LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools North County

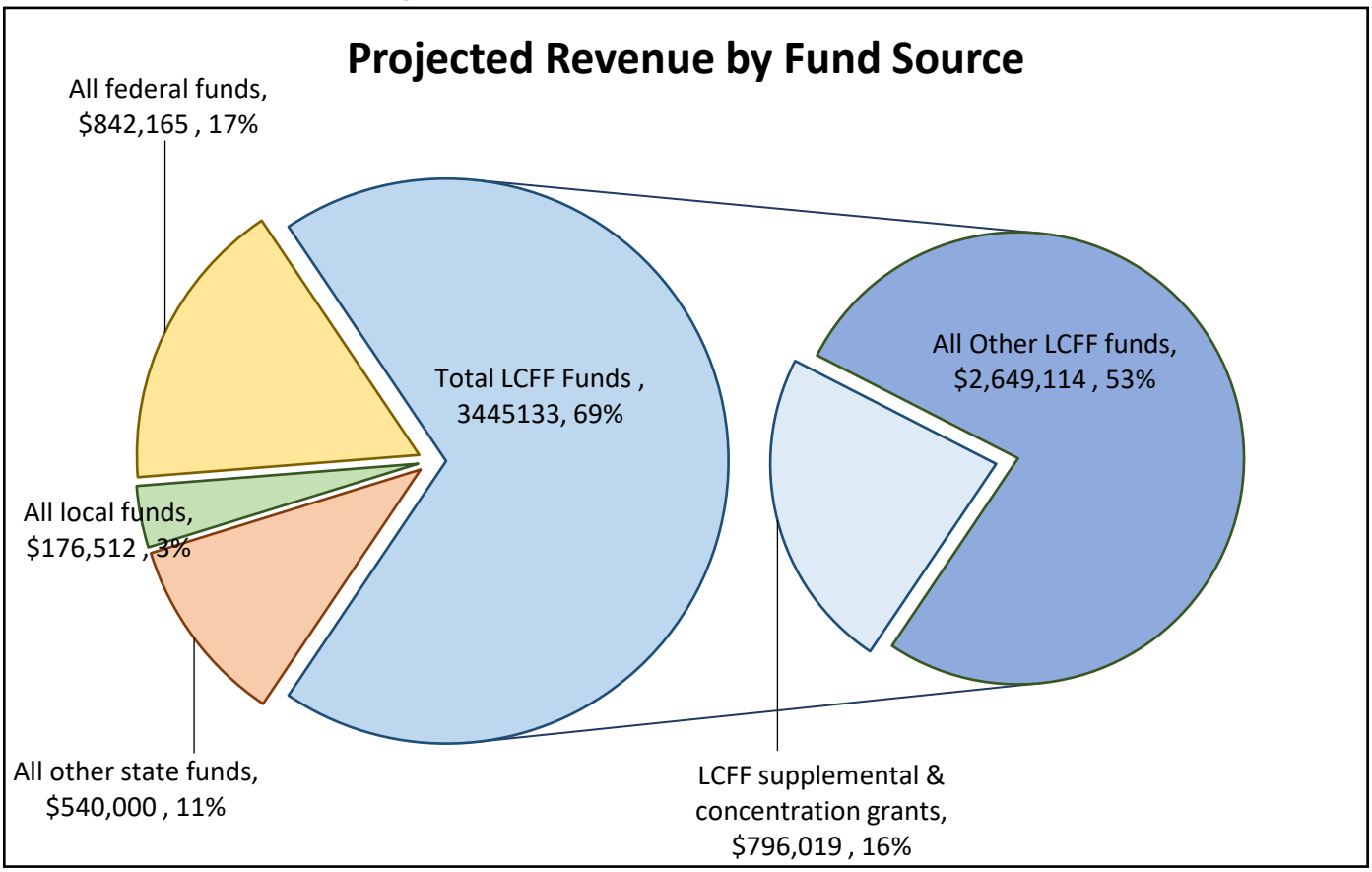
CDS Code: 37681060137034

School Year: 2026-27

LEA contact information: Allison Fleck, Ph: (858) 203-4640, Email: afleck@altusschools.net

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

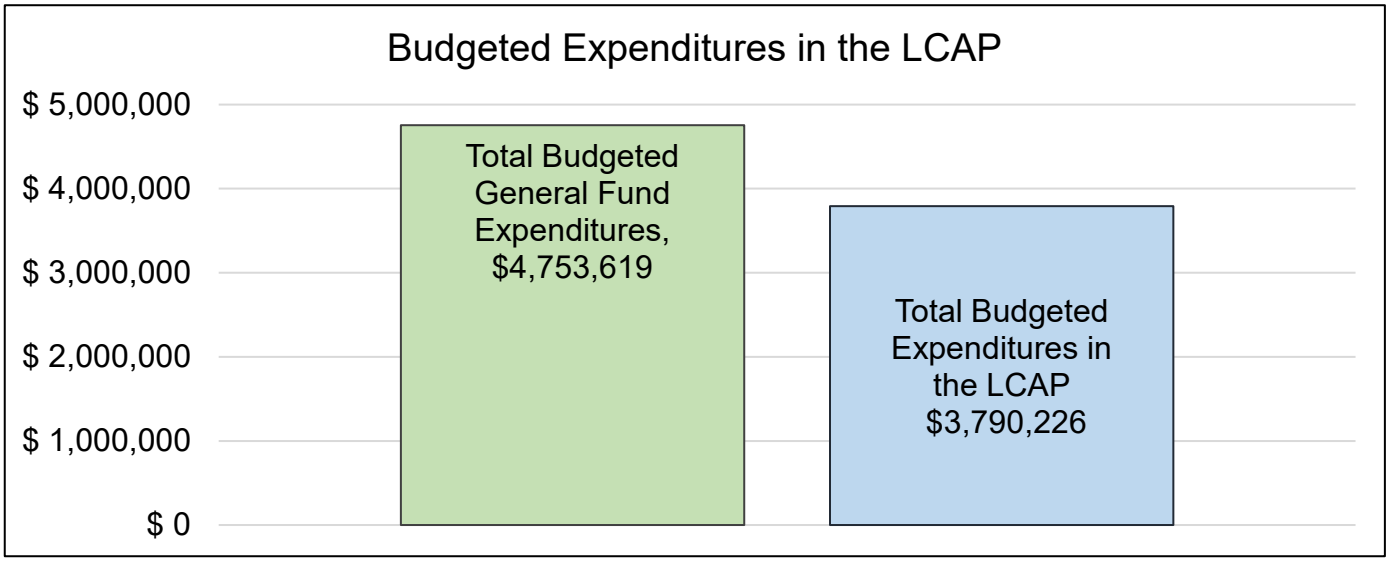


This chart shows the total general purpose revenue Altus Schools North County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools North County is $5,003,810.00, of which $3,445,133.00 is Local Control Funding Formula (LCFF), $540,000.00 is other state funds, $176,512.00 is local funds, and $842,165.00 is federal funds. Of the $3,445,133.00 in LCFF Funds, $796,019.00 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 Altus Schools North County 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: Altus Schools North County plans to spend $4,753,619.00 for the 2026-27 school year. Of that amount, $3,790,226.00 is tied to actions/services in the LCAP and $963,393.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

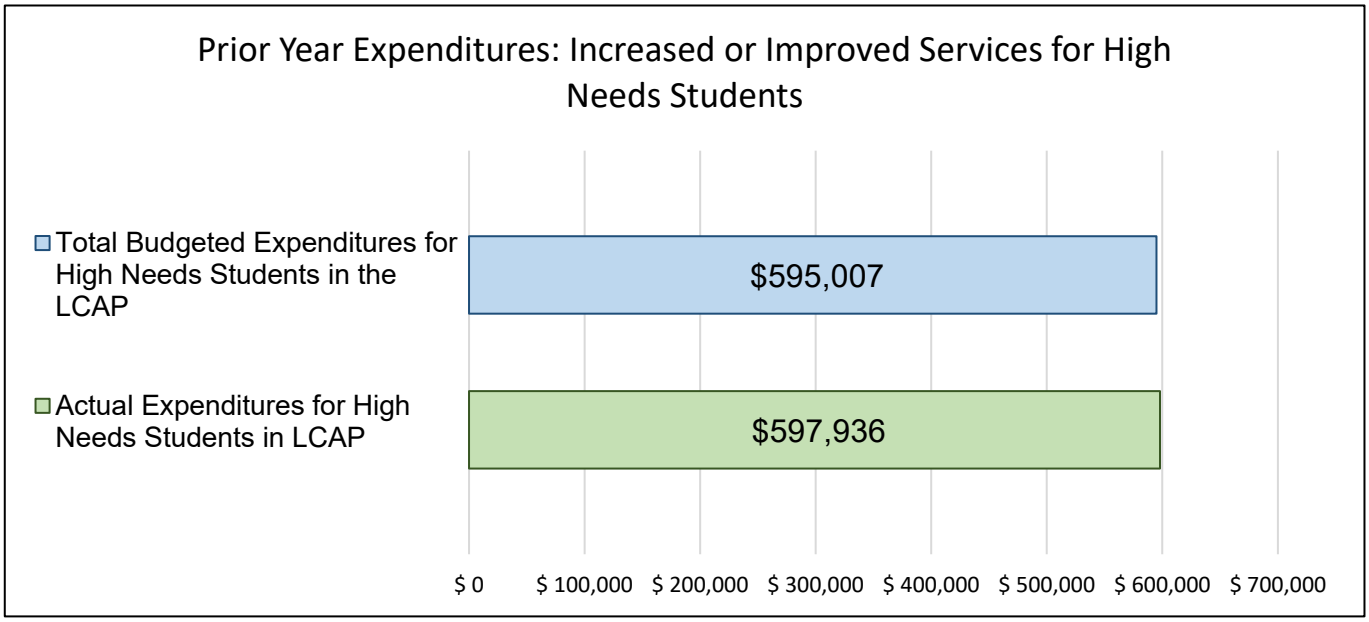
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

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

In 2026-27, Altus Schools North County is projecting it will receive $796,019.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools North County must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools North County plans to spend $805,124.00 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 Altus Schools North County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools North County 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, Altus Schools North County's LCAP budgeted $595,007.00 for planned actions to increase or improve services for high needs students. Altus Schools North County actually spent $597,936.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools North County	**Allison Fleck** *Administrator of Instructional Services*	afleck@altusschools.net (858) 678-2020

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.

Altus Schools North County (AS North County) was approved for operation by the Escondido Union High School District in 2017 as a free public school serving students in grades 6-12. AS North County is an academic intervention alternative program centered on student motivation, with the goal of placing each student on a personalized pathway to success.

About Our Program

AS North County is a non-classroom-based, personalized flex-based program operating a resource center in Escondido. Students and families visit the Escondido Resource Center by appointment or as needed to participate in the instructional program, meet with school staff, and engage in a quiet, distraction-free, and safe learning environment.

AS North County is part of the Altus Schools network, which is committed to academic improvement, high-caliber teaching, safe and supportive learning environments, and developing models for educational reform.

Accreditation

AS North County was granted a Six-Year Accreditation Status, effective through June 30, 2032.

Our Approach to Learning

At AS North County, every student's progress and academic achievement matters. Our teachers provide personalized, rigorous academic experiences tailored to each student's individual needs. Academic instruction is delivered individually and in small groups, with courses grounded in Common Core State Standards and enriched with appropriate technology-based activities and assignments.

Families are considered essential members of the learning team. Teachers actively engage with students and families on a weekly basis through formal meetings, home visits, phone calls, and emails. We ask that students and families commit to working closely with our teachers as partners in the learning process.

In addition to rigorous academic instruction, AS North County works to address the social and personal challenges that can impact academic performance. Through community partnerships and alliances, we connect students and families with resources and support services that extend beyond the classroom.

Dashboard Alternative School Status (DASS)

AS North County is designated by the California Department of Education (CDE) as a Dashboard Alternative School Status (DASS) school. To qualify, a school must have an unduplicated count of at least 70% of total enrollment comprised of students from high-risk groups upon first entry. These groups include:

a) Expelled students

b) Students suspended more than 10 days in a school year

c) Wards of the Court

d) Pregnant and/or parenting students

e) Recovered dropouts

f) Habitually truant students

g) Students retained more than once in kindergarten through grade eight

h) Credit-deficient students

i) Students with a gap in enrollment

j) Students with high-level transiency

k) Foster youth

l) Homeless youth

Student Demographics (January 2026)

AS North County serves a total enrollment of approximately 169 students. The following is a summary of the school's current demographics:

Socioeconomic Status:

- Socioeconomically Disadvantaged: 73%

Special Populations:

- Students with Disabilities: 29%
- English Learners: 14%
- Homeless: 7%
- Gifted and Talented Education (GATE): 2%
- Foster Youth: 0%

Ethnicity:

- Hispanic: 76%
- White: 12%

- Black or African American: 3%
- Other Ethnicities: 9%

These figures reflect the diversity and the unique needs of the students we serve at AS North County. Our programs, staffing, and support services are intentionally designed to meet students where they are and help them achieve their full potential.

Reflections: Annual Performance

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

Educational partners at Altus Schools North County continue to affirm the value of the school's personalized, flex-based instructional model, which supports diverse pathways and responds to individual learning needs. A review of the 2025 California School Dashboard highlights sustained strengths alongside focused areas for growth that guide ASNC's continuous improvement efforts.

Chronic Absenteeism was rated **Blue (Very Low)** on the 2025 School Dashboard, maintaining a 0% chronically absent rate for all students and all student groups. Educational partners identify this outcome as evidence of Altus Schools North County's intentional approach to building strong student–school connections, promoting consistent engagement among middle school students, and implementing timely early interventions through the MTSS framework.

While the English Learner Progress Indicator (ELPI) did not receive a performance color on the 2025 California School Dashboard, **English Learner Progress** demonstrates an area of strength as the progress rate increased by 3.6% from the year prior. Additionally, ASNC's **63.6%** progress rate on the ELPI is over 19% higher than the statewide average of 46.4% in 2025. This indicator demonstrates strong English Learner outcomes and reflects the impact of targeted language supports, personalized instruction, and consistent progress monitoring at Altus Schools North County. Educational partners view English Learner Progress as an important strength that supports sustained engagement and academic growth.

Suspension Rate was rated **Blue (Very Low)** with a maintained 0% suspension rate for all students and student groups on the 2025 Dashboard. This outcome reflects ASNC's intentional focus on maintaining a positive school climate, addressing student needs proactively, and fostering safe, supportive learning spaces that emphasize relationships and social-emotional health.

While Altus Schools North County did not receive a performance color in **Mathematics**, the school's **41.6-point increase** from the prior year represents a notable strength and clear evidence of positive momentum. This improvement reflects the impact of intentional instructional practices and targeted supports currently in place. Mathematics remains an area of continued focus at ASNC, as the school works to close the remaining gap of 113 points below standard. Ongoing, data-informed efforts through the Math Study Group support this work, with instruction continuing to strengthen the TQE framework through rigorous tasks, intentional questioning, and the use of formative assessment to guide instruction. The mathematics program will continue to refine and expand its supports and resources while implementing high-quality, standards-aligned curriculum to sustain growth and deepen student engagement.

While Altus Schools North County did not receive a performance color in **English Language Arts**, the school's **40.9-point increase** from the prior year demonstrates meaningful progress and an area of strength. This improvement reflects the impact of focused literacy instruction and targeted supports currently in place. English Language Arts remains an area of continued focus as the school builds on this growth to

strengthen the ELA outcome of 17 points below standard. As outlined in Goal 2, Action 1, ASNC will implement a new, standards-aligned ELA curriculum delivered through Canvas for select grade levels, supported by sustained one-on-one tutoring and small-group instruction that emphasizes direct teaching, collaborative learning, and formative assessment to accelerate student growth.

While **Science** did not receive a performance color on the 2025 School Dashboard, ASNC did reflect an 8.7 point increase at 51 science points, demonstrating steady schoolwide performance.

In addition, educational partners expressed high satisfaction with ASNC's **One-Year Graduation Rate** in 2025 of **100%,** highlighting the impact of individualized planning, proactive monitoring, and persistence-focused interventions that support students toward timely completion.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	44	44	100.0%
English Learners	3	*	*
Long-Term English Learners	3	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	29	29	100.0%
Students with Disabilities	7	*	*
Filipino	1	*	*
Hispanic or Latino	35	35	100.0%
White	7	*	*
Two or More Races	1	*	*

Areas for Continued Improvement and Strategic Focus

Based on a comprehensive analysis of the 2025 California School Dashboard, Altus Schools North County will continue to strategically refine supports and allocate resources to address the following student outcomes.

College and Career Preparedness was rated at the Orange Performance Level with no student groups in the very low performance level, declining 13.7% from the prior year. To strengthen college and career readiness outcomes, ASNC will continue to prioritize early college credit opportunities that allow students to earn college coursework through the school's CCAP partnership with Palomar College and completion of articulated courses. This work is supported by intentional academic counseling and course planning designed to guide students toward completion of CTE pathways and UC A–G requirements. Together, these efforts expand access to postsecondary experiences, support informed academic decision-making, and ensure students are prepared for a range of college and career pathways.

The Combined Four- and Five-Year Graduation Rate was rated Red (Very Low) on the 2025 School Dashboard, with the Socioeconomically Disadvantaged student group performing Very Low level. *It is important to note that prior to 2022, the California Department of Education used a One-Year Graduation Rate as a modified reporting method for DASS schools. Following the denial of California's waiver by the U.S. Department of Education in 2022, this modified method is no longer used to determine CSI or ATSI designations and is now reported for local planning purposes only, with the Combined Four- and Five-Year Graduation Rate now serving as the applicable measure*. While this transition presents challenges in year-over-year comparisons, ASNC excelled under the DASS One-Year Graduation Rate and remains committed to improving outcomes under the current framework. To further support student success, the school will continue implementing targeted strategies such as individualized academic counseling, expanded tutoring supports to promote engagement and credit attainment, and efforts to address the digital divide through providing home computers to students in need. In addition, ASNC will broaden access to specialized programs including AVID, Character and Leadership Development, CTE Pathways, and Early College Credit opportunities to promote a well-rounded and equitable educational experience for all students.

Through a comprehensive review of the school's Annual Performance data, the school has identified key areas for improvement and strategically allocated Learning Recovery and Emergency Block Grant (LREBG) funds for 2026-27 to accelerate progress in those areas. These funds support targeted actions across all five of the school's LCAP goals, with the strongest concentration in Goal 1, which focuses on improving student achievement. Each action was selected based on evidence of student need and alignment with the school's continuous improvement priorities.

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.

Altus Schools North County is eligible for Comprehensive Support and Improvement (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.

Altus Schools North County (ASNC) is identified for Comprehensive Support and Improvement based on its three-year average Combined Four-Year and Five-Year Graduation Rate, as reported on the California School Dashboard. The 2024–25 Dashboard shows a schoolwide graduation rate of 61.9%, a 1.5 percentage point gain over the 2022–23 baseline of 60.4%. The school has surpassed both the statewide DASS average of 54.2% and the San Diego County DASS average of 49.3%, and its DASS One-Year Graduation Rate reached 100% schoolwide in 2024–25 — reflecting strong within-year completion for enrolled students. The continued CSI identification reflects the challenge of the four- and five-year cohort window, within which students who arrive credit-deficient must overcome accumulated gaps while simultaneously progressing toward diploma requirements.

ASNC approached its needs assessment as a collaborative inquiry process, bringing together teachers, counselors, instructional staff, students, and parents through surveys, staff meetings, parent conferences, and school events held throughout the year. The goal was to build a picture of student need that combined performance data with the lived experience of the school community — ensuring that the interventions selected were grounded in both evidence and context.

The assessment drew on three core data sources. The California School Dashboard offered a multi-year view of performance trends across student groups, revealing that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities consistently graduate at rates below the schoolwide average. NWEA Measures of Academic Progress provided individual-level growth data in Reading, Language, and Mathematics across the three years of the plan, tracking whether students were gaining ground against grade-level benchmarks over time. Monthly Storybook Reports supplied ongoing, school-generated data on attendance, credit completion, and intervention activity, giving staff a real-time window into each student's progress that complemented the annual Dashboard snapshot.

The assessment pointed consistently to a single primary barrier: students entering ASNC with credit deficits that create an immediate tension between remediation and forward momentum. Many students must recover lost ground while simultaneously earning new credits — a compressing challenge that becomes acute as the four- or five-year graduation window narrows. NWEA data across all three years confirmed that entering students typically perform below grade level in both Mathematics and ELA, which compounds the credit completion challenge. Partner input has repeatedly identified Mathematics as the subject where students are most likely to stall, and where the need for more engaging and accessible instructional approaches is most acute. Attendance disruptions, especially for students experiencing housing instability, have also been identified across all three years as a recurring factor in incomplete credit sequences.

The 2024–25 data sharpens this picture further. The Combined Four-Year and Five-Year Graduation Rate for English Learners stands at 53.8%, for Socioeconomically Disadvantaged students at 61.1%, and for Students with Disabilities at 40% — the last figure representing the student group most in need of targeted, intensive support. These student group outcomes, set against a schoolwide rate of 61.9%, define both the scope of the remaining challenge and the specific populations around whom intervention efforts must be concentrated.

To address these needs, ASNC identified and implemented a coordinated set of evidence-based interventions, each tied directly to a root cause surfaced through the needs assessment. The selection process emphasized approaches with demonstrated effectiveness for students who are credit-deficient, performing below grade level, or facing socioeconomic barriers to academic engagement.

Mathematics was identified as the highest-leverage area for improving credit completion rates, and two tools were introduced to strengthen instruction in this domain. IXL Math, added in spring 2025, is an adaptive learning platform with a well-established research base showing accelerated skill gains and improved credit completion for students performing below grade level. Its real-time feedback and individualized learning pathways give teachers the data they need to intervene at the student level before gaps widen. VR Math Prisms complements IXL by providing an immersive, virtual reality approach to mathematical concept-building — an instructional mode that has shown particular promise for students who have historically found traditional Mathematics instruction inaccessible or disengaging.

The high-dosage tutoring program has been a cornerstone of the CSI plan since Year 1 and has been refined based on implementation data in each subsequent year. In Years 2 and 3, the program was restructured to begin earlier in the school year and extend later into the spring, a direct response to findings showing that students who engaged with tutoring in the latter months of the year had too little time remaining to complete the credits they needed. Tutoring is delivered in both one-on-one and small-group formats, with content driven by each student's individual credit gaps.

Canvas LMS, introduced in Year 3, represents a longer-term structural investment in instructional quality and consistency. Two years of educational partner feedback made clear that the absence of a shared, teacher-built platform was limiting the coherence of the student experience across courses. Canvas is being developed as a multi-year initiative: the school is actively building and testing new courses within the platform with the long-term goal of replacing Imagine Edgenuity courses with teacher-authored content that is more directly aligned to the school's instructional model and student population. The transition is being managed deliberately, with courses validated before deployment to ensure quality and continuity.

The Early College Credit Program was expanded in Years 2 and 3 to remove eligibility barriers that had previously prevented some students from participating. By broadening access to free college coursework, the program extends the academic options available to students who are on track for post-secondary education — a population that includes many of the school's low-income and first-generation students.

The full set of evidence-based activities in the 2025–26 plan also includes: early identification systems to flag students falling off-track before credit gaps become unrecoverable; individualized graduation pathway counseling; AVID implementation to build academic skills and college-going identity; MTSS professional development to ensure consistent and high-fidelity support for the whole child; targeted instructional strategies training with a focus on ELA and Mathematics; Cadet Corps to foster student connection and motivation; and technology access support — including Chromebook distribution and internet services — for students who lack reliable connectivity at home.

The school's resource inequity analysis, conducted through partner surveys and school data review, identified technology access as the most persistent structural gap. Students from low-income households and those experiencing unstable housing are disproportionately likely to be without reliable devices or internet access, which limits their ability to engage with online coursework and digital platforms. ASNC addresses this through a targeted technology access initiative that prioritizes students experiencing homelessness for Chromebook and internet support. The attendance data reflects this investment: the Homeless student group's participation rate reached 94.9% in 2024–25, above the schoolwide rate of 91.5%, demonstrating that deliberate resource allocation can close access gaps rather than simply document them. These commitments are embedded in both the CSI Plan and the LCAP to ensure continuity and accountability across years.

Monitoring and Evaluating Effectiveness

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

ASNC's approach to monitoring is built around the principle that data should reach the people who can act on it quickly enough to make a difference. The school's monitoring system is structured to ensure that student-level information flows continuously through defined roles and review cycles, with clear escalation pathways when a student's trajectory requires a more intensive response.

The School Data Department anchors the monitoring infrastructure, producing a monthly Storybook Report that captures credit completion rates, attendance and participation data disaggregated by student group, intervention enrollment and frequency, and progress toward college and career readiness indicators. The report is designed not only to document current status but to surface trends — comparing the current month to prior months and the current year to prior years — so that staff can distinguish between isolated dips and meaningful shifts. It is distributed to teachers, counselors, and instructional leaders as a shared evidentiary foundation for their ongoing work with students. Quarterly, the Data Department supplements this with a SharePoint tracking tool focused specifically on Grade 12 students identified as not on track to graduate, providing a collaborative space for staff to document and coordinate their intervention activity.

Leadership reviews school-wide data, including progress disaggregated by the lowest-achieving student groups, at weekly team meetings. These meetings are structured to produce concrete decisions — whether to adjust resource allocation, intensify a specific intervention, or shift a student's support plan — rather than simply review numbers. When data signals that a strategy is underperforming, leadership uses these meetings to initiate a timely response rather than deferring to the next formal review cycle.

Instructional leaders conduct structured student progress reviews with all teachers three times per year, in July, October, and January. Each review focuses specifically on English Learners, Students with Disabilities, and students experiencing homelessness, and produces a documented support plan for every student identified as not on track. Between these formal review points, instructional leaders conduct ongoing classroom observations from September through April to assess instructional quality, verify that teachers are integrating grade-level content and evidence-based tools such as IXL Math, Canvas, and AVID and TIPS strategies, and identify professional development needs. Feedback from observations directly informs the school's professional learning calendar.

School counselors meet weekly with instructional leaders to review students entering Tier II and Tier III levels of support under the school's MTSS framework and to monitor Grade 12 credit completion. Counselors use the School Pathways Student Information System to maintain continuous visibility into individual student progress and to initiate proactive outreach when warning signs appear. At the classroom level, teachers track student progress using Grad Countdowns and Student Credit Trackers, documenting initial interventions and escalating to counselors when a student's needs exceed what can be addressed at the classroom level.

The Curriculum and Professional Learning Department monitors staff development on a monthly basis, tracking professional development hours by teacher and content area and publishing a summary report. The department adjusts training topics throughout the year based on instructional data and teacher feedback, maintaining a sustained focus on evidence-based approaches for English Learners, Students with Disabilities, and students experiencing homelessness.

The primary outcome metric against which effectiveness is evaluated is the Combined Four-Year and Five-Year Graduation Rate as reported on the California School Dashboard. ASNC's target is continuous annual improvement, with a benchmark of meeting or exceeding the statewide DASS average of 54.2% and the San Diego County DASS average of 49.3% — both of which the school has already surpassed. Student group graduation rates for English Learners (53.8%), Socioeconomically Disadvantaged students (61.1%), and Students with Disabilities (40.0%) are the primary equity indicators monitored throughout the year, as these groups represent the widest gaps between current performance and the schoolwide rate.

Outcome data from the Dashboard is complemented by internal measures: Monthly Storybook Reports, NWEA MAP growth data across Reading, Language, and Mathematics, intervention-specific participation and completion records, and annual partner surveys. Together these sources allow the school to assess not only whether graduation rates are moving in the right direction, but whether the specific students who most need support are actually being reached by the interventions designed for them.

Educational partners participate directly in the evaluation process, reviewing Dashboard results, Storybook data, and survey findings to make a collective judgment about whether the CSI Plan is meeting the diverse needs of all students. This review follows the evaluative framework provided by SDCOE and produces clear decisions about which strategies to continue, scale, modify, or replace in the year ahead.

The three-year data record provides meaningful evidence that ASNC's monitoring system and intervention design are producing results across multiple dimensions. The Combined Four-Year and Five-Year Graduation Rate improved from 60.4% in 2022–23 to 66.7% in 2023–24 before settling at 61.9% in 2024–25 — a net 1.5 percentage point gain over the baseline, with the school consistently exceeding both DASS comparison benchmarks throughout the plan period. The DASS One-Year Graduation Rate reached 100% schoolwide in 2024–25, up from 93.8% at baseline. Chronic absenteeism dropped from 5.4% to 0% schoolwide and held there across two consecutive years. CAASPP Math Average Distance from Standard declined 13.4 points from baseline but remains well above the statewide DASS average of -192.8. Grade 11 CAASPP ELA proficiency rose dramatically, from 27.27% in 2023–24 to 75.0% in 2024–25, more than tripling the statewide DASS average of 21.8%. The English Learner Progress Indicator improved from 20.0% at baseline to 63.6% in 2024–25, a 43.6 percentage point gain and nearly double the statewide DASS average of 32.5%. NWEA MAP scores improved across all three domains: Reading from 67% to 74% schoolwide, Language from 78% to 82%, and Mathematics from 72% to 75% — with particularly strong gains for Students with Disabilities in Language (63% to 92%) and Mathematics (74% to 83%). High-dosage tutoring enrollment has grown each year, IXL Math adoption among instructional staff has increased steadily, and Canvas LMS course development has expanded as the school continues building toward a full transition away from Imagine Edgenuity. The breadth and consistency of these gains across academic, attendance, and engagement indicators confirm that ASNC's monitoring infrastructure is functioning as intended — surfacing the right data, reaching the right people, and enabling the timely, targeted action that students furthest from graduation require.

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
Teachers	Teacher voice was central to shaping the 2026-27 LCAP. Through the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning, teachers had multiple opportunities to share their observations and priorities. Their frontline insights drove the development of student-centered strategies that are practical, targeted, and grounded in classroom reality.
Principals and Learning Leads	Learning Leads brought instructional leadership and data expertise to the LCAP process through weekly Learning Lead Huddles, surveys, and committee participation. Their close analysis of student performance data and program outcomes ensured that the 2026-27 LCAP reflects both school-wide trends and the nuanced needs of individual learners.
Administrators	School administrators set the tone for an inclusive and transparent LCAP development process. Through Leadership Huddles, SSC and ELAC meetings, All-Staff meetings, strategic planning sessions, and AU Professional Learning, they facilitated broad participation and ensured that diverse perspectives were meaningfully integrated into the school's goals and action plans.
Other school personnel or staff	Support staff and other school personnel contributed valuable perspectives to the 2026-27 LCAP through the Staff LCAP Engagement Survey, SSC, staff and instructional meetings, and professional learning opportunities. Their input helped ensure that LCAP priorities reflect the full scope of student and community needs, and that planned actions are grounded in the school's Vision, Mission, and Values.
El Dorado County Charter SELPA	Altus Schools continues to consult with the El Dorado County Charter SELPA in the development of the 2026-27 LCAP. This consultation ensures that the plan includes specific actions to support students with disabilities, consistent with strategies outlined in the annual assurances support plan for the education of individuals with exceptional needs. Through ongoing communication with SELPA staff, Altus Schools aligns its special education programming with SELPA guidance on compliance, service delivery, and resource support — ensuring that students with exceptional needs are meaningfully represented in the school's goals, actions, and expenditures.
Parents	AS North County recognizes that families are essential partners in student success. Parent engagement in the 2026-27 LCAP process was intentional and wide-ranging, creating space for meaningful dialogue and shared decision-making. Engagement opportunities included: the Parent LCAP Engagement Survey, Open House and Senior Night events, Parent-Teacher Conferences, School Site Council (SSC) and ELAC participation, the Family Learning Series, and Board Meetings. Parent feedback directly shaped how the school approaches communication, student support, and resource allocation — reflecting a deep commitment to community-informed planning.

Students	Student voice is not an afterthought at AS North County — it is a foundation of our LCAP process. In 2026-27, students shared their experiences and priorities through the Student LCAP Engagement Survey, SSC and ELAC participation, and school events including Open House, Senior Night, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week. Student-Teacher Conferences provided additional space for individualized dialogue about academic goals and personal challenges. The perspectives gathered through these channels directly informed our priorities around academic achievement, social-emotional well-being, and student belonging.

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

Engaging our educational partners is not a one-time event — it is an ongoing commitment that shapes every aspect of how AS North County plans, improves, and serves its students. Through consistent, structured dialogue with teachers, staff, administrators, families, and students, we gather the insights needed to build an educational program that is responsive to real needs and aligned with our community's values. This collaborative foundation drives our accountability efforts and continuous improvement within the framework of California's State Priorities.

Feedback gathered across all partner groups reflects continued confidence in our current direction, and affirms that our priorities are meaningful and well-targeted. For 2026-27, AS North County will continue to pursue five LCAP goals: 1) High-quality Instruction, 2) Standards-aligned Curriculum and Course of Study, 3) Professional Learning System, 4) School Climate, and 5) Innovative Teaching and Engagement Methods.

Each goal is deliberately aligned with both State and Local priorities, as well as the specific metrics and targets set by our charter authorizer, ensuring a unified and focused approach to school improvement. The metrics embedded in the 2026-27 LCAP reflect both Status and Change, consistent with the California School Dashboard's Five-by-Five Placement methodology. Where appropriate, locally established targets informed by historical data and the unique characteristics of our student population — including our DASS designation — are also incorporated.

Teachers and Staff

Our teachers and staff bring an invaluable frontline perspective to the LCAP process. Their feedback on instructional strategies, curriculum design, professional development, and student support has directly shaped the following 2026-27 priorities:

- **Instructional Support:** Recruit and hire additional staff to strengthen student supervision, tutoring, and learning feedback.
- **Learning Management System:** Continue developing the LMS to provide more effective course structures and enriched learning activities.
- **Technology Access:** Sustain Chromebook lending and internet support for students and families with limited access to technology at home.
- **Early College Credit:** Broaden opportunities for students to earn college credit during high school, expanding pathways to postsecondary success.

- **Professional Learning:** Continue targeted professional development in Virtual Reality, IXL Mathematics, Summit K12, and Culturally and Linguistically Responsive Teaching practices.
- **Mental Health Support:** Strengthen and expand systems designed to support the mental health and well-being of all students.

Principals, Learning Leads, and Administrators

School leaders contributed strategic insight into operations, data analysis, resource allocation, program evaluation, and alignment with state priorities. Their perspectives have informed the following 2026-27 LCAP actions:

- **Mathematics:** Deepen student engagement, achievement, and confidence through expanded use of Virtual Reality Math and IXL Math, supported by monthly Math Study Groups and ongoing professional learning for instructional staff.
- **Instructional Support:** Strengthen classroom and specialist support by recruiting additional instructional staff.
- **Targeted Student Support:** Expand high-dosage tutoring in Math and English Language Arts to accelerate academic growth and improve graduation outcomes.
- **English Learners:** Sustain effective implementation of Summit K12 resources through continued professional learning focused on English Learner support.
- **Students With Disabilities:** Ensure all students with disabilities receive high-quality Specialized Academic Instruction (SAI), with strong differentiation practices and consistently high academic expectations.
- **Counseling:** Deepen the impact of counseling and advising sessions by focusing on graduation planning, future pathway development, and college and career readiness.
- **Safety:** Maintain secure learning environments through the continued operation of the Brivo card access system

Parents, Family Members, and Advisory Committees

Families offered meaningful perspectives on school communication, academic support, social-emotional learning, and community resources. Their input has guided the following actions:

- **Tutoring Support:** Continue providing targeted tutoring for English Learners, Foster Youth, and other underserved student groups.
- **Reading Proficiency:** Promote the use of Achieve3000 as a tool to improve reading proficiency and address the needs of diverse learners.
- **Meal Program:** Sustain the school meal program to ensure students from under-resourced households have access to healthy nutrition that supports their readiness to learn.
- **Individualized Guidance:** Provide personalized counseling and advising focused on course planning, goal-setting, and preparation for life after high school.
- **Character and Leadership Development:** Continue supporting the Cadet Corps program, which builds physical fitness, teamwork, and social skills in a structured, community-oriented setting.
- **Safe and Supportive Environment:** Maintain a bully-free school environment where every student feels safe and respected.

- **Positive School Culture:** Cultivate a school climate defined by clean facilities, open communication, and staff who are consistently caring, energetic, and responsive to students and families.

Students

Student voice directly shaped several key priorities for 2026-27. Their firsthand experiences and expressed needs informed the following actions:

- **Field Trips:** Expand field trip opportunities that connect to students' interests, career goals, and real-world learning.
- **Mental Health Resources:** Increase access to counselors, wellness workshops, and mental health resources that students identified as essential to their success.
- **Real-World Learning:** Design instructional experiences that connect academic content to students' lives and practical problem-solving.
- **Meal Program:** Continue ensuring consistent access to healthy food for students during school hours.
- **Technology Access:** Maintain equitable access to technology at home so all students can fully participate in school activities and assignments.
- **Curriculum Integration:** Expand the use of 3D Printing and Virtual Reality within courses, reflecting student enthusiasm for innovative, hands-on learning tools.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 5: Student Engagement (Engagement)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recognizing that students entering the school often face significant educational challenges, including credit deficiencies and below-grade-level performance in Reading, Language, and Mathematics (as indicated by NWEA assessments), the program provides comprehensive academic intervention and support. The school is dedicated to fostering student growth through Pathways Personalized Education Plans (PPEP), designed to accelerate learning, address individual needs, and prepare students for college, career, and future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Independent Study Program: Teacher Credentials	**2023-24 Results** 100% of teachers as of October 2023 **Data Source**: Locally Reported	**2024-25 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2024 **Data Source**: Locally Reported	**2025-26 Results** 100% of general and special education teachers with a teaching credential and EL Authorizations as of October 2025 **Data Source**: Locally Reported	**Greater than 90%**	There was no change from the 100% baseline
M1.2	Teachers Appropriately Assigned and Credentialed	**2021-22 Results** Total teaching FTE: 3.98 Clear: 11.8% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2022-23 Results** Total teaching FTE: 5.06 Clear: 33.8% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**2023-24 Results** Total teaching FTE: 4.99 Clear: 9.4% **Data Source**: Teaching Assignment Monitoring Outcomes, DataQuest	**Exceed baseline results**	Total teaching FTE: Increased 1.01 Clear: Declined 2.4%

M1.3	DASS One-Year Graduation Rate	**2022-23 Results** Schoolwide: 93.8% Hispanic: 91.3% White: * African American: * 2+ Races: * EL: * SED: 89.5% SWD: * **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 94.9% Hispanic: 95.2% White: 100% African American: * 2+ Races: * EL: * SED: 90% SWD: 92.3% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 100% Hispanic: 100% White: * African American: * 2+ Races: * EL: * SED: 100% SWD: * **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 68.8% San Diego County: 73.4%	Schoolwide increased 6.2%
M1.4	Combined Four- and Five-Year Graduation Rate	**2022-23 Results** Schoolwide: 60.4% Hispanic: 57.6% White: * African American: * 2+ Races: * EL: 50% SED: 57.9% SWD: 53.3% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 66.7% Hispanic: 62.1% White: 75% African American: * 2+ Races: * EL: * SED: 55.9% SWD: 62.5% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 61.9% Hispanic: 60% White: * African American: * 2+ Races: * EL: 53.8% SED: 61.1% SWD: 40% **Data Source**: CA School Dashboard (Additional Reports) * Less than 11 students – data not displayed for privacy	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 54.2% San Diego County: 49.3%	Schoolwide increased 1.5%

<table>
<tr>
<td>M1.5</td>
<td>Chronic Absenteeism Rate</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>5.4%</td></tr>
<tr><td>Hispanic</td><td>6.9%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>8.3%</td></tr>
<tr><td>SED</td><td>7.4%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: 47.1%

San Diego County: 22.2%</td>
<td>Schoolwide improved 5.4%</td>
</tr>
<tr>
<td>M1.6</td>
<td>CAASPP ELA: Average Distance from Standard</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>1.6</td></tr>
<tr><td>Hispanic</td><td>-26.6</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>-17.6</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>-57.9</td></tr>
<tr><td>Hispanic</td><td>-58.1</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>-68.4</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>-17</td></tr>
<tr><td>Hispanic</td><td>-25.8</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>-19</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy
</td>
<td>Improve Annually or Exceed the 2023 Statewide or County DASS school average:

Statewide: -118.2

San Diego County: -135.9</td>
<td>Schoolwide declined 18.6 points</td>
</tr>
</table>

M1.7	CAASPP Math: Average Distance from Standard	**2022-23 Results** Schoolwide: -99.6 Hispanic: -143.2 White: * African American: * 2+ Races: * EL: * SED: -138.8 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: -154.6 Hispanic: -155.3 White: * African American: * 2+ Races: * EL: * SED: * SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: -113 Hispanic: -128.3 White: * African American: * 2+ Races: * EL: * SED: -110 SWD: * **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: -192.8 San Diego County: -185.2	Schoolwide declined 13.4 points
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	**2022-23 Results** ELA: * **Data Source:** DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** ELA: 27.27% **Data Source:** DataQuest CAASPP Results	**2024-25 Results** ELA: 75% **Data Source:** DataQuest CAASPP Results	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 21.8% San Diego County: 33.3%	The 2022-23 baseline was undetermined because the results were not displayed for privacy
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	**2022-23 Results** Math: * **Data Source:** DataQuest CAASPP Results * Less than 11 students – data not displayed for privacy	**2023-24 Results** Mathematics: 18.18% **Data Source:** DataQuest CAASPP Results	**2024-25 Results** Mathematics: 12.5% **Data Source:** DataQuest CAASPP Results	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 3.8% San Diego County: 3.8%	The 2022-23 baseline was undetermined because the results were not displayed for privacy

M1.10	English Learner Progress Indicator (ELPI)	**2022-23 Results** English Learners: 20% **Data Source**: CA School Dashboard	**2023-24 Results** English Learners: 60% **Data Source**: CA School Dashboard	**2024-25 Results** English Learners: 63.6% **Data Source**: CA School Dashboard	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: 32.5% San Diego County: 37%	Improved 43.6%
M1.11	English Learner Reclassification Rate	**2022-23 Results** School Reclassification Rate: 12% **Data Source**: Locally Reported	**2023-24 Results** School Reclassification Rate: 17% **Data Source**: Locally Reported	**2024-25 Results** School Reclassification Rate: 10% **Data Source**: Locally Reported	**Greater than 10%**	Declined 2%
M1.12	Measures of Academic Progress by NWEA: Reading	**2022-23 Results** Schoolwide: 67% Hispanic: 61% White: * African American: * 2+ Races: * EL: 60% SED: 63% SWD: 75% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 74% Hispanic: 76% White: * African American: * 2+ Races: * EL: 63% SED: 73% SWD: 61% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	**2025-26 Results** Schoolwide: 74% Hispanic: 76% White: * African American: * 2+ Races: * EL: * SED: 81% SWD: 65% **Data Source**: Locally Reported, as of May 2026 * Less than 11 students – data not displayed for privacy	**Greater than 60% or Exceed 2023 Baseline Results**	Improved 7%

M1.13	Measures of Academic Progress by NWEA: Language	**2022-23 Results** Schoolwide 78% Hispanic 77% White * African American * 2+ Races * EL 67% SED 78% SWD 63% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 82% Hispanic 81% White * African American * 2+ Races * EL 77% SED 83% SWD 92% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	**2025-26 Results** Schoolwide 77% Hispanic 74% White * African American * 2+ Races * EL 67% SED 75% SWD 75% **Data Source**: Locally Reported, as of May 2026 * Less than 11 students – data not displayed for privacy	**Greater than 60% or Exceed 2023 Baseline Results**	Declined 1%
M1.14	Measures of Academic Progress by NWEA: Math	**2022-23 Results** Schoolwide 72% Hispanic 66% White * African American * 2+ Races * EL 65% SED 74% SWD 74% **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide 75% Hispanic 74% White * African American * 2+ Races * EL 80% SED 78% SWD 83% **Data Source**: Locally Reported, as of May 2025 * Less than 11 students – data not displayed for privacy	**2025-26 Results** Schoolwide 63% Hispanic 54% White * African American * 2+ Races * EL * SED 59% SWD 73% **Data Source**: Locally Reported, as of May 2026 * Less than 11 students – data not displayed for privacy	**Greater than 60% or Exceed 2023 Baseline Results**	Declined 9%

M1.15	California Science Test	**2022-23 Results** Schoolwide: 16.67% Hispanic: 10.53% White: * African American: * 2+ Races: * EL: * SED: 11.76% SWD: * **Data Source**: DataQuest CAASPP Results	**2023-24 Results** Schoolwide: 11.2% Hispanic: 9.09% White: * African American: * 2+ Races: * EL: * SED: * SWD: * **Data Source**: DataQuest CAASPP Results	**2024-25 Results** Schoolwide: 19.56% Hispanic: 19.45% White: * African American: * 2+ Races: * EL: * SED: 14.29% SWD: * **Data Source**: DataQuest CAASPP Results	**Improve Annually or Exceed the 2023 Statewide or County DASS school average:** Statewide: Not available San Diego County: 13.6%	Schoolwide improved 2.89%
M1.16	Student Attendance or Participation Rate	**2023-24 Results** Schoolwide: 93.6% Hispanic: 93.3% White: 95.1% African American: * EL: 93.4% SED: 91.4% SWD: 96.1% Foster Youth: * Homeless: 85.1% Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of April 2024	**2024-25 Results** Schoolwide: 91.5% Hispanic: 91.6% White: 90.3% African American: * EL: 91.1% SED: 91.4% SWD: 89% Foster Youth: * Homeless: 94.9% Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of February 2025	**2025-26 Results** Schoolwide: 94% Hispanic: 93.7% White: 94% African American: * EL: 89.3% SED: 92.2% SWD: 93.2% Foster Youth: * Homeless: * Cadet Corps: * Pregnant/Parent: * **Data Source**: Locally Reported * Less than 11 students – data not displayed for privacy **Note:** Cumulative Attendance Rate as of February 2026	**Greater than 84%**	Schoolwide improved 0.4%

M1.17	Middle School Dropout Rate	**2023-24 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of April 2024	**2024-25 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2025	**2025-26 Results** Middle School: 0% **Data Source**: Locally Reported **Note:** Middle School Dropout Rate as of March 2026	**Less than 5%**	There was no change from the 0% baseline
M1.18	High School Dropout Rate	**2023-24 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of April 2024	**2023-24 Results** High School: 0.8% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2025	**2025-26 Results** High School: 0% **Data Source**: Locally Reported **Note:** High School Dropout Rate as of March 2026	**Less than 5%**	There was no change from the 0% baseline
M1.19	Student Confidence Survey	**2023-24 Results** Schoolwide: 94% **Data Source**: Locally Reported **Note:** Results as of April 2024	**2024-25 Results** Schoolwide: 93% **Data Source**: Locally Reported **Note:** Results as of March 2025	**2025-26 Results** Schoolwide: 94% **Data Source**: Locally Reported **Note:** Results as of March 2026	**Greater than 90%**	There was no change from the 94% baseline

Goal Analysis for 2025-26

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

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

All planned actions under Goal 1 were fully implemented during 2025-26 at Altus Schools North County. School staff administered NWEA MAP Growth assessments in both the fall and spring semesters, providing educators with longitudinal data to track individual student learning trajectories and refine instructional approaches throughout the year. Smarter Balanced Interim Assessments were administered to middle school and grade 11 students prior to Winter Break, with teacher teams collaboratively analyzing results to identify gaps in student understanding and adjust instruction accordingly.

Teachers drew on the California Educator Reporting System (CERS) and formative assessments to guide data-informed instructional decisions, while Naviance data was integrated into planning to connect academic content to students' individual postsecondary goals and aspirations. The Data and Assessment Department produced and distributed Monthly Storybooks throughout the year, compiling key student achievement indicators — including participation, chronic absenteeism, credit completion, and student confidence — to inform site leaders and drive continuous improvement efforts across resource centers. Collectively, these actions established a consistent, schoolwide culture of data use that supported responsive and personalized instruction for all students.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 1.2: Estimated Actual Expenditures ($142,271) exceeded Budgeted Expenditures ($109,534) by 30%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

Action 1.3: Estimated Actual Expenditures ($214,300) were 32% below Budgeted Expenditures ($313,003), primarily due to unfilled budgeted teacher positions.

Action 1.4: Estimated Actual Expenditures ($81,617) exceeded Budgeted Expenditures ($62,998) by 30%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting and higher than anticipated IXL Learning expenditures.

Action 1.6: Estimated Actual Expenditures ($339,945) were 48% below Budgeted Expenditures ($656,909), mainly due to lower than anticipated special education expenditures.

Action 1.7: Estimated Actual Expenditures ($189,194) exceeded Budgeted Expenditures ($138,629) by 36%, primarily due to the 18% across the board general salary increase approved at the September Board Meeting.

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

The actions implemented under Goal 1 during 2025-26 produced meaningful results across several key indicators, while also identifying areas where continued focus is needed. Graduation outcomes were a notable strength, with the DASS One-Year Graduation Rate reaching 100% schoolwide — a 6.2-point increase from the baseline and well above both the statewide (68.8%) and San Diego County DASS averages (73.4%). The Combined Four- and Five-Year Graduation Rate improved 1.5 points from baseline to 61.9%, exceeding both the statewide (54.2%) and county DASS averages (49.3%). The High School Dropout Rate returned to 0% in 2025-26, and the Middle School Dropout Rate remained at 0%.

English Learner progress was a significant area of growth, with the English Learner Progress Indicator (ELPI) improving 43.6 points from the baseline to 63.6%, well above both state and county DASS averages. Grade 11 ELA performance showed strong gains, with 75% of students meeting or exceeding the standard — well above the statewide DASS average of 21.8%. Chronic absenteeism was eliminated entirely, reaching 0% schoolwide, a 5.4-point improvement from baseline. Student attendance improved to 94% schoolwide, and student confidence held steady at 94%.

However, CAASPP performance in both ELA and Math presented areas of opportunities. The schoolwide ELA Average Distance from Standard declined 18.6 points from the baseline to -17, and the Math Average Distance from Standard declined 13.4 points to -113, though both remain above statewide and county DASS averages. Grade 11 Math proficiency also declined to 12.5%, and the EL Reclassification Rate declined 2 points from baseline to 10%, just meeting the target. Science proficiency improved to 19.56% schoolwide, exceeding the

San Diego County DASS average of 13.6%. These mixed results underscore the importance of continued data-driven instruction and targeted interventions, particularly in mathematics and ELA, in the coming 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.

Based on a reflection of 2025-26 implementation and outcome data, Goal 1 will continue into 2026-27 largely unchanged at Altus Schools North County. The goal statement, metrics, and target outcomes will be maintained, as the consistent use of multiple assessment systems and data tools supported meaningful progress in key areas, including graduation rates, English Learner progress, and attendance. However, the declines observed in CAASPP ELA and Math Average Distance from Standard, as well as Grade 11 Math proficiency, signal a need for more targeted and intensive use of academic data to drive instructional adjustments in these areas. Educators will continue to leverage NWEA MAP Growth, CAASPP, CERS, formative assessments, and Naviance data, with a sharpened focus on translating data insights into effective interventions that accelerate student achievement in mathematics and ELA.

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	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	a) School staff will administer **NWEA MAP Growth** assessments during the fall and spring semesters to **measure individual student academic growth** throughout the school year. By analyzing longitudinal data, educators will identify specific learning trajectories and implement targeted adjustments to curriculum and instructional strategies. This focus on measurable progress ensures that interventions are precisely calibrated to close achievement gaps and support the continuous academic advancement of all students. b) School staff will administer **Smarter Balanced Interim Assessments** to students in middle school and grade 11 during the fall semester (by Winter Break). Teachers will collaboratively analyze assessment results to identify gaps in student understanding of priority standards. Based on this analysis, teams will adjust instruction, implement targeted interventions, and monitor student progress through ongoing formative assessments and academic performance data. c) Teachers will use the **California Educator Reporting System** (CERS) to analyze student performance data, identify learning gaps, and develop targeted instructional strategies to address the diverse academic needs of all students. This data-driven process will support improved achievement and equitable success in core subject areas. d) To enhance student learning, instructional staff will strategically integrate **Instructure Mastery Connect** formative and summative assessments within the core curriculum. This data-driven approach will enable teachers to analyze student achievement, identify areas for growth, and refine teaching practices to meet the diverse needs of all learners, and inform core curriculum development and adjustments. e) Teachers will use student data from **Naviance**, focusing on career exploration, college interests, and learning styles, to inform instructional planning. By integrating these insights, teachers will design personalized and engaging learning experiences that connect academic content to students' goals and aspirations. f) **Data and Assessment Department staff** will systematically collect and analyze key student achievement metrics, including participation,	$101,681	No

		chronic absenteeism, credit completion, potential dropout rates, AP course performance, and Naviance student confidence. Findings will be synthesized and shared in Monthly Storybooks to inform site leaders, support data-driven decision-making, and guide continuous improvement efforts across resource centers.		

2	English Learner Assessment and Support Framework	a) School staff will conduct a **Home Language Survey** to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will **administer the ELPAC** to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will **collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities**, incorporating academic language development goals to ensure comprehensive support. d) **English Learner Achievement Department (ELAD)** will utilize data analysis to develop evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will integrate evidence-based **formative and summative English Language proficiency assessments** in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement **Integrated English Language Development (ELD)** strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) **LREBG Action**: To fully meet the needs of the educational program, instructional staff will provide engaging and dynamic Designated ELD instruction. Utilizing **Summit K12** and blended courses, this personalized instruction will foster essential language skills for content learning, with content and delivery specifically aligned to each student's grade, proficiency, and individual learning needs. This initiative represents an allowable use of funds, as it is specifically designed to address the unique language needs of English Learners.	$147,123	Yes

		• Metric being used to monitor action: ELPI, EL Reclassification, SBA & NWEA Results • LREBG funds supporting this action: $689 h) School staff will **research valid and reliable assessments to measure emerging English Learners' native language literacy** to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.		

3	Personalized Academic Instruction and Support for All Students	a) To enhance student learning and support, Human Resources staff will prioritize hiring **Resource Center Associates, Learning Associates, and Certificated Teacher Resources**. These staff members will provide tutoring, deliver timely feedback on student learning, and perform essential instructional support functions within the Resource Centers to reinforce instruction and promote academic achievement. b) **The Student Services Center (SSC) staff will gather comprehensive student data**, including transcripts, report cards, attendance, behavior, and IEP/504 plans, to create Pathways Personalized Education Plans (PPEPs). c) **Teachers will develop and maintain Pathways Personalized Education Plans** (PPEPs) for each student, using educational records, assessment data, academic progress, and postsecondary goals to inform instruction, monitor growth, and support individualized student success. d) Instructional staff will use the **School Pathways Student Information System** (SPSIS) to streamline student support processes by documenting attendance, tracking MTSS interventions, monitoring academic progress, and recording grades, ensuring consistent data management and informed instructional decisions. e) **Counselors** will collaborate with students, parents, and teachers to develop **personalized graduation plans that outline multiple pathways to a diploma or equivalent**. Through ongoing counseling and academic advising, counselors will support students in setting goals, selecting appropriate coursework, and accessing resources that promote high school completion and successful transitions to college, career, or other postsecondary opportunities. f) **Teachers will provide live, small-group instruction** to deliver individualized skill development and support student mastery of course objectives and content standards. These sessions will promote peer-to-peer discourse, strengthen academic engagement, and foster a sense of school community and belonging through interactive and collaborative learning experiences.	$408,013	No

		g) Instructional staff will implement **Spring Academies** in April for middle school and grade 11 students, providing targeted instruction and test preparation in Math and ELA. These academies will reinforce key skills and knowledge aligned with state assessment claims and targets, helping students strengthen proficiency and readiness for academic success. h) **Learning Leads and school administrators** will provide ongoing support and guidance to ensure effective implementation of the **Multi-Tiered System of Supports** (MTSS). They will facilitate timely, data-informed interventions that address the diverse academic, behavioral, and social-emotional needs of all students, and will systematically monitor and analyze the impact of these interventions to promote continuous improvement and equitable student outcomes. i) Instructional staff will plan and facilitate personalized, academically focused **field trip experiences** that connect Resource Center learning to real-world applications. These experiences will align with students' career and college pathway interests, broadening their understanding of academic concepts while supporting exploration of future educational and career opportunities. j) The school will deploy **sprinter vans** to support student engagement in a range of activities, including field trips, school events, and Cadet Corps. This transportation solution will enhance accessibility for students. k) Identified students will be provided with access to rigorous **GATE learning plans** facilitated by specially trained teachers, which will cultivate their talents and intellectual abilities through a challenging and stimulating academic environment, enabling them to reach their full potential.		

4	Targeted Math Interventions and Resources	a) Using data analysis, the **Math Study Group** will identify and prioritize essential math standards and conceptual themes to inform daily instruction, guide targeted interventions, and strengthen student understanding and achievement throughout the school year. b) To support effective math instruction, the school will create a centralized, web-based **Teacher Math Resource**, offering readily accessible materials including key math themes, test preparation strategies, tutoring and intervention tools, VR integration guides, lesson plans, and targeted resources for English learners. c) **LREBG Action**: Integrate the interactive features of **Amplify Desmos Curriculum** into weekly middle school math tutorials, enabling students to explore mathematical concepts visually, manipulate variables, and receive immediate feedback, thereby fostering active learning and improved problem-solving skills. • Metric being used to monitor action: SBA & NWEA Results • LREBG funds supporting this action: $940 d) **LREBG Action**: Recent data reveals a critical need to improve student performance on the Summative SBA mathematics, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address this, and in accordance with LREBG's allowance for evidence-based learning supports to close learning gaps, we are **implementing IXL Math**. This platform offers personalized learning paths, immediate feedback, and motivational rewards to enhance student math proficiency. By leveraging IXL's adaptive technology, we aim to accelerate learning and effectively target areas of weakness, significantly improving student outcomes and directly contributing to learning recovery for these targeted student groups. • Metric being used to monitor action: Graduation Rates, SBA & NWEA Results • LREBG funds supporting this action: $2,900 e) Utilize **Prisms Virtual Reality** mathematics to provide students with hands-on, spatial learning experiences, enabling them to visualize and manipulate mathematical concepts, thus building a strong	$107,903	No

		foundation for grade-level math mastery.		

5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	a. **Learning Leads and school administrators** will provide ongoing coaching and support to teachers to strengthen the effective delivery of instruction and ensure equitable learning outcomes for high-risk student groups. This support will include guidance on implementing the school's **Multi-Tiered System of Supports (MTSS) with fidelity**, promoting data-driven instruction, targeted interventions, and consistent monitoring of student progress. b. To increase graduation rates, the school will enhance student support services by adding **instructional staff**, including Resource Center Associates, Learning Associates, and Certificated Teacher Resources. These additional team members will provide targeted tutoring and academic assistance to address individual learning needs, ensuring that high-risk students complete required coursework, recover credits as needed, and make steady progress toward earning their diplomas. c. Our Annual Performance Review, which included analysis of SBA results and the Graduation Rate reported in the California School Dashboard, identified the need to improve student academic performance in ELA and Mathematics and increase on-time graduation rates. To address these areas, we are partnering with a **community-based organization for high-dosage tutoring throughout the school week**. This tutoring is designed to target unique learner needs, focusing on developing effective study habits and accelerating Math and ELA growth. This approach will directly support improved academic outcomes and contribute to closing identified learning gaps. d. **Counselors** will facilitate individualized student meetings focused on collaborative course planning and goal setting. These meetings will empower students to identify their academic, social-emotional, and behavioral needs, and work with counselors to develop tailored strategies for success, including **personalized course recommendations and support plans**. e. To drive increased graduation rates, the **Student Access and Support Services (SASS) Division will focus on removing barriers to student success**. Through close collaboration with school staff, SASS staff will identify and address the holistic needs of	$461,969	Yes

		individual students, particularly those facing unique challenges. This includes coordinating academic support, social-emotional resources, and family assistance, ultimately creating a supportive environment that empowers all students to achieve graduation. f. **Implement the AVID (Advancement Via Individual Determination)** program with high fidelity to cultivate essential "college-going" behaviors. This includes the systematic integration of **WICOR strategies** (Writing, Inquiry, Collaboration, Organization, and Reading) across the curriculum to enhance critical thinking and deepen content mastery. By fostering these rigorous learning habits, the program ensures students develop the academic self-management and literacy skills necessary for long-term **college and career readiness**.		

6	Academic Instruction and Support for Students with Disabilities	a) **Special Education (SPED) staff** will implement a system of frequent IEP implementation and progress reviews to facilitate timely instructional and service adjustments and ensure personalized learning for all students with disabilities. Reviews will verify alignment among IEP services, accommodations, present levels, and IEP goals, with documented follow-up actions, including IEP amendments when warranted, enabling responsive and effective educational support. b) **Special Education Learning Lead** will provide ongoing coaching and technical assistance to support procedural compliance and high-quality specialized instruction for students with disabilities, including case consultation, review of IEP implementation and progress monitoring practices, and targeted support to strengthen IEP quality and instructional alignment. c) **Special Education (SPED) staff will collaborate with general education teachers** and support staff to ensure the effective implementation of accommodations, modifications, and supplementary aids as specified in each student's Individualized Education Program (IEP). d) Provide ongoing professional development for all staff members, including annual training and onboarding for new staff, to ensure understanding of **FAPE requirements**, IEP implementation responsibilities, and instructional practices that support access to core curriculum for students with disabilities. e) Education Specialists will provide **Specialized Academic Instruction (SAI)** tailored to each student's unique learning needs and aligned to IEP goals. Instruction will target identified areas of need and include routine progress monitoring to inform instructional adjustments and ensure individualized support for students with disabilities. f) Education Specialists will coordinate **supplemental services as needed**. Students requiring additional support, such as speech therapy or occupational therapy, will receive services from a nonpublic agency (NPA) certified by the California Department of Education (CDE). This ensures individualized support for students	$620,104	No

		with disabilities. g) **LREBG Action**: To address needs identified through state and local academic and engagement data for Students with Disabilities, and to improve performance on CAASPP/state assessments and increase four-year graduation rates, the school will expand its **special education support team and/or service capacity** (e.g. additional instructional support, consultation, and intervention coordination). This allowable use of LREBG funds will increase access to specialized supports aligned to IEP goals and grade-level expectations. • Metric being used to monitor action: Graduation Rates, College & Career Readiness, Student Participation, SBA & NWEA Results • LREBG funds supporting this action: $472 h) Special Education (SPED) staff will offer **ongoing support and consultation to general education teachers** to facilitate the effective implementation of accommodations and modifications within core curriculum areas. i) By integrating the **principles of Universal Design for Learning (UDL),** we will proactively customize learning activities and materials, ensuring multiple means of engagement, representation, action/expression, and capitalizing on student strengths, thus fostering accessibility for all students, including those with disabilities. j) Utilize the **California Practitioners' Guide for Educating English Learners with Disabilities** to strengthen instructional planning, accommodations, and progress monitoring to ensure effective instruction for dually identified students. k) The **progress of students with disabilities will be systematically monitored through data-driven assessments**, allowing for timely and targeted adjustments to their intervention strategies. This process will ensure that interventions are responsive to their unique needs and promote optimal learning outcomes. Progress on Goals reports will be sent at the end of every semester.		

7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	a) **LREBG Action**: An analysis of English Learner performance metrics, including data related to Long-Term English Learners, Newcomers, and Reclassified Fluent English Proficient (RFEP) students, has informed our instructional strategy. To ensure adequate academic progress, instructional staff will utilize **Ellevation as a comprehensive monitoring system**. This utilization, an allowable use of LREBG funds for additional academic services, specifically diagnostic, progress monitoring, and benchmark assessments of pupil learning, enables the timely adjustment of instructional and supplemental supports • Metric being used to monitor action: ELPI, EL Reclassification Rate, SBA & NWEA Results • LREBG funds supporting this action: $345 b) **Instructional staff will conduct comprehensive annual progress monitoring** for all English Learners, including Newcomers, LTELs, at-risk LTELs, and RFEP students. This oversight includes a dedicated formal monitoring window and quarterly data analysis during PPEP Phase Meetings (July, October, January) to ensure timely academic interventions. c) To streamline teacher workflows, school leadership will take steps to **integrate the Summit K12 curriculum with the Ellevation platform**, creating a centralized dashboard for monitoring English Learner progress. This integration will provide teachers with real-time, actionable data on language development, reducing administrative tasks and allowing for more targeted instructional support. d) School leadership will implement a **semesterly ELD progress report**, aligned with the CA EL Roadmap, to track student progress in designated ELD courses, attendance, and reclassification readiness. e) To support English Learner success, teachers will provide families with ELD progress reports and **facilitate collaborative meetings** to discuss language acquisition, academic growth, and individual student needs.	$186,600	Yes

		f) **Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners** performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion, and professional learning systems. g) School administration will implement a monitoring system for English Learners who meet the reclassification criteria throughout the school year. By leveraging the Ellevation platform, school staff will promptly identify students who are eligible for reclassification and conduct reclassification windows three times per year when assessment data is available.		

Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The school is committed to providing a rigorous and relevant curriculum that prepares students for success in the 21st century. This curriculum is grounded in the development of essential learning skills, including critical thinking, collaboration, creativity, and communication, which are vital for navigating the complexities of the modern global landscape. Adherence to California Content Standards ensures that students not only meet state-mandated educational requirements but also experience high academic expectations. Furthermore, the school prioritizes accessibility and inclusivity, ensuring that all students have equitable opportunities to thrive academically and pursue diverse college and career pathways, thereby maximizing their potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Availability of standards aligned instructional materials to every student	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 100% of students **Data Source**: Locally Reported	**2025-26 Results** 100% of students **Data Source**: Locally Reported	**100%**	There was no change from the 100% baseline
M2.2	Provide all students with access to a broad course of study, including Social Studies, English, Mathematics, Lab Science, World Language, Visual & Performing Arts, College Preparatory Electives, General Electives, Health, Physical Education, Career Technical Education	**2023-24 Results** All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** All students continue to have access and are enrolled in a broad course of study for the 2024-25 school year **Data Source**: Locally Reported	**2025-26 Results** All students continue to have access and are enrolled in a broad course of study for the 2025-26 school year **Data Source**: Locally Reported	**100%**	There was no change from the 100% baseline
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	**2023-24 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2024-25 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**2025-26 Results** 100% of pupils with exceptional needs **Data Source**: Locally Reported	**100%**	There was no change from the 100% baseline
M2.4	Increase the annual number of students completing college credit courses	**2022-23 Results** Dual Enrollment: 1 Articulated Credit: 4 Total early college credit: 5 **Data Source**: Locally Reported	**2023-24 Results** Dual Enrollment: 12 Articulated Credit: 15 Total early college credit: 27 **Data Source**: Locally Reported	**2024-25 Results** Dual Enrollment: 9 Articulated Credit: 18 Total early college credit: 27 **Data Source**: Locally Reported	**Exceed 2023 baseline results**	Increased by 22 credits

M2.5	Maintain a comprehensive selection of college-aligned Advanced Placement and Honors course offerings	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2024-25 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**2025-26 Results** Advanced Placement Courses Available: 10 Honors Courses Available: 10 Total offerings: 20	**Greater than 140 AP courses**	There was no change from the baseline
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	**2023-24 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2024-25 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**2025-26 Results** Child Development Design, Visual & Media Arts Environmental Resources Hospitality, Tourism & Recreation Software & Systems Development Public Safety Patient Care Business Management Animal Science Retail Sales and Marketing Teacher Education **Data Source**: Locally Reported	**At least 11 CTE Career Pathways**	There was no change from the baseline
M2.7	100% of Core Courses will be aligned to CCSS	**2023-24 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**2025-26 Results** Core Courses Aligned to CCSS: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.8	100% of Science Courses will be aligned to NGSS	**2023-24 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2024-25 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**2025-26 Results** Science Courses Aligned to NGSS: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	**2023-24 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**2025-26 Results** ELA & Social Science Courses Aligned to ELD Standards: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.10	100% of Core Courses will be UC A-G approved	**2023-24 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2024-25 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**2025-26 Results** Core Courses a-g Approved: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	**2023-24 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2024-25 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**2025-26 Results** CTE Courses Aligned to CTE Model Curriculum Standards: 100% **Data Source**: Locally Reported	**100% of courses**	There was no change from the baseline
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	**2022-23 Results** Schoolwide: 4.2% Hispanic: 3% White: * African American: * 2+ Races: * EL: 0% SED: 5.3% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 0% Hispanic: 0% White: 0% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: 0% SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Exceed 2023 baseline results**	Declined 4.2%

<table>
<tr>
<td>M2.13</td>
<td>Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>10.4%</td></tr>
<tr><td>Hispanic</td><td>6.1%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>2.6%</td></tr>
<tr><td>SWD</td><td>6.7%</td></tr>
</table>
Data Source: CA School Dashboard
* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>4.2%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>8.3%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
Data Source: CA School Dashboard
* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>7.9%</td></tr>
<tr><td>Hispanic</td><td>10%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>7.4%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
Data Source: CA School Dashboard
* Less than 11 students – data not displayed for privacy
</td>
<td>Exceed 2023 baseline results</td>
<td>Schoolwide declined 2.5%</td>
</tr>
<tr>
<td>M2.14</td>
<td>Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway</td>
<td>
<table>
<tr><th colspan="2">2022-23 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
Data Source: CA School Dashboard
* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2023-24 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>0%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
Data Source: CA School Dashboard
* Less than 11 students – data not displayed for privacy
</td>
<td>
<table>
<tr><th colspan="2">2024-25 Results</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
Data Source: CA School Dashboard
* Less than 11 students – data not displayed for privacy
</td>
<td>Exceed 2023 baseline results</td>
<td>There was no change from the baseline</td>
</tr>
</table>

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	**2022-23 Results** Schoolwide: 0% Hispanic: 0% White: * African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2023-24 Results** Schoolwide: 2.3% Hispanic: 0% White: 8.3% African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**2024-25 Results** Schoolwide: 1.8% Hispanic: 2.3% White: * African American: * 2+ Races: * EL: * SED: 0% SWD: 0% **Data Source**: CA School Dashboard * Less than 11 students – data not displayed for privacy	**Exceed 2023 baseline results**	Schoolwide improved 1.8%
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	**2023-24 Results** WEE Program remains compliant and available to all students for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** WEE Program remains compliant and available to all students for the 2024-25 school year **Data Source**: Locally Reported	**2025-26 Results** WEE Program remains compliant and available to all students for the 2025-26 school year **Data Source**: Locally Reported	**Fully compliant and accessible WEE Program**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All planned actions under Goal 2 were fully implemented during 2025-26 at Altus Schools North County. The Altus Pathways Advisory Council (APAC) conducted continuous reviews and updates to ensure course alignment with Common Core, ELD, NGSS, Smarter Balanced, UC a-g, College Board, and NCAA requirements. The Visual and Performing Arts Department revised its curriculum to integrate arts across core subjects, and CTE Department Leads maintained alignment of all CTE courses to postsecondary articulation requirements to support student eligibility for college credit upon course completion.

Equitable access to the instructional program was supported through the continued provision of Chromebooks and internet services for students and families lacking reliable home technology. Achieve3000 and BrainPop/BrainPop ELL were implemented to provide differentiated literacy and language support for English Learners and struggling readers, and instructional staff conducted outreach to English Learner, Foster Youth, and Low-Income students to promote access to advanced coursework, AVID, GATE, and Early College Credit

programs. College and career preparedness efforts were carried out through College and Career Week, ongoing Early College Credit counseling and outreach, AP exam administration, and support for grade 12 students in developing their Pathways Portfolios. The Work Experience Education Program remained fully compliant and accessible to all students throughout the year. Overall, Goal 2 was carried out as planned, with no substantive differences between planned and actual implementation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 2.2: Estimated Actual Expenditures ($180,819) were 29% below Budgeted Expenditures ($254,391), mainly due to lower than anticipated Chromebook expenditures.

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

The actions implemented under Goal 2 during 2025-26 demonstrated effectiveness in maintaining a broad, standards-aligned course of study for all students at Altus Schools North County, while also revealing areas that require continued attention. One hundred percent of students had access to standards-aligned instructional materials and were enrolled in a broad course of study, including students with exceptional needs. All core courses maintained 100% alignment with CCSS, NGSS, ELD standards, UC a-g requirements, and CTE Model Curriculum Standards, and all 11 CTE Career Pathways were sustained.

Early College Credit participation was a notable strength, with 27 students completing college credit courses — a gain of 22 from the baseline — reflecting the effectiveness of counseling outreach and Early College Credit expansion efforts. AP exam performance showed improvement, with 1.8% of students schoolwide earning a score of 3 or higher, up from 0% at baseline. The Work Experience Education Program remained fully compliant and accessible throughout the year.

However, several metrics indicated areas requiring continued focus. CTE Career Pathway completion rates declined to 0% schoolwide from a 4.2% baseline, and the percentage of students completing a-g requirements declined 2.5 points from baseline to 7.9%. These trends reflect the challenge of supporting students — many of whom enroll later in their academic career — in completing multi-course sequences within the time available before graduation. The school will continue to prioritize earlier pathway planning and targeted outreach to address these gaps in the coming 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.

Based on a reflection of 2025-26 implementation and outcome data, Goal 2 will continue into 2026-27 largely unchanged at Altus Schools North County. The goal statement, metrics, and target outcomes will be maintained, as the actions supporting curriculum alignment, Early

College Credit access, and college and career preparedness demonstrated continued effectiveness. Reflecting on the declines in CTE Career Pathway completion and a-g completion rates, the school will place increased emphasis on early enrollment in CTE and college preparatory coursework, proactive counseling support, and targeted outreach to English Learners, Foster Youth, and Low-Income students. These efforts will aim to maximize students' opportunity to complete pathway requirements without compromising their timely path to graduation.

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	Dynamic, Engaging and Standards-Aligned Curriculum	a) **LREBG Action**: To elevate student engagement and academic outcomes, the school conducted a comprehensive evaluation of student achievement and engagement data and actively listened to the insights of students and teachers. Based on these findings, the school will develop a tailored **Learning Management System (LMS) on the Canvas platform**. This initiative, an allowable use of LREBG funds for integrating evidence-based pupil support to address other barriers to learning, will focus on designing and implementing interactive content and engaging activities that directly support student learning, promote academic growth, and improve overall achievement. • Metric being used to monitor action: Graduation Rates, College & Career Readiness, Student Participation, SBA & NWEA Results • LREBG funds supporting this action: $7,000 b) APAC will maintain course alignment with **Common Core, ELD, and NGSS standards** through continuous review and updates. c) The **Visual and Performing Arts (VAPA) Department** will annually revise its comprehensive arts curriculum to align with state standards and integrate the arts across core subjects. Furthermore, VAPA will explore innovative opportunities, such as virtual reality and local partnerships, to enrich learning through hands-on experiences and cross-curricular projects, ultimately aiming to increase student participation and foster exploration of diverse art forms. d) APAC will regularly review curriculum to ensure alignment with **Smarter Balanced ELA and Math Assessment blueprints**. e) APAC will ensure course alignment with **UC a-g, College Board, and NCAA requirements** to maximize student college and athletic eligibility. f) **CTE Department Leads** will review and align all CTE course content, learning outcomes, instructional hours, and assessments to the **articulation requirements** of partner postsecondary institutions to ensure students are eligible for formal college credit upon course completion.	$216,314	No

		g) APAC will develop and enhance curriculum and instructional resources that integrate **culturally and linguistically responsive content and activities.** h) Instructional staff and counselors will actively **promote the benefits of advanced coursework** (Accelerated, Honors, AP) to students and families.		

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	a) The school will provide **Chromebooks and internet services** to students and families lacking reliable home technology, ensuring equitable access to the instructional program and digital learning resources. This initiative directly supports continuity of learning and reduces technology-based barriers that hinder academic participation. b) APAC will develop curriculum that is customized and blended for English Learners, with the **Universal Design Learning (UDL) Guidelines** to ensure all students can access and participate in meaningful, relevant, and challenging learning opportunities. c) **LREBG Action:** The school will implement **Achieve3000** as a differentiated literacy intervention, delivering personalized reading instruction aligned to each student's Lexile level to accelerate literacy growth and deepen content knowledge among English Learners and struggling readers. This program supports measurable reading gains within the school year by meeting students where they are and progressively building their language, comprehension, and foundational literacy skills. • Metric being used to monitor action: SBA & NWEA Results • LREBG funds supporting this action: $3,094 d) An analysis of English Learner student achievement data has revealed the need for targeted language and content support. In response, instructional staff will utilize **BrainPop and BrainPop ELL**, a web-based supplemental English language learning platform. This will provide ELL-specific support, explicit instruction of grammar concepts, academic vocabulary, and access to content area knowledge. e) Instructional staff will conduct outreach and recruitment to English Learner, Foster Youth, and Low-Income students with the focus **on providing equitable access to the same educational program** and services as all students, including access to Accelerated, Honors and Advanced Placement (AP), Gifted and Talented Education, AVID, and the Early College Credit Program.	$364,490	Yes

3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	a) Curriculum and Professional Learning staff will conduct regular reviews and updates to the course offerings list, ensuring alignment with current admission requirements, industry standards, and enlistment criteria across **college, university, career, and military pathways**. This ongoing process ensures students have access to a relevant and rigorous course catalog that supports their individual postsecondary goals. b) **School staff** will maintain the delivery of **CTE courses and certification programs** to ensure continued alignment with the **California CTE Model Curriculum Standards**. This action focuses on the sustained integration of rigorous, industry-validated content that prepares students for post-secondary transitions. By providing consistent access to these specialized pathways, the school ensures that all students—particularly unduplicated student groups—have a stable and reliable route toward attaining **industry-recognized certifications** and technical proficiency. c) School staff will organize and facilitate an annual **College and Career Week**, providing students with direct access to college representatives, industry professionals, and military pathway advisors through informational presentations, panel discussions, and hands-on workshops. This event broadens student awareness of postsecondary options and supports informed decision-making around college, career, and military pathways. d) Update and maintain **Early College Credit Resource Guide**, including a clear vision and mission, to ensure consistent program implementation school wide. e) Expand **Early College Credit access** for all students through strategic Dual Enrollment and Articulation partnerships with local colleges. f) Proactively inform students and families about Early College Credit academic and social emotional benefits, deadlines and course offerings through **comprehensive counseling outreach**. g) Deliver targeted Early College Credit **information and training through diverse platforms**, including Open House, Senior Night,	$173,596	No

		Family Learning Series, ParentSquare Counselor's Corner, and college workshops. h) **Collaborate with targeted colleges** to offer comprehensive Early College Credit onboarding, including informational sessions, application support, and orientations. i) **Track and analyze Early College Credit participation** and outcomes through a comprehensive "storybook" approach, with specific attention to diverse student populations (Grade Level Enrollment, Parent/Family Education History, Special Education, English Learners, GATE, Homeless). j) Utilize **professional learning communities to analyze Early College Credit data** ("storybook") and identify trends, strengths, and areas for improvement. k) Proactively collaborate with support staff and homeless liaison to identify and eliminate barriers, guaranteeing **equitable access to tuition-free Early College Credit** for all students, supported by the College & Careers Access Pathways Grant (CCAP). l) Counseling staff will actively promote and deliver instruction on work-based learning opportunities, including the **Work Experience Education Program and Service Learning**, helping students understand the academic, professional, and personal benefits of real-world experience. This initiative ensures students are informed of available pathways and equipped to pursue meaningful career preparation opportunities aligned with their individual goals. m) School staff will coordinate and oversee the administration of **Advanced Placement (AP) exams** during designated testing windows, providing students the opportunity to earn college credit and placement. n) To ensure grade 12 students are effectively prepared for diverse post-high school pathways, including college, university, military, and workforce entry, instructional staff will provide **targeted support in the development of their Pathways Portfolio**. This graduation		

		requirement emphasizes the development of digital literacy and strategic planning.		

Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school prioritizes data-informed professional learning, designed to align teaching strategies with the specific academic needs and strengths of students. By analyzing performance data, the school ensures that professional development is relevant and effective, enhancing instructional quality and maximizing teacher impact. This data-driven approach also facilitates ongoing adaptation and refinement of teaching practices to meet evolving educational standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	90% of teachers will participate in at least 60 hours of annual professional development focused on implementation of the academic content and performance standards for all pupils, including English Learners	**2022-23 Results** 100% of teachers **Data Source**: Locally Reported	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.2	90% of teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards	**2022-23 Results** 100% of teachers **Data Source**: Locally Reported	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	**2023-24 Results** 6 ELAD trainings **Data Source**: Locally Reported	**2024-25 Results** 10 ELAD trainings **Data Source**: Locally Reported	**2025-26 Results** 10 ELAD trainings **Data Source**: Locally Reported	**At least six English Learner trainings offered throughout the school year**	Increased 4

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	**2023-24 Results** 100% of teachers **Data Source**: Locally Reported	**2024-25 Results** 100% of teachers **Data Source**: Locally Reported	**2025-26 Results** 100% of teachers **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	**2022-23 Results** 98% of staff **Data Source**: Locally Reported	**2023-24 Results** 99% of staff **Data Source**: Locally Reported	**2024-25 Results** 98% of staff **Data Source**: Locally Reported	**90%**	There was no change from the 98% baseline
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	**2023-24 Results** 100% of students **Data Source**: Locally Reported	**2024-25 Results** 97% of students surveyed **Data Source**: Locally Reported	**2025-26 Results** 100% of students surveyed **Data Source**: Locally Reported	**90%**	There was no change from the 100% baseline
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	**2023-24 Results** 100% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 100% of parents and family members surveyed **Data Source**: Locally Reported	**2025-26 Results** 97% of parents and family members surveyed **Data Source**: Locally Reported	**90%**	Declined 3%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All planned actions under Goal 3 were fully implemented during 2025-26 at Altus Schools North County. The Curriculum and Professional Development Department designed and delivered a targeted Professional Learning Calendar and Catalog aligned with strategic initiatives

and staff feedback. Altus University (AU) provided comprehensive professional learning across a wide range of focus areas, including CCSS, NGSS, and ELD standards implementation, online instructional delivery, CTE instruction, visual and performing arts integration, social-emotional learning, culturally and linguistically responsive teaching, GATE certification, AVID strategies, and leadership development. New teacher training and the Teacher Induction Program were delivered with fidelity, and all mandated annual trainings were completed.

Professional learning focused on English Learners was robust, with the English Learner Achievement Department (ELAD) providing 10 trainings — exceeding the target of 6 — covering Integrated and Designated ELD, ELPAC administration, data analysis, and reclassification monitoring. Staff also received specialized training on Summit K12, Ellevation Strategies, Achieve3000, and the CA EL Roadmap. Math-focused professional learning included a Math Literacy Summit, Math Study Group collaboration, VR mathematics integration, IXL Learning implementation, and targeted support from the Math Specialist for English Learners and special populations. All staff also completed training in Youth Mental Health First Aid, Suicide Prevention, ALICE, and AI integration in education. Overall, Goal 3 was carried out as planned, with no substantive differences between planned and actual implementation.

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.

Estimated actual expenditures were consistent with last year's planned expenditures. No material difference exists for this goal.

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

The actions implemented under Goal 3 during 2025-26 were highly effective in sustaining a comprehensive, data-driven professional learning system at Altus Schools North County. One hundred percent of teachers participated in at least 60 hours of annual professional development focused on academic content and performance standards, and 100% completed at least 10 hours of math-focused professional development — both exceeding the 90% target. One hundred percent of instructional staff maintained Leading Edge Certification, demonstrating sustained proficiency in online instructional delivery.

ELAD delivered 10 trainings during 2025-26, exceeding the target of 6 and reflecting a strong and sustained commitment to building staff capacity to support English Learner achievement. Staff satisfaction with training remained high, with 98% of staff reporting high levels of training relevance, exceeding the 90% target.

Student satisfaction with their overall educational experience rebounded to 100% in 2025-26, exceeding the 90% target. Parent and family satisfaction remained strong at 97%, a slight decline of 3 points from the 100% baseline, though still well above the 90% target. The school will continue to monitor family satisfaction and identify opportunities to further strengthen the school-home partnership in the coming 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.

Based on a reflection of 2025-26 implementation and outcome data, Goal 3 will continue into 2026-27 largely unchanged at Altus Schools North County. The goal statement, metrics, and target outcomes will be maintained, as the professional learning system demonstrated strong effectiveness across all measured indicators. The school will continue to deliver comprehensive, targeted professional learning through Altus University and ELAD, with sustained focus on ELD, math instruction, online delivery, and culturally and linguistically responsive teaching practices. Reflecting on the slight decline in parent and family satisfaction, the school will also explore additional opportunities to engage families in the professional learning community and strengthen communication around instructional practices and student progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Professional Learning Focused on Improving Academic Performance for All Students	a) Aligning with strategic initiatives, and responding to staff and partner feedback, the Curriculum and Professional Development Department will design and deliver a targeted **Professional Learning Calendar and Catalog**. b) **Altus University (AU) will provide professional learning** designed to enhance teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards in ways that foster high levels of student engagement consistent with the 5D+ Teaching and Learning Framework's Dimension 5D; Purpose, ensuring students understand the relevance of their learning to real-world postsecondary and career pathways, ultimately improving student motivation, persistence, and academic outcomes. c) Continue to expand and refine Altus University professional learning sessions integrated within **Canvas**, including the New Teacher Training Series, professional growth opportunities, and mandated annual trainings. This integration will streamline participation tracking, enhance collaboration and resource sharing among staff, and provide a centralized platform for continuous professional learning and development. d) **LREBG Action**: Recognizing the importance of customized training and leveraging individual strengths, as directly requested by staff and administrators, the school will provide access to the **Clifton Strengths** assessment. This, an allowable use of LREBG funds for integrating evidence-based pupil support through staff training, will provide employees with a clear understanding of their unique strengths. Professional development will then be tailored to focus on applying these strengths to enhance instructional practices, improve teaching and learning, and ultimately drive positive student outcomes by fostering a more effective and collaborative learning environment. • Metric being used to monitor action: Staff Training Relevancy • LREBG funds supporting this action: $332 e) To ensure the high-quality implementation of professional development, Learning Leads and administrators will conduct a structured cycle of formal observations anchored in the **5**	$39,716	No

		Dimensions of Teaching and Learning (5D) framework. Using a standardized 5D rubric, observers will provide teachers with evidence-based, actionable feedback during post-observation conferences. This process will foster a culture of continuous improvement, specifically measuring how effectively professional learning is translated into classroom practice to enhance student engagement and intellectual rigor. f) Altus University (AU) will provide professional learning to increase **staff knowledge of CTE standards and instructional strategies**. This will strengthen CTE programs and improve student transitions to post-secondary education and employment. g) Altus University will provide instructional staff with professional learning focused on maximizing student performance on the **California Science Test** (CAST). Training will emphasize effective integration of the Next Generation Science Standards (NGSS) into daily instruction, data-driven analysis of academic results, and targeted strategies to strengthen students' scientific understanding and inquiry skills. h) Altus University will provide instructional staff with professional learning on **integrating the visual and performing arts** into academic instruction. This training will promote creativity, engagement, and deeper comprehension of core academic content through arts-based learning experiences. i) Altus University (AU) will provide comprehensive professional development designed to improve teacher online instructional delivery. This program will include training on best practices, technology integration, and student engagement, with the added benefit of supporting teachers in achieving **Leading Edge Certification (LEC)**, a national certification demonstrating advanced proficiency in educational technology. j) To enhance Special Education practices, staff will participate in **specialized learning on IEP compliance, assessments, and differentiated instruction**, delivered by experts including the Special Education Administrator, Special Education Learning Lead, School		

		Psychologists, and SELPA personnel. k) Altus University (AU) will offer professional development to advance equitable teaching practices through differentiation of curriculum and instruction, providing opportunities for educators to earn **GATE certification and demonstrate specialized knowledge**. l) Offer **staff training in AVID strategies** and other college/career readiness best practices, focusing on areas such as academic support, college application guidance, and student motivation, to improve UC a-g completion rates among low-income students. m) Altus University (AU) will empower staff to become effective leaders through professional development training sessions and mentorships, featuring **Executive Studies and Fellows Projects** that promote strategic innovation and program advancement. n) AU provided comprehensive **professional development for new teachers**, covering essential areas such as student engagement, data-driven instruction, MTSS implementation, technology integration, independent study compliance, equity and inclusion, and alignment with the school's vision and values. o) AU will strategically integrate **social-emotional learning (SEL) activities into all professional learning** to empower teachers with the knowledge and skills necessary to support student SEL. p) Based on feedback from instructional staff and school administrators, who emphasized the necessity of an educational approach that recognizes the importance of incorporating students' cultural and linguistic backgrounds into their learning experiences and valuing their diverse backgrounds as assets in the classroom, Altus University will provide **training on culturally and linguistically responsive teaching and learning**. This training will provide teachers with the tools and mindset shifts necessary to increase student engagement and learning outcomes. q) Targeted Professional Growth Training (PGT) to **support teacher growth and address areas identified for improvement** in annual		

		performance evaluations. r) Implemented comprehensive professional development focused on the whole child, addressing physical, mental, and social-emotional well-being. This included specialized training in **Youth Mental Health First Aid (YMHFA)** and Suicide Prevention and Intervention. s) Provide **ALICE Training** and collaborative practice for all school personnel, addressing prevention, mitigation, response, and recovery strategies for violent critical incidents. t) The school will implement a comprehensive **AI training program for all staff**, addressing the safe and ethical deployment of AI technologies in education. This program will focus on practical applications, data security, and the responsible use of AI to support student learning and administrative efficiency. u) Professional development will be provided to instructional staff on the pedagogical integration of **Magic School AI**, focusing on how to use the platform to create engaging learning experiences and support student achievement. v) To ensure the successful transition and professional growth of certificated educators seeking to clear their credentials, the school will provide a tuition-free, mentor-driven **Teacher Induction Program**. This program will emphasize collaborative learning, peer observation, and personalized coaching, empowering teachers to refine their pedagogical practices and contribute to a culture of continuous improvement.		

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	a) Instructional staff will **receive training on the CA EL Roadmap** to build understanding and expertise about the needs of ELs and research-based programs and practices. b) **English Learner Achievement Department (ELAD)** will provide training, support, coaching to instructional staff on the following topics related to the English Learner Plan: Integrated and Designated ELD, initial and summative ELPAC administration, data analysis, evidence based instructional strategies, curriculum customization, EL monitoring and reclassification on Ellevation, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive **specialized training on effectively implementing Summit K12** designated ELD curriculum, student engagement, and proficiency level growth. d) **LREBG Grant**: After analyzing EL student performance on SBAs and graduation rates, the school identified this population as requiring ongoing and specialized support. To provide this, and as an allowable use of LREBG funds focused on providing learning recovery programs for ELs and professional learning, instructional staff will access the **Ellevation Strategies platform**. This platform offers **personalized, on-demand professional learning modules and instructional activities**. These resources include research-based strategies and differentiated instruction techniques, all connected to real-time EL data, enabling targeted and data-informed instruction, and improving performance outcomes. • Metric being used to monitor action: ELPI, EL Reclassification Rate, SBA & NWEA Results • LREBG funds supporting this action: $56 e) Instructional staff will receive specialized training on how to meet the **unique needs of newcomer, immigrant, and refugee students** who may be new to the country/school system. f) Instructional staff will receive specialized professional learning, including the San Diego County Office of Education's (SDCOE) **WRITE program, focused on enhancing literacy skills** and	$148,882	Yes

		academic achievement for underserved students. g) **Achieve3000 training, coaching and support for instructional staff** which is focused on program integration, best practices, and data analysis which will improve students' literacy skills. h) Offer **specialized counselor training to equip low-income, foster youth, and first-generation students** with resources for successful college transitions, including financial aid, scholarships, and academic preparation. i) The school will implement professional development for staff on research-based strategies and **trauma-informed practices,** specifically designed to increase school engagement and support the unique needs of homeless and foster youth. j) To accelerate learning for English Learners, leverage **Professional Learning Communities** (PLCs) to examine the ELD program, analyze student data, plan targeted instruction, and implement effective family engagement strategies.		

3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	a) The school will implement a **Math Literacy Summit** during the fall semester to enhance teacher capacity in data analysis, evidence-based mathematical instruction, and strategies for effectively supporting special populations, ultimately improving student math achievement. b) The school will develop a **strategic partnership with a mathematics expert or organization** to provide sustained, research-based professional learning focused on culturally responsive instructional practices and the use of a multi-representational framework for teaching mathematics. This work will emphasize evidence-based instructional strategies that promote peer-to-peer academic discourse, strengthen conceptual understanding through multiple representations, and improve overall student achievement in mathematics. c) The school will implement a **Math Study Group** to facilitate collaboration and in-depth discussion among educators on effective instructional and intervention strategies for personalized flex-based learning environments. The group will focus on designing and analyzing high-quality math tasks, refining questioning techniques, and using learning evidence to make informed instructional decisions, all with the goal of improving student understanding and achievement in mathematics. d) To enhance data-driven instruction, instructional staff will receive comprehensive training, ongoing support, and dedicated time to utilize **CERS for analyzing individual student math achievement data**. This analysis will directly inform targeted instructional planning aimed at improving outcomes for underperforming student groups. e) The Math Specialist will lead professional learning and provide ongoing support to staff on the effective **implementation of Virtual Reality (VR) mathematics.** This initiative will establish clear schoolwide instructional protocols for VR integration within the core curriculum, aiming to significantly enhance student engagement and improve overall math achievement.	$153,561	Yes

		f) To better support English Learners, the Math Specialist will provide **targeted professional development to teachers, education specialists, and CTRs** on effective curriculum implementation and instructional strategies, focusing on grade-level content access and academic vocabulary development. g) **LREBG Action**: An analysis of student math performance data revealed the need for a supplemental targeted mathematics platform, as well as training and support in how to effectively implement it. To meet this need, and as an allowable use of LREBG funds for accelerating progress and closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, the school will utilize **IXL Learning**. **Comprehensive training and sustained support** will be provided to instructional staff by IXL Learning, ensuring effective program integration. • Metric being used to monitor action: Staff Training Relevancy, SBA & NWEA Results • LREBG funds supporting this action: $18		

Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A safe, secure, and supportive educational environment is paramount. This positive school climate fosters belonging, trust, and open communication, empowering students to learn and collaborate. It cultivates resilience, academic persistence, and essential social-emotional skills, crucial for both educational and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups	**2023-24 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of May 2024	**2024-25 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2025	**2025-26 Results** Suspension Rate: 0% **Data Source**: CA School Dashboard **Note**: Student Suspensions Results as of April 2026	**Less than 1.5%**	There was no change from the 0% baseline
M4.2	Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups	**2023-24 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of May 2024	**2024-25 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2025	**2025-26 Results** Expulsion Rate: 0% **Data Source**: Locally Reported **Note**: Student Expulsion Results as of April 2026	**Less than 1%**	There was no change from the 0% baseline
M4.3	More than 90% of students surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 90% of students **Data Source**: Locally Reported	**2024-25 Results** 98% of students surveyed **Data Source**: Locally Reported	**2025-26 Results** 100% of students surveyed **Data Source**: Locally Reported	**Greater than 90%**	Improved 10%
M4.4	More than 90% of parents surveyed annually will report high levels of School Safety satisfaction	**2023-24 Results** 90% of parents and family **Data Source**: Locally Reported	**2024-25 Results** 98% of parents and family surveyed **Data Source**: Locally Reported	**2025-26 Results** 97% of parents and family surveyed **Data Source**: Locally Reported	**Greater than 90%**	Improved 7%
M4.5	Maintain a School Safety Plan that meets the needs of educational partners and is compliant	**2023-24 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year **Data Source**: Locally Reported	**2024-25 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2024-25 school year **Data Source**: Locally Reported	**2025-26 Results** School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2025-26 school year **Data Source**: Locally Reported	**Compliant School Safety Plan**	There was no change from the baseline

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All planned actions under Goal 4 were fully implemented during 2025-26 at Altus Schools North County. The Executive School Safety Committee convened regularly to oversee the implementation and continuous improvement of the School Safety Plan, and each Resource Center designated a Safety Ambassador who received quarterly training and served as a safety liaison. Operations and Facilities staff maintained systematic reviews of critical safety equipment, communication systems, and emergency response tools, and HVAC systems were monitored and upgraded to ensure healthy learning environments. The Brivo Access system continued to effectively manage and monitor access to all resource centers, enhancing building security.

Student mental health and wellness services were robust throughout the year. The Mental Health and Wellness Hub was expanded and maintained, providing educational partners with updated resources on bullying prevention, human trafficking awareness, suicide prevention, teen dating violence, and mental health support. The Healthy Youth Department implemented Wellness Week and delivered the Resilience in Student Education (RISE) broadcast series, equipping students with essential social-emotional competencies. Healthy Youth Therapists provided counseling services and facilitated connections to school-based and community-based mental health supports. Universal behavioral health screening was implemented for middle and high school students to support early identification and intervention.

All mandated staff trainings were completed, including Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, First Aid, ALICE, LGBTQ+ cultural competency, human trafficking prevention, and trauma-informed practices. The Homeless and Foster Youth Liaison provided ongoing case management and coordinated resources for foster youth and homeless students. Overall, Goal 4 was carried out as planned, with no substantive differences between planned and actual implementation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are explained below. All other actions were implemented with expenditures consistent with budgeted amounts.

Action 4.2: Estimated Actual Expenditures ($42,175) were 57% below Budgeted Expenditures ($97,730), primarily due to unfilled budgeted positions, including CTR, Learning Associate, and RCA roles.

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

The actions implemented under Goal 4 during 2025-26 were highly effective in maintaining a safe, secure, and supportive school environment for all students and educational partners at Altus Schools North County. The suspension rate remained at 0%, well below the 1.5% target, and the expulsion rate remained at 0%, continuing to meet the less than 1% target. These outcomes reflect the school's sustained commitment to restorative and supportive approaches to student behavior.

Student satisfaction with school safety showed notable improvement, reaching 100% in 2025-26 — a 10-point gain from the baseline of 90% and well above the target. Parent and family satisfaction with school safety also improved, reaching 97% — a 7-point gain from the baseline — and exceeding the 90% target. The School Safety Plan was reviewed, updated, and maintained in full compliance throughout the year, meeting the needs of all educational partners.

Overall, the data reflects that Goal 4 actions were highly effective in fostering a positive, safe, and supportive school culture that promotes student well-being, belonging, and readiness to learn.

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.

Based on a reflection of 2025-26 implementation and outcome data, Goal 4 will continue into 2026-27 largely unchanged at Altus Schools North County. The goal statement, metrics, and target outcomes will be maintained, as the actions supporting school safety, student mental health and wellness, and social-emotional learning demonstrated strong effectiveness across all measured indicators. The school will continue to expand and strengthen its Mental Health and Wellness Hub, deliver comprehensive safety training for all staff, and provide targeted support for foster youth and homeless students through dedicated case management and coordinated services, building on the positive trends in student and family safety satisfaction observed in 2025-26.

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	Safe and Supportive School Environment for All Students	a) The **Executive School Safety Committee** will convene regularly to ensure the effective implementation and continuous improvement of the School Safety Plan, fostering a safe and secure learning environment. b) To enhance safety preparedness, each Resource Center will designate a **Safety Ambassador** who will receive quarterly training, serve as an information liaison to colleagues, ensure the implementation of safety protocols, and facilitate discussions on ALICE Training key takeaways regarding preparation for violent critical incidents in the school setting. c) **Operations and Facilities staff** will develop and maintain a comprehensive process for the systematic review and update of critical equipment and tools, including communication systems, emergency response kits, and personal protective equipment, to ensure optimal functionality and readiness. d) The school will ensure healthy and productive learning environments by continuously monitoring and strategically upgrading **HVAC systems** to provide optimal air quality and comfortable temperatures for all students and staff. e) The school will continue to employ the **Brivo Access** system to effectively manage and monitor the flow of students, staff, and visitors into all resource centers, enhancing overall building security. This system ensures that only authorized individuals can access these areas, contributing to a safer learning and working environment. f) To better support student well-being, the school will leverage **California Healthy Kids Survey** data to enhance existing mental health and wellness services and programs. g) The school will provide dedicated **nursing services** to address students' physical health needs and support their social-emotional well-being, fostering a healthy and supportive learning environment. h) **To promote health awareness, the school will display flyers** at each resource center addressing topics such as cold, flu, and	$58,250	No

		COVID-19 symptom differentiation, mental health coping strategies and resources, human trafficking awareness and prevention, suicide prevention, and access to support services. i) The school will expand and maintain the **Mental Health & Wellness Hub**, providing educational partners with consistently updated essential information, evidence-based resources, and strategic partnerships. This hub will continue to address crucial areas such as bullying prevention and intervention, human trafficking of children, mental health support, suicide prevention, teen dating violence, and other related wellness topics. j) The school will conduct **annual professional learning** for all staff, providing essential training on Blood Borne Pathogens, Child Abuse Reporting, Sexual Harassment Prevention, AED, CPR, Fentanyl Awareness, and First Aid to ensure a safe and informed school environment. k) Implement online training curriculum to support lesbian, gay, bisexual, transgender, queer, and questioning **(LGBTQ+) cultural competency training** for teachers and certificated employees to support a safe and supportive school environment. l) School staff will receive training opportunities on **human trafficking prevention,** curriculum and the school's Human Trafficking School Safety Protocol. m) Instructional staff will receive training in trauma-informed, culturally relevant, and equity-centered best practices to better support students who are **BIPOC, in foster care, or experiencing homelessness**. This training will also prepare staff to recognize signs of mental health needs and understand the steps for submitting a referral to the school's Healthy Youth School Therapist.		

2	Social, Emotional, and Behavioral Support Systems for All Students	a) Student Access and Support Services (SASS) staff will maintain and strengthen the **mental health referral process**, designed to connect students and families with essential mental health and wellness resources and support systems. This will include facilitating access to school-based services, community-based organizations, and crisis intervention resources such as 988, as well as providing information on key areas like suicide prevention, teen dating violence, and human trafficking awareness. b) To promote student well-being, the Healthy Youth Department will implement a **Wellness Week** focused on key themes of student connection and self-care. Activities and resources will emphasize practical coping strategies, including spending time in nature, staying hydrated, getting enough sleep, exercising, connecting with others, eating healthy food, doing stretches, and practicing gratitude. c) To support students' social-emotional development, the Healthy Youth Department will provide **Resilience in Student Education (RISE)**, a series of live interactive broadcasts focused on building Social and Emotional Core Competencies. These broadcasts will equip students with essential skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to their overall resilience and well-being. d) To foster positive student development, instructional staff will provide **small group learning environments**, both in the resource center and through distance learning, designed to promote positive communication, responsible behavior, and a sense of accountability among students. e) To support early intervention and identification of behavioral health needs, the Student Access and Support Services division will implement **universal behavioral health screening** for students in middle and high school grades. Early identification of students who may need support allows schools to intervene before concerns escalate into more serious academic, social, or mental health issues. f) To promote equitable access to services, the SASS division will develop culturally and linguistically responsive protocols and	$159,282	No

		resource maps that enhance support for students and families experiencing **grief or community-based trauma.**		

3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	a) The **Character and Leadership Development Program** will provide opportunities for students to develop character and leadership skills while also promoting their health, wellness, and academic achievement. This will include emphasizing the importance of mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices. b) To foster student success, the school will implement **AVID's social and emotional learning (SEL) framework**. This implementation will support students in meeting their diverse needs, pursuing their academic and career goals, and effectively leveraging their college and career readiness skills. c) **LREBG Action**: To support student health and well-being, the school will implement a **Meal Program**. This program will ensure students have access to nutritious meals, with breakfast and lunch provided at no charge. The school will adhere to relevant regulations, and information on additional food assistance programs will be made available to families. • Metric being used to monitor action: Student & Parent Safety & School Satisfaction, Student Participation • LREBG funds supporting this action: *$6,990* d) To better support homeless and foster youth, the school will create and integrate dedicated resources within the school's **Mental Health and Wellness Hub**, providing access to essential services and information. e) **Healthy Youth Therapists** will offer counseling services, facilitate connections to school-based and community-based mental health supports, and manage student cases to ensure access to comprehensive services that address their social-emotional, mental health, and physical well-being. f) To promote student emotional well-being and enhance self-regulation skills, the school will deploy **calming carts** to designated areas. These carts will contain a variety of sensory tools, mindfulness resources, and calming activities, directly supporting social-emotional	$23,613	Yes

		learning (SEL) initiatives.		
4	Collaborative Support Systems for Foster Youth	a. School **enrollment staff will identify and tag incoming Foster Youth students within the Student Information System (SIS)**. This process will enable the Homeless and Foster Youth Liaison to provide targeted support and ensure that these students' academic, physical, mental health, and social-emotional needs are comprehensively met. b. The **Homeless and Foster Youth Liaison will provide ongoing case management services** to support students and will collaborate with instructional staff to coordinate resources and interventions as needed.	$31,967	Yes

Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to developing innovative, community-based resource centers that provide holistic support for students. These resource centers will integrate advanced technologies, promote well-being, and foster strong community connections to enhance the educational experience. By creating these dynamic spaces, we aim to ensure every student has access to the tools and support necessary to reach their full potential, fostering a culture of growth and collaboration within our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	**2023-24 Results** 100% of school facilities **Data Source**: Locally Reported	**2024-25 Results** 100% of school facilities **Data Source**: Locally Reported	**2025-26 Results** 100% of school facilities **Data Source**: Locally Reported	**100% of school facilities**	There was no change from the 100% baseline
M5.2	Equity and inclusion staff will maintain or increase opportunities for parental and family member participation for low-income, English learners and foster youth students in trainings, advisory meetings and school events	**2023-24 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels **Data Source**: Locally Reported	**2024-25 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	**2025-26 Results** The following parental participation opportunities were provided: • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels • LCAP Engagement Surveys • Mental Health Parent Notifications • ParentSquare Weekly Communication **Data Source**: Locally Reported	**Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**	Increased opportunities for parental and family participation

M5.3	Special education staff will maintain or increase opportunities for parental and family member participation for students with exceptional needs in advisory meetings, school events and conferences	**2023-24 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2024-25 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**2025-26 Results** The following parental participation opportunities were provided: • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways	**Maintain or expand opportunities for parental and family member participation for students with exceptional needs**	Maintained opportunities for parental and family participation
M5.4	Maintain connections to community partners that support the academic, physical, and social-emotional needs of students, parents, and family members	**2023-24 Results** 24 community-based partnerships **Data Source**: Locally Reported	**2024-25 Results** 23 community-based partners and alliances **Data Source**: Locally Reported	**2025-26 Results** 23 community-based partners and alliances **Data Source**: Locally Reported	**At least 24 community partners**	Declined 1

M5.5	Provide six Family Learning Series Trainings to all parents and family members	**2023-24 Results** 12 Family Learning Series were provided **Data Source**: Locally Reported	**2024-25 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	**2025-26 Results** 11 Family Learning Series were provided **Data Source**: Locally Reported	**At least 6 trainings**	Declined 1
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	**2023-24 Results** 100% of parents and family members **Data Source**: Locally Reported	**2024-25** 99% of parents and family members **Data Source**: Locally Reported	**2024-25** 97% of parents and family members **Data Source**: Locally Reported	**More than 90%**	Declined 3%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All planned actions under Goal 5 were fully implemented during 2025-26 at Altus Schools North County. The school hosted informational events including Open House and Senior Night, providing families with direct access to academic program information, student support services, and college and career pathway options with multilingual support. The comprehensive Family Learning Series was delivered, providing families with resources on advanced academic opportunities, mental health and wellness, responsible technology use, and college and career pathways. The Alumni Community was strengthened and expanded, engaging alumni through guest speaking, mentorship, and career- and college-connected activities.

ParentSquare was utilized consistently to provide timely and accessible communication with students, parents, and families, and the California Healthy Kids Survey was administered to gather student feedback on well-being, safety, and school climate. AltusWAVE and AltusGo were maintained and enhanced to streamline professional operations and student access to instructional tools. Technology platforms including DocuSign, Zoom, and Adobe were integrated to improve collaboration with educational partners, and Microsoft365 accounts were issued to students to enhance access to the Altus technology ecosystem.

Advanced technologies were integrated into instruction, including Transfr Virtual Reality simulations for career exploration, MakerBot 3D printing for STEAM learning, Vernier science lab tools, MagicSchool AI for instructional planning and student digital citizenship, and professional-grade collaboration technology suites at resource centers. The California Cadet Corps Aviation Program provided students with hands-on drone experience. Engagement opportunities for English Learners, Foster Youth, and Low-Income students were maintained through Family Resource Night, ELAC meetings, ELD Progress Reports, translated materials, interpretation services, and coordinated transportation for foster youth. Overall, Goal 5 was carried out as planned, with no substantive differences between planned and actual implementation.

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 for the actions in Goal 5. All actions were implemented with expenditures consistent with budgeted amounts.

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

The actions implemented under Goal 5 during 2025-26 demonstrated overall effectiveness in providing innovative and supportive resource centers for students, parents, and families at Altus Schools North County, while also identifying areas for continued growth. One hundred percent of school facilities were determined to be in good repair status, clean, safe, and functional for teaching and learning throughout the year.

Family and parent engagement opportunities were maintained and expanded, with 11 Family Learning Series trainings provided — well above the minimum target of 6. A comprehensive range of parental participation opportunities were offered, including Title I Family Resource Night, ELAC meetings, Open House and Senior Night, School Site Council meetings, College and Career Week, Pathways Portfolio Panels, LCAP Engagement Surveys, and ParentSquare weekly communication. Special education families continued to have access to a full range of participation opportunities, including IEP meetings, SELPA community advisory meetings, and postsecondary transition events.

However, two areas warrant continued attention. Community partnerships held at 23 in 2025-26, one below the target of 24, reflecting a slight decline from the baseline. Additionally, the percentage of parents reporting that resource centers provide innovative learning opportunities declined 3 points from the baseline to 97%, though this remains well above the 90% target. The school will focus on rebuilding community partner connections and continuing to enhance the visibility and impact of innovative learning opportunities for families in the coming 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.

Based on a reflection of 2025-26 implementation and outcome data, Goal 5 will continue into 2026-27 largely unchanged at Altus Schools North County. The goal statement, metrics, and target outcomes will be maintained, as the actions supporting family engagement, advanced technology integration, and resource center operations demonstrated continued effectiveness. Reflecting on the slight decline in community partnerships and parent perceptions of innovative learning opportunities, the school will prioritize intentional outreach to rebuild and expand its community partner network and will explore additional strategies to communicate and showcase the innovative learning experiences available to students and families at its resource centers.

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	Strengthening Community: Communication, Support, and Access	a) The school will enhance family engagement and communication by hosting informational events, including **Open House and Senior Night**, to provide students and families with direct access to academic program information, student support services, college and career pathway options, and graduation requirements. These events will include opportunities for families to connect with counselors, teachers, and administrators, and will offer multilingual support and accessible materials to ensure all families can participate effectively. b) Altus Schools will implement a comprehensive **Family Learning Series** to strengthen family capacity to support student success. The series will provide families with information and resources on advanced academic opportunities, including AP and Early College Credit, student support services, mental health and wellness, responsible technology use, and college and career pathways. c) The school will strengthen and expand its established **Alumni Community** to increase postsecondary awareness and opportunities for current students and graduates. Alumni will engage through guest speaking, participation on Senior Exhibition panels, mentorship and networking opportunities, and other career- and college-connected activities that support student transition and long-term success. d) Instructional staff will use **ParentSquare** to provide timely, accessible, and consistent communication with students, parents, and families regarding the educational program. Communication will include updates on academic progress, school events, available resources, and opportunities for engagement in order to promote informed participation and strengthen the school-home partnership. e) Maintain and enhance **AltusWAVE**, the school's centralized intranet portal, to streamline professional operations and instructional support. This platform serves as a single point of access for student data monitoring, curriculum resource library, and cross-site content sharing, while facilitating essential administrative functions such as HR services, facility requests, and professional development registration. f) The school will embed a **confidential feedback form within the Mental Health and Wellness Hub** to facilitate collaborative support.	$377,178	No

		This will allow educational partners to share insights and request assistance while maintaining privacy. g) **LREBG Action**: The school will introduce a system for issuing **Microsoft365 accounts to students**, enabling access to Microsoft resources and providing Single Sign-On (SSO) functionality to enhance integration with the Altus technology ecosystem. This initiative represents an allowable use of LREBG funds, as equitable access to technology tools directly supports learning recovery and removes barriers to academic engagement for unduplicated student groups. • Metric being used to monitor action: Student Participation, Student and Parent Satisfaction, & Parent Perceptions of Educational Technology • LREBG funds supporting this action: $3,944 h) The school will maintain access to **AltusGo**, a web-based platform designed to facilitate streamlined Single Sign-On (SSO) for students. This system provides convenient access to vital instructional tools, resources, and support services essential to academic success. i) **LREBG Action**: The school plans to use technology platforms like DocuSign, Zoom, and Adobe to improve collaboration with educational partners. DocuSign will make signing documents easier, Zoom will be the main tool for virtual meetings as well as voice and text communication within the educational community, and Adobe will help with sharing and editing documents. By integrating these tools, the school aims to build more efficient partnerships, which will support better outcomes for students. This initiative represents an allowable use of LREBG funds, as streamlined communication and collaboration tools strengthen the educational support network that unduplicated students rely on to access services and maintain academic progress. • Metric being used to monitor action: Student Participation & Student and Parent Satisfaction • LREBG funds supporting this action: $1,500 j) The Communications Department will continue to **enhance and update the school website** to provide accurate and timely		

		information to parents and community members, ensuring compliance with all educational requirements. The website will also feature interactive elements, allowing visitors to easily ask questions, provide feedback, and connect with school staff. k) To strengthen equitable access for non-English-speaking families, the school will provide **free access to the Summit K12 language learning program to help family members** build their own English language proficiency. These efforts will expand families' ability to engage confidently in their child's education and navigate school resources. l) To maximize reach and recruit students and families in need of innovative learning methods, the school will conduct a **broad marketing initiative encompassing diverse formats** such as bus advertisements, television and radio spots, print materials, and targeted online search campaigns, all focused on re-engagement and post-high school preparation. m) To recognize and celebrate student accomplishments, the school will provide **promotion and graduation ceremonies** at the end of the academic year. Families and guests are invited to attend these special events, which honor the hard work and achievements of our students.		

2	Integrating Advanced Technologies into Education	a) Enhance career exploration and workforce readiness by providing students with immersive **Transfr Virtual Reality** simulations, leading to increased engagement, improved skill retention, and greater confidence in their future career choices. b) The school is expanding its innovative teaching methods with **3D printing with MakerBot Sketch Large printers**. This initiative will provide all students with opportunities to explore STEAM fields through practical, hands-on projects. Teachers will receive thorough training to ensure effective integration of this technology, preparing students for the evolving demands of the 21st century workforce. c) To ensure optimal learning experiences aligned with Next Generation Science Standards, school staff will proactively maintain and enhance facilities, equipment, and instructional materials. This includes integrating **Vernier temperature probes, pH sensors, and motion detectors** into lab activities, allowing students to gather accurate, real-time data for experiments in physics, chemistry, and biology. This commitment to 'best practices' will provide students with a safe and effective lab environment for scientific exploration and discovery, aligning with modern scientific practices. d) Provide **instructional staff with access to MagicSchool AI** to optimize instructional planning, personalize learning pathways, and develop curriculum that integrates responsible AI usage. This will enable educators to effectively leverage AI tools and guide students in navigating the ethical and practical aspects of AI technology. e) Deploy MagicSchool AI as a core instructional tool to enhance **student digital citizenship and career-technical skills**, ensuring equitable access to emerging technologies through supervised, ethically grounded curriculum integration. f) The school's California Cadet Corps will offer an innovative **Aviation Program centered on hands-on experience with unmanned drones**. This program is strategically designed to equip students with foundational knowledge and practical skills vital for future careers in piloting and related aerospace industries.	$4,086	No

		g) Provide students at Resource Centers with **diverse computing options**, including iPads, laptops, and desktops, to ensure **universal access** to digital curricula. This multi-platform approach supports differentiated instruction and allows students to utilize the hardware best suited to their specific learning styles, accessibility requirements, and CTE pathway goals. h) Equip Resource Centers with **professional-grade collaboration technology suites**—including Logitech Rally bars, Scribe whiteboard cameras, and Tap control panels—to facilitate high-quality interactive instruction. By integrating these tools with ClickShare wireless systems and large-format displays, the district will foster **seamless peer-to-peer and student-to-teacher collaboration** in a modern, tech-enabled learning environment.		

3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	a) The school will continue to host our annual **Family Resource Night** at the beginning of the school year. This event will empower families, especially those from historically underserved communities, with information about our educational programs and services. We will focus on ensuring equitable access and opportunities for all students. b) To enhance accessibility for foster youth, we will provide **coordinated transportation services** to our resource center. This will enable them to fully utilize the educational support and services offered, fostering their academic success. c) To foster collaborative partnerships, we will facilitate interactive **English Learner Advisory Committee (ELAC) meetings**. These meetings will empower parents to provide valuable input into the English Learner Plan. We will include an annual Needs Assessment within these meetings to directly inform and improve our services. This process will ensure our services are responsive to the needs of English Learners. d) Instructional staff will use **ELD Progress Reports as a tool to initiate meaningful conversations with families of English Learners**. These conversations will focus on assessing student needs and collaboratively developing personalized learning goals. This approach will foster active family involvement in their child's language development. e) The school will ensure accessibility for all families by **providing translated materials and resources** for parents and family members of English Learners. Additionally, we will staff resource centers with **designated interpreters or bilingual staff** in locations with high enrollment of non-English speaking families. This will facilitate clear communication and support. f) The school will actively facilitate communication by **arranging interpretation services** in all languages for non-English-speaking parents. These services will be provided for both in-person and virtual parent-teacher conferences and school meetings.	$5,898	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$796,019	$89,051

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
30.048%	0%	$0	30.048%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	CAASPP data highlights significant disparities in academic achievement in both English Language Arts (ELA) and Mathematics, particularly when comparing the performance of English Learners (EL) and Students with Disabilities (SWD) to the schoolwide average. While the school would like to improve performance on both ELA and Mathematics, the data indicates that EL and SED students face considerably greater academic challenges relative to their peers. To address these inequities and foster a more inclusive learning environment, the school will implement a comprehensive support system. This system will integrate academic, social-emotional, and behavioral supports to ensure all students have equitable access to the resources and opportunities they need to succeed. A central focus of this initiative will be to close the identified achievement gaps for our EL and SWD student populations in comparison to the broader student body.	To address the holistic needs of each student, the school has designed a **comprehensive Multi-Tiered System of Support** (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.	CAASPP ELA and Math
Goal 1, Action 5	CAASPP data reveals an achievement gap in both English Language Arts (ELA) and Math, with the school performing below standard. This gap is particularly pronounced for English Learners (EL), Students with Disabilities (SWD) and some other student groups. To address this, the school will implement targeted interventions, including assigning additional support staff to focus on improving ELA and Math skills for targeted student groups. This strategy aims to provide these students with the necessary support to excel in core subjects and close the achievement gap.	To increase academic progress and credit completion rates for targeted student groups, the school will employ additional **instructional support staff that can provide individualized attention** and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.	CAASPP ELA and Math

Goal 1, Action 5	Analysis of graduation rates and chronic absenteeism among unduplicated students, particularly Socioeconomically Disadvantaged (SED), indicates an engagement gap compared to their peers. This suggests that SED students face challenges in consistently attending school and completing their education, highlighting the need for targeted interventions and support to improve their engagement and overall academic success.	To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit organization that can provide **high dosage tutoring opportunities** for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.	DASS One-Year Graduation Rate, Combined Four-Year and Five-Year Graduation Rate, CAASPP ELA and Math
Goal 1, Action 5	Unduplicated students require targeted social-emotional support to address heightened stress and anxiety stemming from personal challenges. These challenges hinder their academic focus, engagement, and post-secondary planning. To thrive academically and personally, these students need a supportive environment that prioritizes their emotional well-being in conjunction with their academic development.	To meet the social-emotional needs of students, **counselors** are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.	Chronic Absenteeism and Student Attendance
Goal 1, Action 5	Students require a learning environment that fosters a strong sense of belonging, values diversity, and actively promotes equity and inclusion. This necessitates specialized Equity and Inclusion staff to advocate for underrepresented students, address potential biases, provide access to essential resources, and create safe spaces for students to discuss their identities and experiences. All students deserve to feel valued, empowered, and supported in their academic and personal growth.	To help meet the needs of learners from diverse backgrounds, the school will provide **Equity and Inclusion staff** that can act as advocates for underserved students, ensuring their needs are met within the school system. Equity and Inclusion staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.	Chronic Absenteeism and Student Attendance

Goal 1, Action 5	NWEA assessment data in Reading, Mathematics, and Language Usage reveals areas for growth. While the schoolwide performance is excellent, there are some student groups that need targeted intervention and support. To address this disparity and equip all students with the necessary skills for future success, the school will implement the AVID program. This program focuses on building academic skills, fostering knowledge acquisition, and preparing students for college and career pathways.	To build academic skills, knowledge, and preparation for future pathways, the school will provide an **AVID Program**. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2	A significant number of students lack equitable access to essential learning resources, specifically computers and reliable internet service at home. This digital divide hinders their ability to complete assignments, develop 21st-century skills, and access online educational opportunities, ultimately limiting their academic success and future. To ensure equitable access to learning and opportunities, these students need to be provided with the necessary technology and internet connectivity.	To close the digital divide, the school will **provide a Chromebook and/or internet service**s to all families in need to help bridge the digital divide and promote equity in education. Research shows that students from socio-economically disadvantaged backgrounds are more likely to lack access to technology and the internet at home, creating a 'homework gap' that can hinder their ability to fully participate in the educational program. Providing all students with technology and internet access helps ensure equal opportunities for learning and reduces disparities in educational outcomes. The school expects the Altus Connect Program to improve digital access and equity, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication.	Chronic Absenteeism and Student Attendance

Goal 2, Action 2	While the current curriculum provides a solid foundation, English Learners and students with unique learning profiles require a more inclusive and effective learning experience to ensure equitable access to meaningful and challenging opportunities. To achieve this, the school needs to prioritize the ongoing development and refinement of a blended curriculum model incorporating Universal Design for Learning (UDL) guidelines. This approach will personalize learning experiences, promote greater engagement, and lead to improved outcomes for all students.	To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates **Universal Design for Learning (UDL) Guidelines** into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students.	NWEA Reading, Language, and Mathematics
Goal 2, Action 2	English Learners (ELs) require enhanced instructional support to accelerate their literacy development and access grade-level content. While existing practices provide a foundation for language acquisition, they do not fully address the diverse learning needs and reading levels within the EL population. To ensure equitable access and accelerate learning gains, ELs need a comprehensive literacy program, such as Achieve3000, that provides differentiated instruction tailored to individual student needs and empowers them to build essential literacy skills.	To improve English language proficiency rates, the school will implement **Achieve3000**, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Leaners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.	CAASPP ELA, ELPI, EL Reclassification

Goal 2, Action 2	English Learners (ELs) require additional support to accelerate English language acquisition and access core academic content. To enhance language proficiency and ensure equitable learning opportunities, ELs need a supplemental learning program, such as BrainPop and BrainPop ELL, that provides explicit instruction in grammar, builds academic vocabulary, and supports access to core content, ultimately empowering them to thrive academically.	To build literacy skills and content knowledge of English Learner students, the school will utilize BrainPop and BrainPOP ELL as an educational tool that will be integrated into the school's English Language Development (ELD) Program. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.	CAASPP ELA, ELPI, EL Reclassification, EL Attendance
Goal 2, Action 2	English Learners (ELs) require proactive support and outreach to ensure equitable access and participation in advanced learning opportunities, including Accelerated, Honors, Advanced Placement (AP), Gifted and Talented Education, and Early College Credit Programs. Currently, ELs may be underrepresented in these programs due to limited awareness among EL families and a lack of targeted recruitment efforts. To address this inequity and ensure that ELs can reach their full potential, the school must implement targeted outreach and recruitment strategies designed to engage EL students and families and provide clear information about advanced learning opportunities.	To increase college and career readiness for English Learners, the school will conduct targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide. Participation in AP Courses, Exams, and Early College Credit	Participation in AP Courses, Exams, and Early College Credit

Goal 3, Action 3	Students require educators to have strong instructional skills in mathematics, particularly in data analysis, and to be equipped with effective teaching strategies that support all learners, including those with special needs. Currently, a lack of support in these areas may hinder students' mathematical development. To ensure students develop strong math skills, educators need professional development opportunities, such as a Math Literacy Summit, focused on data analysis techniques, research-based strategies, and differentiated instruction for diverse learners.	To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3	Students from diverse cultural backgrounds require culturally responsive instruction in mathematics to ensure equitable learning experiences and outcomes. Currently, educators need further support in implementing these practices effectively. To create inclusive and engaging learning environments that value students' cultural identities and prior knowledge, the school needs to invest in a partnership with a mathematical expert or organization to provide ongoing professional learning in culturally responsive mathematics instruction. This will lead to improved student engagement, achievement, and a deeper appreciation for the cultural relevance of mathematics.	To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3	Students require educators who are consistently supported and engaged in ongoing professional learning in mathematics instruction. This includes opportunities for collaboration, exploration of new pedagogical techniques, and effective integration of technology into the curriculum. By investing in a Math Study Group, educators will deepen their understanding of key standards and topics, share best practices, and refine their instructional approaches, ultimately creating a more engaging and effective learning environment where all students have access to high-quality mathematics instruction.	To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 3, Action 3	Students require educators who are equipped to effectively utilize the California Educators Reporting System (CERS) to improve math achievement. Currently, a lack of expertise and resources in data analysis and instructional planning may lead to missed opportunities for identifying learning gaps and providing effective interventions. To ensure that all students have access to high-quality instruction and achieve improved math outcomes, educators need dedicated time and professional development focused on CERS data analysis, enabling them to make data-driven decisions, differentiate instruction, and implement targeted interventions.	To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3	Students, particularly English Learners, foster youth, and students from under-resourced communities, require educators who are knowledgeable and skilled in effectively integrating Virtual Reality (VR) technology into mathematics instruction. Currently, a lack of preparedness in this area may create inequitable access to powerful learning opportunities. To ensure that all students benefit from the use of VR in mathematics, educators need professional learning and guidance from a Math Specialist to establish schoolwide protocols and design engaging learning activities that leverage VR to deepen students' understanding of mathematical concepts.	To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math, Innovative Learning Opportunities for Students
Goal 3, Action 3	English Learners (ELs) require specialized support and differentiated instruction in mathematics to access grade-level content, develop academic language, and achieve their full potential. Currently, educators may lack the specific training and resources needed to effectively support ELs in mathematics, potentially leading to gaps in understanding, limited engagement, and hindered progress in this critical subject area. To address this, educators need targeted professional development from a Math Specialist, focused on effective strategies for supporting ELs, including curriculum modification, culturally responsive teaching practices, and language acquisition support. This will ensure that ELs can confidently engage with grade-level content, develop essential academic vocabulary, and succeed in mathematics.	To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and equitable learning environment where every student can excel.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math

Goal 3, Action 3	Based on data analysis and teacher insights, the school has identified a critical need for a supplemental math program with the following key features: rapid identification and remediation of student skill deficiencies, an engaging and user-friendly interface, built-in gamification to enhance motivation, immediate and actionable learning feedback, and robust differentiated instruction to personalize the learning experience and drive significant improvement in math skills.	Data analysis revealed math learning gaps, particularly for English Learners, Students with Disabilities, and other unique learners, necessitating focused intervention for specific student groups. Leveraging allowable LREBG funds, the school will implement IXL Learning, an evidence-based platform providing personalized math instruction and immediate feedback to directly address these needs while also offering supplementary support for all students schoolwide. Comprehensive staff training will ensure effective IXL integration, maximizing its impact on accelerating targeted student progress and fostering mathematical proficiency for everyone. This strategic action directly addresses individual student needs for both remediation and growth, benefiting both identified learners and the wider student body.	Math Professional Learning, Training Relevance, NWEA Math, CAASPP Math, Grade 11 CAASPP Math
Goal 4, Action 3	Students, particularly those navigating challenging personal circumstances, greatly benefit from dedicated programs focused on character and leadership development. Acquiring skills in areas like resilience, problem-solving, and positive communication can provide crucial support and empower them to overcome adversity. Integrating a focus on health and wellness, including mental health strategies, offers vital coping mechanisms and promotes stability, ultimately fostering their academic engagement and overall well-being.	To address this identified need of students, the Character and Leadership Development Program will be particularly beneficial for those navigating challenging personal circumstances, offering crucial support in developing character and leadership skills alongside promoting their health, wellness, and academic achievement. However, it also provides valuable opportunities and resources that can positively impact all students. This includes emphasizing mental health, providing coping strategies for daily well-being, and encouraging healthy lifestyle choices, which are beneficial to everyone.	Student Attendance, Chronic Absenteeism, Student Confidence

Goal 4, Action 3	To thrive academically and beyond, students need explicit and consistent support in developing their social and emotional learning (SEL) competencies. Implementing AVID's SEL framework will address their diverse needs by equipping them with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By fostering these competencies, students will be better prepared to navigate their academic journeys, pursue their college and career aspirations with greater confidence, and effectively utilize their college and career readiness skills.	To foster student success, the school will implement AVID's social and emotional learning (SEL) framework, which will be particularly impactful in supporting students with diverse needs and backgrounds as they navigate challenges and pursue their academic and career goals. This implementation will also provide a valuable foundation for all students to enhance their well-being and effectively leverage their college and career readiness skills.	Graduation Rate, Student Attendance, Student Confidence, UC a-g Completion
Goal 4, Action 3	Students from under-resourced homes, English Learners (ELs), and foster youth often face significant barriers to consistent access to nutritious food, which can negatively impact their health, well-being, and academic success. The implementation of a universal Meal Program addresses these critical needs by ensuring that all students, regardless of their socioeconomic background, language proficiency, or living situation, have access to free and nutritious breakfast and lunch daily. This program will alleviate food insecurity and create a more equitable and supportive learning environment where all students can thrive.	Our school will implement a universal Meal Program to support student health and well-being by providing free breakfast and lunch to all. This ensures consistent access to nutritious food, especially for under-resourced students, fostering a more equitable and supportive environment. By removing financial barriers and stigma, all students can benefit from improved concentration and overall health, leading to greater academic success. We will follow all regulations and provide information on additional food assistance for families.	Student Attendance, Student and Parent Satisfaction
Goal 4, Action 3	Homeless and foster youth in our school community require equitable access to comprehensive support services that address their unique challenges. Integrating dedicated resources within the Mental Health and Wellness Hub is crucial to ensure these students can readily connect with essential mental health support, information about housing and basic needs, and advocacy, fostering their well-being and academic success.	To effectively address the distinct challenges faced by homeless and foster youth, the school will proactively create and embed targeted resources within the Mental Health and Wellness Hub. This strategic integration will facilitate vital connections to essential health support, provide readily accessible information regarding housing and basic needs, and ensure access to dedicated advocacy services.	Student & Parent Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3	English Learner Students, Foster Youth, and Low-Income students often face unique challenges that can significantly impact their emotional well-being and academic success. These students may experience language barriers, cultural adjustment difficulties, trauma, unstable living situations, and limited access to resources. These factors can lead to increased stress, anxiety, and social-emotional difficulties that hinder their ability to thrive in school.	To address these needs, the school will employ a licensed therapist to provide on-site counseling services. This vital support will offer a safe and confidential space for students to process their emotions, develop coping strategies, and build resilience. By addressing their mental health needs, the school aims to improve students' overall well-being, enabling them to better focus on their academics, engage more fully in school activities, and cultivate a positive sense of self within the school environment.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 4, Action 3	Students need access to resources and strategies that support their social-emotional learning (SEL) to promote their emotional well-being and enhance self-regulation skills. The deployment of calming carts with sensory tools, mindfulness resources, and calming activities will address this need. This initiative is particularly beneficial for multilingual students, who may experience heightened stress due to language barriers; for foster youth, who often require additional support in managing complex emotions; and for students from under-resourced households, who may have limited access to such resources outside of school. By providing these tools, the school aims to create a more supportive and equitable environment, enabling all students to develop essential self-regulation skills and improve their overall emotional well-being.	Calming carts strategically placed throughout the school will be accessible to all students, providing immediate support for emotional regulation. While particularly beneficial for students with sensory processing sensitivities, anxiety, or difficulty managing intense emotions, all students can utilize the carts to practice mindfulness, de-escalate stressful situations, or simply take a moment for quiet reflection, thus fostering a school-wide culture of emotional well-being and self-awareness.	Student Attendance, Suspension Rate, Student and Parent Satisfaction

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
Goal 1, Action 2	English Learner (EL) students need individualized support to thrive academically and integrate smoothly into the school. These students arrive with diverse language backgrounds and varying English proficiency levels. A quick assessment of their needs is critical, and the school will use a Home Language Survey to determine each student's English abilities. This information will be used to create customized EL plans that provide the specific language support and resources needed for success.	To provide language support and educational resources for EL students upon their initial enrollment in a California public school, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2	English Learner (EL) students need ongoing monitoring of their language development to ensure they receive effective instruction and support tailored to their individual needs. To achieve this, the school will administer the ELPAC, which will provide valuable data to inform teaching strategies and resource allocation.	To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2	English Learner (EL) students with disabilities require specialized support that addresses both their language acquisition needs and their individual learning differences. To ensure these students receive a truly equitable education, the school will incorporate academic language development goals into their Individualized Education Programs (IEPs).	To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2	English Learner (EL) students require teaching strategies that are specifically tailored to their unique learning needs and language acquisition stages. To achieve this, the school's English Learner Achievement Department (ELAD) will take a data-driven approach to inform and continuously improve teaching practices.	To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2	English Learner (EL) students require ongoing monitoring of their language development through personalized assessments to ensure they receive targeted instruction and support. To achieve this, the school will design and implement evidence-based formative and summative assessments conducted in personalized academic settings.	To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2	English Learner (EL) students need integrated language and content instruction to effectively acquire English proficiency while simultaneously mastering grade-level academic material. To address this need, the school will implement dynamic Integrated ELD strategies.	To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 2	English Learner (EL) students need personalized and rigorous Designated ELD instruction to effectively develop the language skills necessary for academic success. To meet this need, the school will implement a blended learning approach, combining instructional tools like Summit K12 with ELD Courses.	To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.	ELPI, EL Reclassification, NWEA Reading and Language
Goal 1, Action 2	Emerging English Learner (EL) students need their native language literacy skills accurately assessed to ensure equitable access to rigorous academic content and effective language support. To achieve this, the school will research and implement valid and reliable assessments to measure these skills	To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7	EL students represent a diverse group with varying levels of English language proficiency, cultural backgrounds, and academic needs. To ensure their academic success and future opportunities, these students require individualized support tailored to their unique circumstances. This includes differentiated instruction, targeted interventions, and access to appropriate resources that address their language and learning needs. Early identification of any learning gaps or challenges is essential, allowing educators to provide timely support and prevent these challenges from hindering their progress. Furthermore, educators need access to comprehensive and current data on each EL student's language development and academic performance to make informed decisions about instruction and support. Equitable access to the same academic opportunities and resources as their native English-speaking peers is crucial to ensure EL students are fully prepared for college and careers.	To monitor and analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.	ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate, College and Career Indicator (CCI)

Goal 1, Action 7	Long-Term English Learners (LTELs), students who have been learning English for an extended period but haven't yet attained proficiency, require ongoing support and targeted interventions to ensure continued academic progress. These students often face unique challenges that can hinder their learning, such as gaps in academic content knowledge, difficulty with complex language structures, and potential social-emotional barriers. To address these needs, LTELs benefit from consistent monitoring of their academic performance and timely adjustments to their educational strategies. This requires collaborative efforts among educators to identify areas where LTELs are excelling or struggling and to develop individualized support plans that address their specific needs. A structured approach to collaboration and data analysis is essential to ensure that LTELs receive the appropriate support to accelerate their language development and achieve academic success.	The planned PPEP meetings in July, October, and January directly address the needs of LTELs by providing a structured framework for ongoing monitoring and collaboration. These regular meetings will bring together school instructional leaders, counselors and teachers to analyze student data, identify trends, and make data-driven decisions about instructional strategies and interventions. This collaborative approach ensures that LTELs receive consistent support throughout the school year and that any emerging needs or challenges are addressed promptly. By fostering a unified approach to supporting LTELs, these PPEP meetings will help create a learning environment where these students can thrive academically and progress towards English proficiency and overall academic success.	ELPI, EL Reclassification, NWEA Reading and Language

Goal 1, Action 7	EL students are on a unique language learning journey, and their progress towards English proficiency needs to be carefully monitored, documented, and communicated effectively to all stakeholders involved in their education. Clear and comprehensive progress reports are essential to track their development across different domains, identify areas of strength and weakness, and inform targeted support and interventions. These reports should be aligned with established language development frameworks, such as the CA EL Roadmap, to provide a standardized and consistent measure of progress. Furthermore, EL students and their families benefit from transparent and accessible communication about their language acquisition journey, including their achievements, challenges, and the strategies being implemented to support their growth. This shared understanding fosters a collaborative partnership between school, families, and students, empowering everyone to contribute to the student's success.	Creating semesterly EL Progress Reports aligned to the CA EL Roadmap directly addresses these needs. These reports will provide a detailed account of each EL student's language development and academic progress, highlighting their achievements and pinpointing areas where they may be facing challenges. By utilizing a standardized framework, the reports will offer a clear and consistent measure of progress, enabling educators to identify specific needs and tailor interventions accordingly. Moreover, the progress reports will serve as a valuable communication tool, ensuring that teachers, parents, and administrators are well-informed about the student's language acquisition journey and can work together to provide the necessary support. This collaborative approach, facilitated by the progress reports, will empower EL students to overcome obstacles, accelerate their language development, and ultimately achieve reclassification as Fluent English Proficient.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 1, Action 7	EL students need their families to be active partners in their education. Families need to understand how their children are doing in school, both with learning English and in their other subjects. They also need to know how they can help their children at home. To do this, families need clear information about their child's progress and a chance to talk with teachers about what they can do to support their child's learning.	The school will give families ELD Progress Reports that are easy to understand. These reports will show how their child is doing with English and in their school subjects. The school will also invite families to meet with teachers and talk about the reports. This will help families understand their child's progress and learn how they can help at home.	Attendance, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate

Goal 1, Action 7	EL students often require specialized support to succeed academically. Schools need to closely monitor their progress, identify achievement gaps, and implement timely strategies to address these challenges. This requires a robust system of data analysis that disaggregates data to understand the unique needs of ELs. By analyzing data through an equity lens, schools can pinpoint areas where EL students may be struggling and develop targeted interventions to close those gaps. This data analysis should also inform professional development for educators, equipping them with the knowledge and skills to effectively support EL students.	The Monthly Storybook created by the Data and Assessment Department will provide a regular snapshot of student achievement, specifically for ELs. This disaggregated data will offer valuable insights into trends, areas needing attention, and potential opportunity gaps. By focusing on equity, the Storybook will help identify any disparities in outcomes. This will enable the school to implement targeted professional development, adjust practices, and allocate resources effectively to ensure that all EL students receive the support they need to succeed. This data-informed approach will promote a more equitable learning environment where EL students can thrive.	Attendance, Chronic Absenteeism, ELPI, EL Reclassification, NWEA Reading and Language, Graduation Rate
Goal 3, Action 2	English Learner (EL) students require targeted support to develop language proficiency and achieve academic success. Many struggle to access core content due to language barriers, hindering their progress and limiting future opportunities. To address this, teachers need ongoing professional development on effective instructional strategies for ELs, including training on the CA EL Roadmap. This will create a more inclusive and equitable learning environment, ultimately preparing all students for college and career readiness.	To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2	English Learner (EL) students at Altus Schools have diverse learning needs that require targeted support to ensure their academic success and well-being. Teachers and staff need comprehensive training and support in implementing the Altus Schools English Learner Plan, including professional development on effective instructional strategies, accurate assessment, and data-driven decision-making. This will help address the unique academic and social-emotional needs of ELs, creating a more inclusive, equitable, and supportive learning environment where all students can thrive.	To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2	EL students have diverse learning needs and require personalized instruction to reach their full potential. To achieve this, teachers need training and support in effectively utilizing Summit K12, a platform that provides targeted resources and strategies for differentiated instruction. Mastery of this platform will allow educators to better monitor student progress, make data-driven decisions, and provide individualized support, ultimately leading to increased student success.	To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2	Our analysis of English Learners' performance, particularly in math, ELA, and graduation rates, indicates a need for focused and sustained support. To address this, instructional staff will utilize the Ellevation Strategies platform, which offers tailored professional learning and data-driven instructional resources specifically aimed at enhancing outcomes in these key areas for EL students.	Recognizing the need for ongoing and specialized support based on EL student performance on SBAs and graduation rates, instructional staff will utilize the Ellevation Strategies platform. This platform offers personalized, on-demand professional learning modules and instructional activities, including research-based strategies and differentiated instruction techniques. Connected to real-time EL data, these resources enable targeted and data-informed instruction aimed at improving performance outcomes.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2	Newcomer, immigrant, and refugee students often arrive with diverse needs, including language barriers, cultural differences, and potential trauma. To support their academic success and well-being, staff require training in cultural competence, trauma-informed practices, and language acquisition strategies. Providing access to ongoing coaching, multilingual resources, and community partnerships will further equip educators to create a welcoming and supportive learning environment where these students can thrive.	To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification
Goal 3, Action 2	Our analysis of state and local assessment results for English Learners and Low-Income students points to areas where literacy skills can be significantly enhanced. This data underscores the importance of implementing targeted strategies to support their academic growth in literacy.	Informed by state and local assessment data identifying opportunities to improve literacy skills for English Learners and Low-Income students, instructional staff will receive specialized professional learning, including the SDCOE's WRITE program, focused on implementing targeted strategies to accelerate their literacy and academic achievement.	Professional Development Hours, Training Relevance, NWEA Reading & Language, SBA ELA
Goal 3, Action 2	English learners require differentiated instruction and support to accelerate literacy development and achieve academic success. Teachers need professional development on effectively implementing Achieve3000, including best practices and data analysis techniques. This will empower them to personalize learning, track progress, and provide targeted instruction, ultimately leading to improved literacy skills and academic outcomes for English learners.	To improve educators' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.	Professional Development Hours, ELAD Trainings, Training Relevance, ELPI, EL Reclassification

Goal 3, Action 2	Low-income, foster youth, and EL students face barriers to accessing and navigating the college application process. These students need specialized support to pursue higher education. School counselors require training to address the unique challenges these students face, including financial aid and scholarships. This will ensure equitable access to post-secondary education and increase college enrollment for these underserved populations.	To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.	Student Satisfaction, Parent Satisfaction, UC a-g Requirements
Goal 4, Action 4	Foster youth often experience unstable living situations, leading to frequent school changes, gaps in learning, and difficulty building relationships within the school community. They may also face social and emotional challenges stemming from trauma and separation from family. These factors can significantly impact their academic performance and overall well-being.	To proactively address these needs, the school will employ a Foster Youth Liaison. This dedicated advocate will work closely with students, families, and school staff to ensure coordinated services and a supportive learning environment. By addressing the unique educational and emotional needs of foster youth, the school aims to improve their academic success and foster a sense of belonging.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate

Goal 4, Action 3	Foster youth face unique challenges that can significantly impact their educational experience and overall well-being. These students often experience academic instability due to frequent school changes and may struggle with social and emotional difficulties stemming from trauma and separation from family.	To ensure these vulnerable students receive the necessary support, the school's Homeless and Foster Youth Liaison will provide comprehensive case management services. This includes coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will closely monitor student progress, offer ongoing mentorship, and facilitate access to essential services such as tutoring, mental health counseling, and necessities. Furthermore, the liaison will act as an advocate, ensuring that the rights of foster youth are protected, and their voices are heard within the school system. This proactive and holistic approach aims to create a stable and supportive learning environment where foster youth can thrive academically and personally.	Student Satisfaction, Attendance, Chronic Absenteeism, Suspension and Expulsion Rate
Goal 5, Action 3	Families of historically underserved student groups often face barriers to accessing information and resources regarding specialized programs and services offered by the school. This lack of awareness can limit their ability to effectively advocate for their children and support their academic success.	To address this need, the school will host an annual Family Resource Night. This event will provide a welcoming and informative space for families to learn about available programs, connect with school staff and community partners, and gain the knowledge and tools needed to navigate the educational system. By fostering stronger school-family partnerships and promoting open communication, this initiative aims to empower families and ensure equitable access to resources for all students, ultimately leading to improved academic outcomes and a stronger sense of community engagement.	Parental Involvement, Chronic Absenteeism, Attendance Rate, Graduation Rate, Parent Satisfaction

Goal 5, Action 3	Foster youth frequently experience placement changes and instability, which can disrupt their education and negatively impact their academic progress and emotional well-being. These disruptions often result in frequent school transfers, making it difficult for these students to maintain consistent learning environments, build relationships with peers and teachers, and access essential academic support.	To address this, the school will coordinate transportation services to ensure that foster youth can remain in a familiar school setting even if their living situation changes. By providing this stability, the school aims to improve academic outcomes, promote a sense of belonging, and support the emotional well-being of foster youth. This initiative also ensures compliance with legal mandates designed to protect the educational rights of this vulnerable population, promoting equity and educational continuity.	Community Partners, Chronic Absenteeism, Attendance Rate, Graduation Rate
Goal 5, Action 3	English Learner (EL) students and their families often face unique challenges in navigating the educational system and advocating for their specific needs. Limited English proficiency can create barriers to communication and participation in school activities, potentially hindering students' academic progress and overall school experience.	To address this, the school will facilitate interactive English Learner Advisory Committee (ELAC) meetings. These meetings will foster a collaborative environment where parents can actively engage with school staff, share their insights and concerns, and contribute to the development of strategies that support EL students. This increased parental engagement will lead to more tailored support, improved communication, and a stronger sense of partnership between the school and EL families. Additionally, conducting an annual Needs Assessment will ensure that the school's English Learner Plan remains responsive to the evolving needs and challenges faced by EL students and their families, promoting equitable access to educational opportunities and resources.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction

Goal 5, Action 3	Parents of English Learners (EL) can find it challenging to fully understand their child's language development and academic progress. Traditional report cards may not adequately capture the nuances of language acquisition.	To address this, the school will develop and share comprehensive English Language Development (ELD) Progress Reports through parent-teacher conferences. These reports will provide detailed information on students' language proficiency growth, highlighting their strengths and areas for improvement. This increased transparency and communication will empower parents with a deeper understanding of their child's learning journey and enable them to actively participate in setting goals and contributing to their child's education. This collaborative approach ensures that educational strategies are personalized and effective in supporting the success of EL students.	Parent Involvement, ELPI, EL Reclassification, Parent Satisfaction
Goal 5, Action 3	Students with parents and family members with limited English proficiency often face barriers to accessing and understanding essential school information, hindering their involvement in their child's education.	To meet this need for seamless communication and inclusive support for all families, especially our English Learner community, the school will implement a proactive translation protocol for all key school documents and announcements. Simultaneously, we will strategically allocate bilingual staff to resource centers serving a significant number of non-English speaking families. This will enable immediate and effective communication, fostering stronger home-school connections.	Parental Involvement, Parent Satisfaction
Goal 5, Action 3	The substantial communication challenges faced by many non-English-speaking parents limit their full participation in their children's educational journey, affecting involvement in teacher conferences and other school activities.	To foster equitable partnerships and ensure all parents can actively participate in school conferences and meetings, there is a crucial need for comprehensive translation services in all languages, both in person and virtually. Providing these services will create a more inclusive and supportive school environment for all families.	Parental Involvement, Parent Satisfaction

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.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which are Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach ensures that all planned improvements are financially sustainable and effectively contribute to our overall goals.

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.

Altus Schools North County, like many other Local Education Agencies (LEAs), has faced challenges in increasing staff this year due to widespread hiring difficulties. As a charter school, AS North County doesn't have traditional comparison schools for calculating staff increases. Despite these challenges, the school has prioritized recruiting and hiring qualified instructional staff to directly support students, especially for Certificated Teacher Resource (CTR), Resource Center Associate (RCA), and Learning Associate (LA) positions.

These additional support staff, as outlined in Goal 1, Action 3, will provide targeted tutoring to boost student progress and course completion, particularly for the lowest achieving student groups, and unique learners. These roles are vital for delivering one-on-one and small group instruction to improve student proficiency in Mathematics and English Language Arts. Educational partners believe these new positions will help the school enhance student engagement, achievement, and college/career readiness.

To overcome recruitment challenges, the school’s Human Resources (HR) Department is dedicated to enhancing its strategies for attracting and retaining high-quality instructional support staff. HR has diversified its recruitment channels to access broader talent pools, leveraging platforms such as EDJOIN, LinkedIn, and Handshake. Their proactive approach also includes participating in virtual and in-person job fairs, distributing flyers within the community, and forming partnerships with surrounding colleges and universities. These comprehensive efforts underscore the school’s unwavering commitment to staffing for optimal student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	66:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 2,649,114	$ 796,019	30.048%	0.000%	30.048%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,373,236	$ 624,388	$ 3,392	$ 789,210	$ 3,790,226.00	$ 2,814,827	$ 975,399

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	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	$ 85,288	$ 16,393	$ 79,671	$ 9,720	$ -	$ 12,290	$ 101,681	0.000%
1	2	English Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 146,372	$ 751	$ 111,924	$ 17,711	$ -	$ 17,488	$ 147,123	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	$ 391,774	$ 16,239	$ 305,264	$ 63,101	$ -	$ 39,648	$ 408,013	0.000%
1	4	Targeted Math Interventions and Resources	All	No	LEA-wide	All	All	Ongoing	$ 102,302	$ 5,601	$ 75,693	$ 20,764	$ -	$ 11,446	$ 107,903	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 202,692	$ 259,277	$ 155,521	$ 22,832	$ -	$ 283,616	$ 461,969	0.000%
1	6	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	$ 594,591	$ 25,513	$ 281,163	$ 278,871	$ -	$ 60,070	$ 620,104	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 185,188	$ 1,412	$ 147,561	$ 19,725	$ -	$ 19,314	$ 186,600	0.000%
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	All	No	LEA-wide	All	All	Ongoing	$ 163,891	$ 52,423	$ 118,046	$ 78,789	$ -	$ 19,479	$ 216,314	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 146,372	$ 218,118	$ 115,378	$ 17,001	$ -	$ 232,111	$ 364,490	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	$ 172,239	$ 1,357	$ 118,576	$ 35,541	$ -	$ 19,479	$ 173,596	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	$ 37,464	$ 2,252	$ 26,383	$ 10,610	$ -	$ 2,723	$ 39,716	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 148,882	$ -	$ 112,928	$ 17,253	$ -	$ 18,701	$ 148,882	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 153,561	$ -	$ 113,064	$ 17,002	$ -	$ 23,495	$ 153,561	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	$ 50,384	$ 7,866	$ 57,658	$ 592	$ -	$ -	$ 58,250	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	$ 158,782	$ 500	$ 128,749	$ 3,305	$ 1,223	$ 26,005	$ 159,282	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	Ongoing	$ 17,071	$ 6,542	$ 12,878	$ 7,872	$ 2,169	$ 694	$ 23,613	0.000%
4	4	Collaborative Support Systems for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All	Ongoing	$ 30,166	$ 1,801	$ 31,367	$ 600	$ -	$ -	$ 31,967	0.000%
5	1	Strengthening Community: Communication, Support, and Access	All	No	LEA-wide	All	All	Ongoing	$ 19,399	$ 357,779	$ 375,905	$ 1,273	$ -	$ -	$ 377,178	0.000%
5	2	Integrating Advanced Technologies into Education	All	No	LEA-wide	All	All	Ongoing	$ 2,511	$ 1,575	$ 1,004	$ 1,826	$ -	$ 1,256	$ 4,086	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	$ 5,898	$ -	$ 4,503	$ -	$ -	$ 1,395	$ 5,898	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,649,114	$ 796,019	30.048%	0.000%	30.048%	$ 805,124	0.000%	30.392%	**Total:**	$ 805,124
								LEA-wide Total:	$ 396,841
								Limited Total:	$ 408,283
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	English Learner Assessment and Support Framework	Yes	Limited	English Learners	All	$ 111,924	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless &	All	$ 155,521	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	$ 147,561	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	LEA-wide	English Learners, Low-Income, Homeless &	All	$ 115,378	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless &	All	$ 112,928	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless &	All	$ 113,064	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	LEA-wide	Foster Youth and Low-Income	All	$ 12,878	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	Limited	Foster Youth	All	$ 31,367	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless &	All	$ 4,503	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,053,867.00	$ 2,533,948.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	No	$ 79,020	$ 78,262
1	2	English Learner Assessment and Support Framework	Yes	$ 109,534	$ 142,271
1	3	Personalized Academic Instruction and Support for All Students	No	$ 313,003	$ 214,300
1	4	Targeted Math Interventions and Resources	No	$ 62,998	$ 81,617
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 197,350	$ 183,635
1	6	Academic Instruction and Support for Students with Disabilities	No	$ 656,909	$ 339,945
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 138,629	$ 189,195
2	1	Dynamic, Engaging and Standards-Aligned Curriculum	No	$ 209,224	$ 189,407
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	$ 254,391	$ 180,819
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	No	$ 166,498	$ 151,109
3	1	Professional Learning Focused on Improving Academic Performance for All Students	No	$ 17,183	$ 18,442
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 110,404	$ 102,947
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 114,368	$ 124,625
4	1	Safe and Supportive School Environment for All Students	No	$ 49,755	$ 53,715
4	2	Social, Emotional, and Behavioral Support Systems for All Students	No	$ 97,730	$ 42,175
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 26,132	$ 24,142
4	4	Collaborative Support Systems for Foster Youth	Yes	$ 32,132	$ 34,559
5	1	Strengthening Community: Communication, Support, and Access	No	$ 392,831	$ 358,087
5	2	Integrating Advanced Technologies into Education	No	$ 18,251	$ 16,527
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 7,525	$ 8,169

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 587,447	$ 595,007	$ 597,936	$ (2,929)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	English Learner Assessment and Support Framework	Yes	$ 83,782	$ 114,856.00	0.000%	0.000%
1	5	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	$ 105,293	$ 38,659.00	0.000%	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	$ 105,128	$ 158,392.00	0.000%	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners, Foster Youth and Low-Income Students	Yes	$ 83,782	$ 73,751.00	0.000%	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	$ 83,781	$ 74,754.00	0.000%	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	$ 83,476	$ 91,713.17	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	$ 12,636	$ 8,261.00	0.000%	0.000%
4	4	Collaborative Support Systems for Foster Youth	Yes	$ 29,604	$ 29,863.00	0.000%	0.000%
5	3	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	$ 7,525	$ 7,687.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,072,851	$ 587,447	0.000%	28.340%	$ 597,936	0.000%	28.846%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).