scores indicate a need for extra writing support for all students. SVA recognizes the importance of providing writing expertise, instruction and support to students working below grade level in order to increase writing proficiency. **Scope:** Schoolwide	The added supports provided by the SVA Writing Specialists are key to skill acquisition for unduplicated students working below grade level. Services are provided on a schoolwide basis because SVA believes that all students can benefit from the expertise and instruction provided by the Writing Specialists.	i-Ready scores, CAASPP assessment, learning period and semester grades.
2.9	**Action:** Technology Devices are provided for student use. **Need:** Economically disadvantaged students need equal access to technology and the associated devices. **Scope:**	Provision of technology devices for checkout to unduplicated students gives equal access to important educational tools and programs. SVA believes that all students benefit from technology devices for the completion of assignments, research, use of supplemental applications and college course completion for High School students.	Number of technology devices purchased annually.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.4	**Action:** Extracurricular Field Trips and Activities **Need:** SVA is an independent study program dedicated to creating and maintaining a strong school culture that includes opportunities for interaction and connectivity. SVA's extracurricular field trips and activities enhance learning while providing the opportunity for student, staff and parent connection. The provision of these opportunities is especially important to our economically disadvantaged students. **Scope:** Schoolwide	The provision of extracurricular field trips and activities is especially important to our unduplicated student groups who might not have opportunities for expanded learning. SVA allows participation schoolwide basis in an effort to maintain and support an interactive and strong school culture with opportunities for interaction and connectivity.	Collection of data to record activities offered and the number of participants.

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
2.11	**Action:** Home Language Survey and ELPAC Administration **Need:**	The ELPAC test measures progress toward English Language acquisition.	ELPAC assessment scores.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners need to be assessed annually. **Scope:** Limited to Unduplicated Student Group(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.

SVA has a 47% unduplicated student count and is below the state identified 55% unduplicated pupil count to receive additional funding. At this time our school receives supplemental funding related to Low Income and English Learners. SVA will be spending supplemental funds as described above.

Our educational partners believe that the most effective way to provide opportunities for our students is through the actions outlined in our 3 goals. The supplemental funds provide funds for personalized learning plans, standards aligned curriculum appropriate to student skill levels, targeted interventions, online and in person supplemental classes, one on one tutoring, counseling services, and services outlined in our 3 Tiered Intervention Program.

All services will be implemented schoolwide because of the low percentage of targeted students. The primary benefit of the actions is aimed at the targeted students, but all students will benefit from the plan. SVA believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. As described in the LCAP, goals and actions will ensure unduplicated pupils will progress towards meeting academic standards, social-emotional learning, and school expectations.

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.

SVA is not eligible for additional concentration grant add-on funding.

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	0	0
Staff-to-student ratio of certificated staff providing direct services to students	1:19	0

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,519,004.00	$542,499.00	8.322%	0.000%	8.322%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,348,446.00	$1,140,226.00	$0.00	$70,651.00	$5,559,323.00	$4,540,983.00	$1,018,340.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified General Education Teachers	All	No				On-going	$2,324,983.00	$0.00	$2,324,983.00				$2,324,983.00	
1	1.2	Special Education Staff	Students with Disabilities	No				On-going	$800,922.00	$173,250.00		$974,172.00			$974,172.00	
1	1.3	Staff Professional Development	All	No				On-going	$0.00	$34,604.00		$24,000.00		$10,604.00	$34,604.00	
1	1.4	Standards Aligned Curriculum and Materials	All	No				On-going	$0.00	$99,000.00	$60,000.00	$39,000.00			$99,000.00	
1	1.5	Academic Enrichment Opportunities	All	No				On-going	$0.00	$285,000.00	$225,000.00	$60,000.00			$285,000.00	
1	1.6	Approved a-g Course List for High School Students	All	No				On-going	$3,407.00	$0.00	$3,407.00				$3,407.00	
1	1.8	Safe and Clean Resource Centers	All	No				On-going	$0.00	$173,270.00	$173,270.00				$173,270.00	
2	2.1	Student Personalized Learning Plans	All	No				On-going	$440,903.00	$0.00	$440,903.00				$440,903.00	
2	2.2	Internal Assessment Programs	All	No				On-going	$0.00	$15,859.00	$15,859.00				$15,859.00	
2	2.3	Tiered Intervention Program - Administrative participation and oversight SVA Executive Director	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		On-going	$38,558.00	$0.00	$38,558.00				$38,558.00	
2	2.4	Math Support and Intervention SVA Math Specialist - 1 FTE	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		On-going	$114,651.00	$13,400.00	$128,051.00				$128,051.00	
2	2.5	Reading Support and Intervention SVA Reading Specialists - 1.75 FTE	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		On-going	$129,232.00	$0.00	$129,232.00				$129,232.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Writing Support and Intervention SVA Writing Specialists - 1.75 FTE	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		On-going	$111,611.00	$0.00	$111,611.00				$111,611.00	
2	2.7	High School Coordinator	All	No				On-going	$166,965.00	$0.00	$166,965.00				$166,965.00	
2	2.8	Science/CTE Support and Intervention	All	No				On-going	$88,582.00	$0.00	$88,582.00				$88,582.00	
2	2.9	Technology Devices are provided for student use.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		On-going	$0.00	$22,319.00	$22,319.00				$22,319.00	
2	2.10	Robotic Kits	All	No				On-going	$0.00	$12,000.00				$12,000.00	$12,000.00	
2	2.11	Home Language Survey and ELPAC Administration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		On-going	$4,557.00	$0.00	$4,557.00				$4,557.00	
2	2.12	Mathematics Manipulative Kits	All	No				On-going	$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.13	Mathematics Intervention Materials	All	No					$0.00	$6,000.00		$6,000.00			$6,000.00	
2	2.14	Math Pacing Guides and Progress Monitoring	All	No				Ongoing	$117,574.00	$0.00	$95,405.00	$22,169.00			$117,574.00	
2	2.15	Ethnic Studies Course Development	All	No				Ongoing	$0.00	$9,885.00		$9,885.00			$9,885.00	
3	3.1	Student Attendance Accounting System	All	No				On-going	$54,087.00	$45,297.00	$54,087.00			$45,297.00	$99,384.00	
3	3.2	School Website	All	No				On-going	$125,918.00	$1,845.00	$127,763.00				$127,763.00	
3	3.3	Parent Orientation	All	No				On-going	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.4	Extracurricular Field Trips and Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		On-going	$0.00	$108,171.00	$108,171.00				$108,171.00	
3	3.5	Schoolwide Communication System	All	No				On-going	$0.00	$3,490.00	$3,490.00				$3,490.00	
3	3.6	Schoolwide Events	All	No				On-going	$0.00	$1,000.00				$1,000.00	$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Schoolwide Contests	All	No				On-going	$0.00	$750.00				$750.00	$750.00	
3	3.8	Parent Connectivity Event	All	No				On-going	$0.00	$650.00				$650.00	$650.00	
3	3.9	Schoolwide Internet Filtering Application for Student Technology Devices	All	No				On-going	$0.00	$6,200.00	$6,200.00				$6,200.00	
3	3.10	Curriculum Fair	All	No				On-going	$0.00	$350.00				$350.00	$350.00	
3	3.11	High School Sports	All	No				Ongoing	$19,033.00	$0.00	$19,033.00				$19,033.00	

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
$6,519,004.00	$542,499.00	8.322%	0.000%	8.322%	$542,499.00	0.000%	8.322 %	**Total:**	$542,499.00
								LEA-wide Total:	$0.00
								Limited Total:	$4,557.00
								Schoolwide Total:	$537,942.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.3**	Tiered Intervention Program - Administrative participation and oversight SVA Executive Director	Yes	Schoolwide	English Learners Foster Youth Low Income		$38,558.00	
2	**2.4**	Math Support and Intervention SVA Math Specialist - 1 FTE	Yes	Schoolwide	English Learners Foster Youth Low Income		$128,051.00	
2	**2.5**	Reading Support and Intervention SVA Reading Specialists - 1.75 FTE	Yes	Schoolwide	English Learners Foster Youth Low Income		$129,232.00	
2	**2.6**	Writing Support and Intervention SVA Writing Specialists - 1.75 FTE	Yes	Schoolwide	English Learners Foster Youth Low Income		$111,611.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Technology Devices are provided for student use.	Yes	Schoolwide	English Learners Foster Youth Low Income		$22,319.00	
2	2.11	Home Language Survey and ELPAC Administration	Yes	Limited to Unduplicated Student Group(s)	English Learners		$4,557.00	
3	3.4	Extracurricular Field Trips and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		$108,171.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,136,279.00	$5,105,671.66

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified General Education Teachers	No	$2,078,545.00	$2,171,006.33
1	**1.2**	Special Education Staff	No	$1,007,786.00	$1,009,449.16
1	**1.3**	Staff Professional Development	No	$43,355.00	$34,154.37
1	**1.4**	Standards Aligned Curriculum and Materials	No	$117,000.00	$93,939.45
1	**1.5**	Academic Enrichment Opportunities	No	$190,000.00	$217,102.19
1	**1.6**	Approved A-G Course List for High School Students	No	$3,162.00	$3,265.42
1	**1.7**	Safe and Clean Resource Centers	No	$10,000.00	$15,989.99
2	**2.1**	Student Personalized Learning Plans	No	$373,272.00	$402,038.20
2	**2.2**	Internal Assessment Programs	No	$16,000.00	$15,103.81
2	**2.3**	Tiered Intervention Program	Yes	$46,607.00	$50,837.22
2	**2.4**	Math Support and Intervention	Yes	$127,250.00	$76,186.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Reading Support and Intervention	Yes	$249,031.00	$250,349.42
2	2.6	Writing Support and Intervention	Yes	$70,926.00	$70,926.13
2	2.7	High School Coordinator	No	$154,950.00	$160,005.94
2	2.8	Science/CTE Support and Intervention	No	$84,532.00	$77,822.97
2	2.9	Technology Devices for Student Use	Yes	$125,000.00	$46,555.46
2	2.10	Robotic Kits	No	$4,000.00	$7,421.40
2	2.11	Home Language Survey and ELPAC Administration	Yes	$4,096.00	$4,423.55
2	2.12	Mathematics Manipulative Kits	No	$5,000.00	$9,289.29
2	2.13	Mathematics Intervention Materials	No	$8,000.00	$1,389.09
2	2.14	Math Pacing Guides and Progress Monitoring	No	$99,539.00	$107,211.86
2	2.15	Ethnic Studies Course Development	No	$5,946.00	$0.00
3	3.1	Student Attendance Accounting System	No	$88,078.00	$88,933.22
3	3.2	School Website	No	$118,174.00	$119,485.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Parent Orientation	No	$1,000.00	$1,120.40
3	**3.4**	Extracurricular Field Trips and Activities	Yes	$66,872.00	$59,346.12
3	**3.5**	Schoolwide Communication System	No	$2,500.00	$3,327.00
3	**3.6**	Schoolwide Events	No	$3,000.00	$1,225.57
3	**3.7**	Schoolwide Contests	No	$1,000.00	$895.94
3	**3.8**	Parent Connectivity Event	No	$1,000.00	$709.22
3	**3.9**	Schoolwide Internet Filtering Application for Student Technology Devices	No	$8,065.00	$6,161.40
3	**3.10**	Curriculum Fair	No	$300.00	$0.00
3	**3.11**	High School Sports	No	$22,293.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$463,818.00	$640,910.00	$526,057.01	$114,852.99	0.860%	0.000%	-0.860%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Tiered Intervention Program	Yes	$46,607.00	$50,837.22		
2	2.4	Math Support and Intervention	Yes	$127,250.00	$76,186.16		
2	2.5	Reading Support and Intervention	Yes	$249,031.00	$250,349.42		
2	2.6	Writing Support and Intervention	Yes	$70,926.00	$70,926.13		
2	2.9	Technology Devices for Student Use	Yes	$125,000.00	$42,646.26		
2	2.11	Home Language Survey and ELPAC Administration	Yes	$4,096.00	$4,423.55		
3	3.4	Extracurricular Field Trips and Activities	Yes	$18,000.00	$30,688.27		

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)
$6,224,375.00	$463,818.00	$0.00	7.452%	$526,057.01	0.000%	8.452%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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