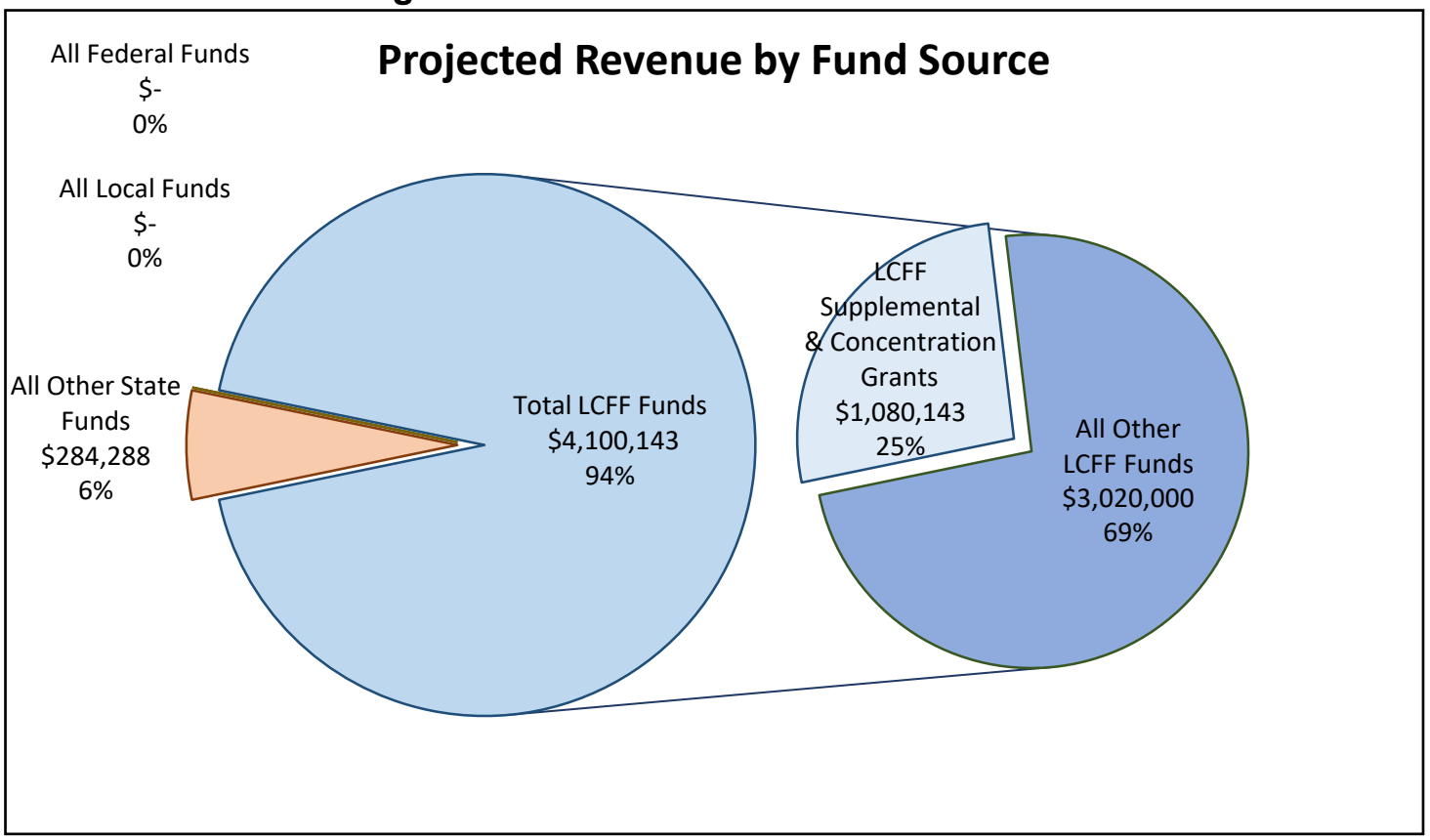
LCFF Budget Overview for Parents (BOP)

Local Educational Agency (LEA) Name: La Verne Science and Technology Charter School
CDS Code: 19-64907-6021984-1578
School Year: 2026-27
LEA contact information: Erick Figueroa, Principal
Email: Erick.Figueroa@pusd.org
Phone: (909) 397-4684

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

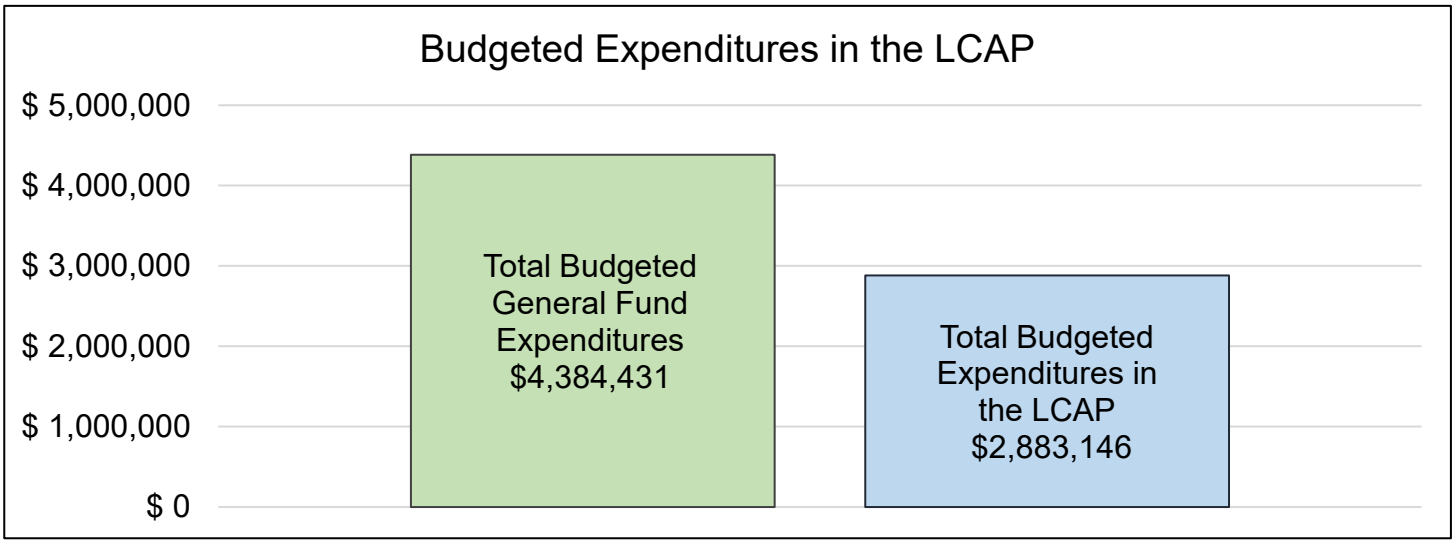


This chart shows the total general purpose revenue La Verne Science and Technology Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Verne Science and Technology Charter School is $4,384,431.00, of which $4,100,143.00 is Local Control Funding Formula (LCFF), $284,288.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $4,100,143.00 in LCFF Funds, $1,080,143.00 is generated based on the enrollment of high needs students (Foster Youth, English Learner, and Low-Income students).

LCFF Budget Overview for Parents (BOP)

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 La Verne Science and Technology Charter School 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: La Verne Science and Technology Charter School plans to spend $4,384,431.00 for the 2026-27 school year. Of that amount, $2,883,146.00 is tied to actions/services in the LCAP and $1,501,285.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

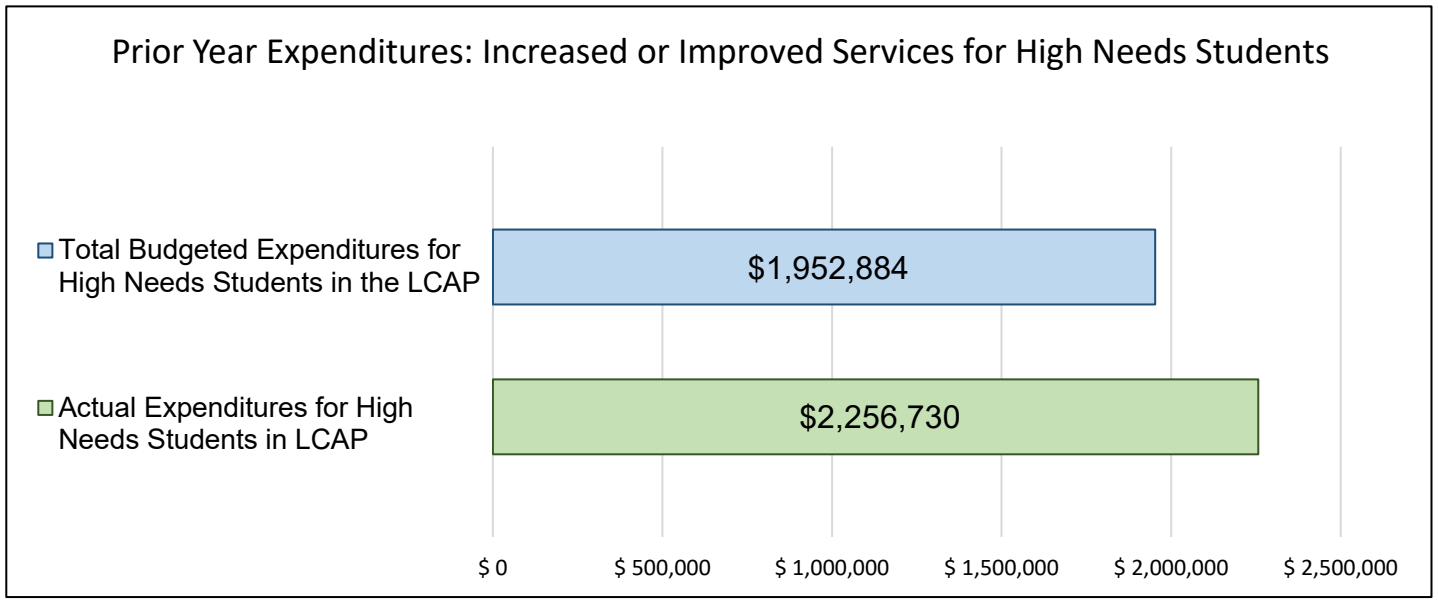
Expenditures not included in this LCAP consist of base-level classroom and site administrative costs such as certificated and classified salaries, materials, supplies, services, utilities and other outgoing expenditures. As a dependent charter, certain federal revenues are administered by the District. In addition, not all expenditures for all restricted programs were included in the Local Control and Accountability Plan. These programs include Routine Restricted Maintenance, Extended Learning Opportunity Program (ELO-P), and Proposition 28 Arts and Music in Schools (AMS).

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

In 2026-27, La Verne Science and Technology Charter School is projecting it will receive $1,080,143.00 based on the enrollment of Foster Youth, English Learner, and Low-Income students. La Verne Science and Technology Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. La Verne Science and Technology Charter School plans to spend $1,939,580.00 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 La Verne Science and Technology Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what La Verne Science and Technology Charter School 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, La Verne Science and Technology Charter School's LCAP budgeted $1,952,884.00 for planned actions to increase or improve services for high needs students. La Verne Science and Technology Charter School actually spent $2,256,730.00 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
La Verne Science and Technology Charter	Alejandro Villa Director, State & Federal Programs	alejandro.villa@pusd.org 909-397-4800 Ext. 23829

Plan Summary 2026-2027

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.

La Verne Science and Technology Charter, a K-6 affiliated conversion charter school within the Pomona Unified School District, was founded in 2013 with the mission of integrating science and technology to deepen learning experiences for underrepresented students in STEAM. Our diverse student population consists of 77.4% Hispanic, 11.5% African-American, 3.3% White, and 3.3% Filipino students. Additionally, our special populations include 16.3% English Learners, 8.9% Homeless Youth, 0.7% Foster Youth, 15.2% Students with Disabilities, and 84.8% Socioeconomically Disadvantaged students (California School Dashboard, 2025).

Pomona, where our school is located, has a Hispanic population of 71.8% and a poverty rate of 14.3% (U.S. Census Bureau, 2024). The city ranks in the 35th percentile for safety, meaning that 35% of cities are considered safer (Crime Grade). These socioeconomic and environmental factors pose significant challenges for our students and families, including an increase in homelessness, the rising cost of living due to inflation, and ongoing social and economic uncertainties.

La Verne Science and Technology Charter actively collaborates with educational and community partners to address these challenges. By prioritizing both academic excellence and holistic student well-being, La Verne Science and Technology Charter remains committed to ensuring that all students have the opportunity to thrive.

Reflections: Annual Performance

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

La Verne Science and Technology Charter consistently works alongside its educational partners (teachers, local bargaining units, other school personnel, SELPA administrators, students, parents/community members, and district personnel) to discuss student performance data, student's academic and social-emotional needs, overall site goals and outcomes, and professional needs of educators to meet the needs of students.

La Verne state and local data showed some SUCCESSES in overall student performance for 2025-2026.
- Chronic Absenteeism continued to improve amongst most students in 2025. The work of attendance team (G5A5 Support for Chronic Absenteeism and G5A2 Monitor Attendance Patterns), Health Services staff (G5A1 Health Services & Support), Counselors (G5A3 School Counselor), Consultants (G6A1 Positive School Climate), and other school staff student options (G6A3 Extracurricular Activities, G6A4 Crisis Intervention, G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM), G7A3 Visual

and Performing Arts) resulted in almost all students groups showing improvement in Chronic Absenteeism on the Dashboard.
---Chronic Absenteeism: There was a decline from 29.1% to 19.7%, indicating effective interventions and --support systems for attendance.
---English Learner chronic absenteeism declined by 2.4%
---Socioeconomically disadvantaged students decline by 10.8%
---Students with disabilities declined by 7.7%
---Homeless youth declined by 29.8%
---Hispanic students declined by 9.3%
---African American increased by 0.7%
---Chronic Absenteeism decreased or maintained across all student groups, except for the African American student group
- Suspension rate remained low for all student groups, including foster youth, English Learners, Students with Disabilities, and Socioeconomically disadvantaged. Work from Counselors (G5A1 School Counselor) and Health Services & Support (G5A1 Health Services & Support) helped create stable learning environments and social emotional support systems to meet Foster Youth students' individual circumstances. Suspension Rate: Remained the same blue, showing that the continued efforts of school climate and behaviors are working.
- English Language Arts (ELA) Performance
---Local District Interim Assessments
-----Grades K, 2, 3, and 4 showed improvements in percentage of students who mastered between DIA ELA Benchmarks I and II.
-----Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II.
---State Assessments
-----Percentage of students Met or Exceeded standard increased for grade 6 from previous year
---Outcome of Literacy Efforts
-----Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Beginning-of-year outcomes showed 41% of students met or exceeded the benchmark. End-of-year outcomes showed 56% of students met or exceeded the benchmark.
-----Achieve3000 Lexile improved from 398L to 548L, showing increase of 150L points
- Mathematics Performance
---Local District Interim Assessments
-----Grades K, 1, 2, 3, and 4 showed improvements in percentage of students who mastered between DIA Math Benchmarks I and II.
-----Grades K, 2, 3, 4, and 6 showed improvements in average percent correct between DIA Math Benchmarks I and II.
---State Assessments
-----Both Hispanic and Socioeconomically Disadvantaged student groups maintained their levels
Percentage of students Met or Exceeded standard increased for grades 4, 5, and 6 from previous year
---Outcome of Math Efforts
-----iReady Math Diagnostics: Beginning-of-year outcomes showed 9% of students on or above grade level, 43% one grade level below, and 48% two or more grade levels below. End-of-year outcomes showed 34% of students on or above grade level, 45% one grade level below, and 22% two or more grade levels below.
- English Learners Performance
---Local District Interim Assessments
-----English learners in Grade 3 showed improvements in percentage of students who mastered between DIA ELA Benchmarks I and II.
-----English learners in Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II.
-----English Learners in Grades 2 and 4 showed improvements in percentage of students who mastered between DIA Math Benchmarks I and II.
-----English Learners in Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA Math Benchmarks I and II.
---State Assessments
-----Recently Reclassified English Learners increased by 31.7 points on the ELA CAASPP (CA Dashboard)
-----English learners are showing medium (yellow) performance in Math
-----English learners increased by 15.4 points on the Math CAASPP (CA Dashboard)
-----Recently Reclassified English Learners increased by 39 points on the Math CAASPP (CA Dashboard)
- Continued support from staff in building students' foundational literacy skills via small group instruction from classroom teachers and various intervention group models with Intervention teacher (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support)
- Continued summer school programs for K-6 students (G4A6 Saturday and Summer School)
- Implementation of literacy programs for English Learners through Systematic ELD with E.L. Achieve (G4A5 English Language Development and Support)
- Prioritizing data analysis in order to determine student academic needs and universal access groupings (G4A2 Data Analysis by Staff)
- Teachers and teacher leaders participated in professional development to grow their practice (G4A7 Equity - Culturally Sustaining Pedagogy)

- Resource Teacher and Literacy Academic Coach supported with Designated ELD implementation (G4A9 Resource Teacher Academic Support, G4A3 English Language Arts Support)
- Sustainability of ongoing literacy programs and professional learning via Literacy Coach (G4A3 English Language Arts Support)
- Literacy Coach (G1A2 Teacher Support, G2A6 Professional Development & Classroom Support, G4A3 English Language Arts Support), Math Academic Coach and Science Academic Coach (G1A2 Teacher Support, G2A8 Math and Science Instruction and Academic Support, G4A4 Math and Science Support), Professional Development Opportunities (G1A2 Teacher Support, G2A4 Technology Support and Services, G2A6 Professional Development & Classroom Support, G4A5 English Language Development Support, G5A4 Professional Development, G6A1 Positive School Climate), and Technology Teacher Leads (G2A4 Technology Support and Services) all provided classroom teachers the ongoing coaching and support they needed in order to improve instructional practices throughout the year.

While there were improvements in student performance, some CHALLENGES and areas of need were identified based on data from the 2025 California Dashboard and PUSD Local Assessments:
- Chronic absenteeism rates continue to present significant challenges for students and families, particularly for our African-American student population whose chronic absenteeism increased by 0.7%. Continuity of instruction and social-emotional support remain areas of major concern. Additionally, families continue to face challenges with unemployment, an increase in homelessness, rising inflation, and economic uncertainty. These factors heavily influence how we have responded to students' needs not only in terms of social-emotional well-being but also in providing enrichment programs for students. Continuity of instruction and the social-emotional well-being of students will continue to be a priority for La Verne Charter. We believe in providing a culturally responsive program that is safe, and equitable in creating a positive school climate based on strong relationships, safety, and care for our students and families.
- Local District Interim Assessments (DIAs) showed areas of need and further focus in the following areas:
---English Language Arts (ELA) for grades 1, 5, and 6 whose percentage of students proficient & above and average percent correct decreased between BM1 and BM2.
---English Learners on ELA DIA showed a decrease in percentage of students proficient & above in grades 4, 5, and 6 and a decrease in average percent correct for grades 1, 5, and 6 between BM1 and BM2
---Math for grades 5 and 6 whose percentage of students proficient & above and average percent correct decreased between BM1 and BM2.
---English Learners on Math DIA showed a decrease in percentage of students proficient & above in grades 1, 5, and 6 and a decrease in average percent correct for grades 5 and 6 between BM1 and BM2.
- State Assessments (CAASPP) showed areas of need and further focus in the following areas:
---CAASPP English Language Arts declined 8.9 points from previous year being 34 points below standard
---CAASPP Mathematics declined 3.5 points from previous year being 73.1 points below standard
- English Learner Progress Indicator shows a decline of 12.8% moving from Blue progress indicator in the previous year to Red this year.

Local Data: District Interim Assessments (DIAs)
Students take two district interim assessments every year: Benchmark I and Benchmark II. The following points are a summary for the 2025-2026 school year of increases and decreases in students meeting the standard in both ELA and Mathematics; they are listed by grade level and overall schoolwide data.
English Language Arts:
- Kindergarten District Interim Assessment (DIA) Data:
---DIA BM1 Proficient & Above = 79.2% Approaching & Not Proficient = 20.8%
---DIA BM2 Proficient & Above = 91.7% Approaching & Not Proficient = 8.3% Increase of 12.5% proficient & above
---Average Percent Correct ? BM 1 = 82.6%, BM 2 = 88.4% Increase of 5.8%
- First Grade DIA Data:
---DIA BM1 Proficient & Above = 26.9% Approaching & Not Proficient = 73.1%
---DIA BM2 Proficient & Above = 20.0% Approaching & Not Proficient = 80.0% Decrease of 6.9% proficient & above
---Average Percent Correct ? BM 1 = 56.9%, BM 2 = 46.9% Decrease of 10.0%
- Second Grade DIA Data:
---DIA BM1 Proficient & Above = 8.2% Approaching & Not Proficient = 91.8%
---DIA BM2 Proficient & Above = 15.7% Approaching & Not Proficient = 84.3% Increase of 7.5% proficient & above
---Average Percent Correct ? BM 1 = 44.8%, BM 2 = 47.8% Increase of 3.0%
- Third Grade DIA Data:
---DIA BM1 Proficient & Above = 2.4% Approaching & Not Proficient = 97.6%
---DIA BM2 Proficient & Above = 27.5% Approaching & Not Proficient = 72.5% Increase of 25.1% proficient & above
---Average Percent Correct ? BM 1 = 32.9%, BM 2 = 50.8% Increase of 17.9%
- Fourth Grade DIA Data:

---DIA BM1 Proficient & Above = 7.7% Approaching & Not Proficient = 92.3%
---DIA BM2 Proficient & Above = 29.7% Approaching & Not Proficient = 70.3% Increase of 22.0% proficient & above
---Average Percent Correct ? BM 1 = 39.0%, BM 2 = 46.4% Increase of 7.4%
- Fifth Grade DIA Data:
---DIA BM1 Proficient & Above = 20.9% Approaching & Not Proficient = 79.1%
---DIA BM2 Proficient & Above = 2.3% Approaching & Not Proficient = 97.7% Decrease of 18.6% proficient & above
---Average Percent Correct ? BM 1 = 49.0%, BM 2 = 38.3% Decrease of 10.7%
- Sixth Grade DIA Data:
---DIA BM1 Proficient & Above = 73.3% Approaching & Not Proficient = 26.7%
---DIA BM2 Proficient & Above = 48.4% Approaching & Not Proficient = 51.6% Decrease of 24.9% proficient & above
---Average Percent Correct ? BM 1 = 74.1%, BM 2 = 66.3% Decrease of 7.8%
- Overall Schoolwide Data:
---DIA BM1 Proficient & Above = 26.5% Approaching & Not Proficient = 73.5%
---DIA BM2 Proficient & Above = 29.1% Approaching & Not Proficient = 70.9% Increase of 2.6% proficient & above
---Average Percent Correct ? BM 1 = 54.2%, BM 2 = 55.0% Increase of 0.8%

La Verne Science and Technology Charter will continue to build on the ELA successes and provide targeted support for areas of need, by continuing the implementation of literacy support (G2A3), providing student tutors for additional support (small group and 1-on-1 intervention) in reading comprehension and the foundational literacy skills for student in all grades (G4A1), and having a literacy coach to provide support for classroom teachers in English Language Arts and Literacy (G2A6, G4A1, and G4A3).

Mathematics:
La Verne Charter uses Cognitively Guided Instruction (CGI) where number talks/number sense routines, problem-solving, student thinking, and academic discourse are at the center of our instructional approach tied in with district curriculum i-Ready. Local interim assessments were administered twice during the 2025-26 school year.
- Kindergarten DIA Data:
---DIA BM1 Proficient & Above = 83.3% Approaching & Not Proficient = 16.7%
---DIA BM2 Proficient & Above = 91.7% Approaching & Not Proficient = 8.3% Increase of 8.4% proficient & above
---Average Percent Correct ? BM 1 = 87.5%, BM 2 = 88.5% Increase of 1.0%
- First Grade DIA Data:
---DIA BM1 Proficient & Above = 53.8% Approaching & Not Proficient = 46.2%
---DIA BM2 Proficient & Above = 58.8% Approaching & Not Proficient = 41.2% Increase of 5.0% proficient & above
---Average Percent Correct ? BM 1 = 66.5%, BM 2 = 65.5% Decrease of 1.0%
- Second Grade DIA Data:
---DIA BM1 Proficient & Above = 30.0% Approaching & Not Proficient = 70.0%
---DIA BM2 Proficient & Above = 57.7% Approaching & Not Proficient = 42.3% Increase of 27.7% proficient & above
---Average Percent Correct ? BM 1 = 55.6%, BM 2 = 64.4% Increase of 8.8%
- Third Grade DIA Data:
---DIA BM1 Proficient & Above = 14.3% Approaching & Not Proficient = 85.7%
---DIA BM2 Proficient & Above = 25.0% Approaching & Not Proficient = 75.0% Increase of 10.7% proficient & above
---Average Percent Correct ? BM 1 = 47.6%, BM 2 = 50.8% Increase of 3.2%
- Fourth Grade DIA Data:
---DIA BM1 Proficient & Above = 7.7% Approaching & Not Proficient = 92.3%
---DIA BM2 Proficient & Above = 48.6% Approaching & Not Proficient = 51.4% Increase of 40.9% proficient & above
---Average Percent Correct ? BM 1 = 51.3%, BM 2 = 65.5% Increase of 14.2%
- Fifth Grade DIA Data:
---DIA BM1 Proficient & Above = 27.3% Approaching & Not Proficient = 72.7%
---DIA BM2 Proficient & Above = 15.9% Approaching & Not Proficient = 84.1% Decrease of 11.4% proficient & above
---Average Percent Correct ? BM 1 = 56.0%, BM 2 = 44.1% Decrease of 11.9%
- Sixth Grade DIA Data:
---DIA BM1 Proficient & Above = 70.0% Approaching & Not Proficient = 30.0%
---DIA BM2 Proficient & Above = 45.2% Approaching & Not Proficient = 54.8% Decrease of 24.8% proficient & above

---Average Percent Correct ? BM 1 = 71.0%, BM 2 = 62.8% Decrease of 8.2%
- Overall Schoolwide Data:
---DIA BM1 Proficient & Above = 36.5% Approaching & Not Proficient = 63.5%
---DIA BM2 Proficient & Above = 44.4% Approaching & Not Proficient = 55.6% Increase of 7.9% proficient & above
---Average Percent Correct ? BM 1 = 62.2%, BM 2 = 63.1% Increase of 0.9%

La Verne Science and Technology Charter will continue to support teachers with professional development for CGI practices in conjunction with district curriculum i-Ready (G2A7 and G4A4) to strengthen and deepen pedagogical content knowledge, build on the strengths of our students, and engage our students in more meaningful math talks. In addition, the Math Academic Coach will continue to provide (G2A8) teachers with job-embedded coaching, modeling, math support, and strategies to increase academic achievement. We will continue to support teachers who engage students in hands-on, STEM-related extended activities that empower them to cultivate math and problem-solving skills (G7A1).

State Data: California Assessment of Student Performance and Progress (CAASPP)
Students take summative state assessments every year beginning in March. The following points are a summary for the 2025-2026 school year of increases and decreases in students meeting the standard in ELA; they are listed by grade level and overall schoolwide data.
- Third Grade CAASPP Data:
---ELA CAASPP - Met or Exceeded = 21% Std. Nearly Met = 26% Std. Not Met = 53%
Decrease of 23% for Met or Exceeded from the previous year
---Math CAASPP - Met or Exceeded = 13% Std. Nearly Met = 33% Std. Not Met = 54%
Decrease of 12% for Met or Exceeded from the previous year
- Fourth Grade CAASPP Data:
---ELA CAASPP - Met or Exceeded = 36% Std. Nearly Met = 20% Std. Not Met = 43%
Decrease of 2% for Met or Exceeded from the previous year
---Math CAASPP - Met or Exceeded = 39% Std. Nearly Met = 25% Std. Not Met = 36%
Increase of 7% for Met or Exceeded from the previous year
- Fifth Grade CAASPP Data:
---ELA CAASPP - Met or Exceeded = 24% Std. Nearly Met = 19% Std. Not Met = 57%
Decreased 16% for Met or Exceeded from the previous year
---Math CAASPP - Met or Exceeded = 11% Std. Nearly Met = 11% Std. Not Met = 79%
Increase of 3% for Met or Exceeded from the previous year
- Sixth Grade CAASPP Data:
---ELA CAASPP - Met or Exceeded = 46% Std. Nearly Met = 44% Std. Not Met = 10%
Increase of 6% for Met or Exceeded from the previous year
---Math CAASPP - Met or Exceeded = 24% Std. Nearly Met = 37% Std. Not Met = 39%
Increase of 7% for Met or Exceeded from the previous year
- Overall Schoolwide CAASPP Data:
---ELA CAASPP - Met or Exceeded = 32% Std. Nearly Met = 28% Std. Not Met = 40%
Decrease of 9% for Met or Exceeded from the previous year
---Math CAASPP - Met or Exceeded = 22% Std. Nearly Met = 27% Std. Not Met = 51%
Increase of 2% for Met or Exceeded from the previous year

California School Dashboard for La Verne Science and Technology Charter 2023
La Verne was identified as an additional targeted support and improvement (ATSI) eligible school based on the California Dashboard for the following student groups and indicators:
- Both Homeless and Students with Disabilities were in the red performance level in the area of chronic absenteeism
- Both Homeless (Math -86.5 distance from standard) and Students with Disabilities (Math -123.4 & ELA -85.98 distance from standard) were in the red performance level in the area of academic performance

California School Dashboard for La Verne Science and Technology Charter 2024
The California Dashboard data for 2024 showed student groups within the RED for engagement (Chronic Absenteeism) at 27.5% for our African American youth.

California School Dashboard for La Verne Science and Technology Charter 2025
The California Dashboard data for 2025 showed student groups within the RED for the following student groups and indicators:
- English Learner Progress Indicator (declining 12.8% from previous year).
- Both African American and Students with Disabilities were in the red performance level in the area of chronic absenteeism
Further analysis of La Verne's Dashboard data is included below.

The release and analysis of the California School Dashboard Data for La Verne in 2025 indicated several points of significance for student groups in:
- Multiple student groups are showing low (orange) performance in ELA (English Learners, Socioeconomically Disadvantaged & Hispanic)
- Suspension Rate improved by 1.1%, moving from the green level to the blue level at 0%suspension rate for 2025.
- English Language Arts (ELA): Slight decline in performance (8.9 points), highlighting an area needing further focus.
- Mathematics: Slight decline in performance (3.5 points), highlighting an area needing further focus

Performance of Student Groups in PUSD according to the California Dashboard:
- Students with Disabilities decreased by 12.5 points in English Language Arts and 34.9 points in Mathematics.
- Hispanic students are in the orange level (indicating low performance) for both ELA and math, decreasing by 6.2 points in ELA and maintaining 1.2 points in Mathematics.
- English Learners are in the orange level (indicating low performance) in ELA, decreasing by 1 point; and in the yellow level (indicating medium performance) in Mathematics, increasing by 15.4 points
- African American students decreased by 21.4 points in ELA and by 30.5 points in Mathematics.
- Homeless Youth increased 9 points in ELA and increased 18.2 points in Mathematics.
- Socioeconomically Disadvantaged Students are at the orange level (indicating low performance) for both ELA and Math, decreasing by 4.5 points in ELA and increasing by 0.6 points in Mathematics.
- African American students and Students with Disabilities are the lowest-performing (red level) in Chronic Absenteeism with African American students increasing 0.7% and Students with Disabilities increasing 7.7%.
- Suspension Rate improved by moving to the blue level with 0% suspended at least one day, a decline of 4.5% from previous year.

English Learner Progress from the California Dashboard and Reclassification:
The CA Dashboard shows the ELPI indicator in the red with 42.4% of ELs making progress toward English Language Proficiency, which declined 12.8% from the previous year. Out of 44 ELs, 4 were eligible for reclassification and 50% were reclassified. 50% of ELs progressed at least one level on the ELPI, 21.4% maintained their level, and 28.6% decreased one level.

Learning Recovery Emergency Block Grant (LREBG) and the 2026-2027 LCAP:
La Verne will continue to use Learning Recovery funds for behavioral support, social emotional services, and academic support to provide direct support to students in order to alleviate barriers to school attendance, improve student achievement, improve student engagement, and promote an inclusive school culture. LREBG funds allocated for the 2025-2026 school year were not fully expended, thus any existing LREBG funding in addition to any additional LREBG funding allocations will be used to support those services in the 2026-2027 LCAP, which include:
- School psychologist, behavioral specialist(s), and/or other outside school mental health partner(s) to provide behavioral and mental health support for students experiencing challenges (G6A6 Behavioral and Mental Health Support Services)
- General Education Paraeducators to provide targeted classroom-based support and help maintain a positive, inclusive learning environment that fosters student connectivity and well-being (G6A7 Behavior and Academic Support Paraeducators)

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff (Teachers)	Members of the Instructional Leadership Team (ILT), as well as the academic coaches (Literacy Coach, Math Academic Coach, Science Academic Coach, Culture & Climate Team), have sought input from teachers on the effectiveness of professional development provided by our academic coaches and teacher leaders throughout the school year to inform how our Professional Development (PD) opportunities impact the needs of our students. In addition, teachers provided input through the LCAP survey in January-February 2026 and received 14 responses from teachers and through a site-based Teacher Input Survey on Professional Development and LCAP priorities in May 2026, receiving 8 responses. Feedback from professional development and LCAP surveys indicated that teachers need ongoing academic support in differentiated small group instruction in ELA and Math, Mathematical practices (i.e. Cognitively Guided Instruction (CGI), number sense routines, math academic discourse), effective technology integration with digital tools and robotics, and social-emotional learning strategies for students.Teachers expressed a desire for continued professional development in these areas, facilitated by academic coaches, teacher leaders, and through site-led Professional Learning Communities (PLCs) to better address student needs utilizing a combination of student-free professional development days, afterschool charter PD meetings, and structured teacher planning time (STPT). Additionally, teachers identified the importance of ongoing social-emotional learning (SEL) support, including professional development in culturally responsive trauma-informed practices. Support for social-emotional well-being and mental health, access to rich academic interventions and supports, and high quality classroom instruction and curriculum were rated the highest priority areas for student success (LCAP Goal 1). Teachers rated having quality intervention, effective technology integration, and professional development/ongoing coaching on effective instructional strategies were of highest priority in helping students learn and master grade-level standards (LCAP Goal 2). Regarding parental involvement, teachers rated building positive school family relationships and hosting family engagement nights will better our engagement with parents and family members in supporting student learning and school decision-making (LCAP Goal 3). Furthermore, teachers emphasized the need for academic interventions such as tutoring, small group instruction, and targeted support for Reading, Math, and Writing as highest priorities for helping students succeed academically (LCAP Goal 4).Crisis intervention/trauma informed services, MTSS, and staff support were rated as highest priority in services teachers believe are most effective in keeping students motivated, attending school regularly, and supporting college and career readiness (LCAP Goals 5 & 6). Lastly, teachers rated having academic support (i.e. tutoring, intervention), robotics, and tech integration will help to ensure students have access to a broad course of study (LCAP Goal 7).
Other School Personnel	La Verne engaged other school personnel (classified staff) through site-based advisory groups and job-alike meetings. The School Advisory Committee (SAC) meetings occurred 4 times throughout the school year to collaborate and provide feedback on the LCAP and through the LCAP Annual Survey. School Site Council (SSC) has classified representation and ELAC with Resource Teacher and Counselor participants. The annual LCAP survey feedback indicated that students need more academic support and resources, such as small groups and one-on-one intervention. It expressed the need for social-emotional/behavioral support both inside and outside of the classroom setting, all working toward improved student achievement.
Principals/ Administrators	Collaboration among site and district administrators is a vital component of the continuous cycle of inquiry. The district's Instructional Leadership Team (ILT) provides dedicated opportunities for cross-district collaboration, allowing administrators to share best practices and align on instructional priorities. Focused administrative meetings with directors and site leaders are held regularly to assess the progress and effectiveness of site goals and actions. As a charter school, additional meetings are conducted with the Assistant Superintendent, Director of Elementary Education, and Director of State and Federal Programs. These collaborative discussions inform midyear reporting and guide the development of future LCAP iterations. A comprehensive LCAP survey is also administered to gather input from Principals and Administrators. Combined with ongoing collaboration, this feedback highlights key areas of need, including expanded academic support, targeted professional development for teachers, enhanced mental and behavioral health services, and increased college and career readiness opportunities. This structured, collaborative engagement process ensures that the LCAP reflects the shared vision and priorities of our school community, driving continuous improvement to support student success.
Students (Grades 3rd-6th)	Students in grades 3–6 were provided the opportunity to share feedback and suggestions through a school survey focused on school

	climate, connectedness, and safety. In addition, fifth-grade students participated in the California Healthy Kids Survey (CHKS), which supports school improvement efforts by providing data to guide the development of effective health, prevention, and youth development programs. Survey results highlighted student interest in expanding extracurricular opportunities, including clubs and activities such as art, eSports, and music/chorus. When asked how the school could further support school climate and connectedness, many students expressed appreciation for the availability of a designated quiet space, or “Calm Corner,” where they can de-stress and access social-emotional support when feeling overwhelmed. Students also shared interest in increasing opportunities for schoolwide festivals and assemblies that celebrate cultures and diversity, as well as enhancing student recognition and reward systems that acknowledge positive behavior, kindness, and rule-following. Additionally, students expressed interest in the implementation of a peer mediation program in which students support one another in resolving conflicts and developing positive problem-solving skills.
Parents/ Community Members	Throughout the year, meetings are held with parents and community members to share school data, and information, and to listen to recommendations and suggestions. These meetings included the English Learners Advisory Committee (ELAC), School Advisory Committee (SAC), School Site Council (SSC), Coffee with the Principal, and monthly PTA meetings.This year, the African American Parent Advisory Council (AAPAC) was also started holding 2 meetings so far. Parents are continuously asked for their feedback through interactions at parent orientations, back-to-school nights, open houses, parent conferences, and PBL exhibitions. Along with these interactions, LVSTC gathers parent input through the LCAP survey pushed out to parents through ParentSquare. There were 14 total responses on the La Verne annual LCAP survey. Our school community indicated that there was a need for: Goal 1 - Recruitment and retention of qualified staff and offering teacher support on research-based practices. Goal 2 - Offer intervention programs in math, English, and science — particularly for students identified as below grade level. - Increase access to tutoring and small-group instruction, both during and after school. - Utilize academic enrichment programs that extend learning beyond the classroom (STEM clubs, literacy circles, coding workshops). - Professional Development and ongoing coaching on effective instructional strategies for staff/teachers Goal 3 - Parent engagement and building positive school family relationships. - Parent trainings/workshops, meetings, parent communication Goal 4 - Focus on reading and math support to prepare for academic success. Goal 5 - Invest in school counseling and SEL curriculum to address student wellness and peer relationships. - Provide training for teachers and staff in trauma-informed practices and conflict resolution. Goal 6 - Continue implementation of Culture and Climate initiatives to build a positive school wide community and Multi-tiered System of Support (MTSS). - Increase staff support for more supervision and extra support in the classrooms Goal 7 - Increase access to STEAM (Science, Technology Engineering, Art, and Mathematics exploration/enrichment programs. - Increase access to tutoring, enrichment, and social-emotional support
Site Advisory Groups	LVSTC participates alongside parents and community members in a number of school advisory groups, including the Site Advisory Committee (SAC), the English Learner Advisory Committee (ELAC), School Site Council (SSC), African American Parent Advisory Council (AAPAC), and the La Verne Charter Board. SAC, ELAC, SSC, AAPAC, and La Verne Charter Board consist of parent representatives and they learn about Title I programs and academic support programs for all students, including services for English Learners and Long-Term English Learners. All committees discuss the overall implementation and effectiveness of state and federal programs at La Verne. Members of site-level advisory groups also provided input through the LCAP survey. They also gave input on the LCAP survey itself and its effectiveness, and ELAC, SAC, and AAPAC gave input separately on the needs for academic remediation in

order to close student achievement gaps for English Learners, Foster Youth, Low-Income students, and African-American student groups.

Site Advisory Groups indicated that the most important needs are more academic support and resources (small group and 1:1 attention and support for other student groups), behavioral support for students (inside and outside the classroom), more family engagement and better parent communication (ways to get more families involved and attend parent meetings).
- School Advisory Committee (SAC) met four times throughout the school year and was composed of parents, classified, and certificated staff. Members learn about LCAP metrics, and see examples of the LCAP in-action at the school. SAC participants provide ongoing input on school programs/initiatives that inform the Goals and Actions within the LCAP. Parent representatives indicated that the current tutoring program (tutor.com) is not effective as it does not align with students' needs and grade level standards and asked to explore other options for next year or more effective intervention plans need to be in place.
- On January 26, 2026, La Verne launched the LCAP Survey to gather educational partner feedback via the annual survey. ParentSquare messages and follow up reminders were distributed in order to inform the community on what the LCAP is and why it is important. Community members had access to the survey via QR codes and ParentSquare. The LCAP survey was open for a total of two weeks to all educational partners. On January 23, 2026 the LCAP mid-year review was presented to the School Site Council (SSC) and February 27, 2026 to the La Verne Charter Board. On April 14, 2026 the results of the LCAP survey were reviewed with SSC.
- School Site Council (SSC) met five times throughout the school year and was composed of parents, community members, classified, and certificated staff. Members learn about the eight state priorities and LCAP metrics, and see examples of the LCAP in-action at the school. Parent representatives indicated that more tutoring and interventions were needed at the school site and that there was an overall lack of stable staffing, parent engagement, and a need for more consistent teaching standards schoolwide. The use of Title I Funds this year and projected budget and allocations of Title I funds for 2026-2027 were presented to the School Site Council (SSC) on June 11, 2026 and Title I allocations were approved 6 yes : 0 no.
- English Learner Advisory Committee (ELAC) parent representatives met five times through the school year and provided feedback on services for English Learners. Parent representatives indicated that more tutoring and interventions were needed at the school site and more support for small group instruction, especially for English Learners. La Verne's DELAC representative attended the District Advisory Committee meetings and shared learnings. They were invited to provide feedback on ongoing district-wide priorities and those specific to our school site to address achievement gaps.
- African American Parent Advisory Committee (AAPAC) was created this 2025-2026 school year with its first meeting on April 16, 2026. This parent advisory committee was started to address some parent concerns and trends in school data for our African American student group.

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

Engagement: La Verne's LCAP process was significantly shaped by the review of data along with the valuable input and insights provided by our educational partners throughout the year. La Verne first analyzed academic performance, attendance, engagement, and other key indicators to identify student needs and performance gaps, particularly low-performing student groups. Once needs were identified, educational partners collaboratively reviewed and refined goals and actions that directly addressed identified gaps. These partners included students grades 3-6, teachers, certificated staff, classified staff, parents/community members, School Site Council (SSC), and various parent advisory committees such as English Learners Advisory Committee (ELAC), School Advisory Committee (SAC), and AAPAC (African-American Parent Advisory Committee).Input and feedback were gathered throughout the year through various meetings with educational partners and annual LCAP survey. All educational partners were actively involved in informing our site's goals and actions within the LCAP and helped with the evaluation of the Cycle of Continuous Improvement.

Actions: The majority of the LCAP actions will remain unchanged for 2026-2027 in order to maintain continuity and support ongoing progress. Any changes to actions are based on updating action descriptors to align better with current site initiatives and practices that better support the needs of our students. These changes include eliminating outside partnerships that are no longer partnered with La Verne and revising instructional strategies and approaches to more current evidence-based practices that align with our site and district initiatives.

Additionally, G6A2 Multi-tiered Systems of Support (MTSS) will be abandoned as the principles and practices of MTSS are embedded throughout multiple existing LCAP goals and actions. Academic interventions, behavioral supports, social-emotional services, progress monitoring, and targeted student supports are already incorporated into current actions and services. G6A9 Inclusive Learning Support Specialist will be abandoned as well due to challenges in creating this new position, recruitment, and hiring of this

position with budget reductions. Other LCAP goals and actions provide similar support and services to students.

Metrics: To ensure actions are effective and aligned with both state standards and the supports outlined in the plan, La Verne also refined its metrics to closely monitor progress and measure the impact of supports on student outcomes. Metrics newly adopted include:
- G4 Metric 6 - English Learners-District Interim Assessments for English Language Arts BM 1 and BM 2 (Average Percent Correct) with 2025-2026 data as the Baseline data.
- G4 Metric 7 - English Learners-District Interim Assessments for Mathematics BM 1 and BM 2 (Average Percent Correct) with 2025-2026 data as the Baseline data.
- G4 Metric 8 - English Language Arts: District Foundational Skills Assessment Dynamic Indicators of Basic Early Literacy Skills (DIBELS) with 2025-2026 data as the Baseline data.
- G4 Metric 9 - English Language Arts: Student Lexiles (Grades 3-6) from Achieve3000 with 2025-2026 data as the Baseline data.
- G4 Metric 10 - iReady Mathematics Diagnostics with 2025-2026 data as the Baseline data.
- G4 Metric 11 - Reclassification Rates with 2025-2026 data as the Baseline data.
- G4 Metric 12 - EL Progress on Language Proficiency (ELPI) with 2025-2026 data as the Baseline data.

Metrics 6 and 7 were added to specifically focus on how our English Learners are performing on local assessments (District Interim Assessments) for ELA and Math compared to our schoolwide data. This data helps to inform what interventions and supports our English Learners language acquisition and literacy needs, ultimately improving in academic achievement.
Metrics 8, 9, and 10 were added to provide additional metrics to track local assessment data to measure progress in order to monitor overall student academic achievement and college and career readiness.
Metric 11 and 12 was added to monitor reclassification rates and progress on language proficiency (ELPI) of our English Learners to address Goal 4 and use it as a metric to evaluate services our English Learners are receiving to address their language acquisition.

Proposed Expenditures: Based on the analysis of California School Dashboard indicators, local assessment data, attendance trends, and educational partner feedback, funds have been allocated to continue professional learning opportunities that build teacher and staff capacity in identified areas of need, including English Language Arts, Mathematics, and chronic absenteeism. Professional development will focus on evidence-based instructional practices, data-driven decision-making, differentiated instruction, and strategies to improve student achievement, engagement, and attendance. La Verne Science and Technology Charter remains committed to strategically allocating resources in programs, services, and support that meet the needs of all students, with an emphasis on increasing and improving services for English Learners, Foster Youth, and Low-Income students. These allocations support equitable access to rigorous instruction, targeted interventions, student well-being, and positive academic outcomes.

Moving forward, we will continue to engage our educational partners in the development of the LCAP, regularly analyze the effectiveness of our goals and actions, and make the necessary adjustments to ensure increased and improved services for our student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be taught by appropriately assigned and fully credentialed teachers and have access to standards aligned instructional materials and facilities that are in good repair.	Broad Goal

State priorities addressed by this goal.

1, 2

An explanation of why the LEA has developed this goal.

We developed this goal because our students need access to high-quality staff, proper instructional materials, and well-maintained facilities in order to develop the educational foundations needed to succeed in school and move toward graduation. The metrics identified in this goal will measure 1) the extent to which students will be taught by appropriately assigned and fully credentialed teachers, 2) the extent to which students will have access to standards-aligned instructional materials, 3) the extent to which students will have access to facilities in good repair, and the impact that these components will have on student academic achievement in ELA and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Report 4.1 Staff- Count and FTE by Job Classification	100%	100%	100%	100%	0%
2	Facility Inspection Tool (FIT) School Facility Inspection Evaluation Percent of school facilities that are maintained in good repair [as defined in EC 17002].	100%	100%	100%	100%	0%

3	Sufficiency of Materials Report Percent of pupils that have sufficient access to the standards-aligned instructional materials [EC 60119].	100% Sufficient	100% Sufficient	100% Sufficient	100% Sufficient	0%

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 1 were successfully implemented as planned, including G1A1 Support with Staff Recruitment and Hiring, G1A3 Custodial Staff, and G1A4 Custodial Staff and Facilities. G1A2 Teacher Support was partially implemented.

There were several successes in implementation across Goal 1 actions that positively impacted student support:
- G1A1 Support with Staff Recruitment and Hiring where the Human Resources clerk was able to monitor misassignments and support with the recruitment of personnel and in hiring a secretary II position to support the services of students, including English Learners, Foster Youth, and Low-Income students.
- G1A3 & G1A4 implementation of a fully staffed custodial team aided in maintaining a safe, clean and positive learning environment.
- Partial implementation of G1A2 Teacher Support assisted teacher leaders working with and supporting beginning teachers, new teachers, and veteran teachers through the learning and implementation of site and district initiatives.

There were some minor challenges in the implementation of this goal:
- Recruitment and hiring of college tutors (G1A1 Support with Staff Recruitment and Hiring)
- Recruitment of staff to fill the various stipend/special assignment opportunities (G1A2 Teacher Support).
- Challenges in coordination and timing for facility updates and repairs (G1A4Custodial Staff and Facilities).

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 and estimated actual expenditures were observed in the following actions:

- G1A1 Support with Staff Recruitment and Hiring had a higher expenditure than anticipated due to hiring and funding of secretary II and typist clerk positions out of this action.
- G1A2 Teacher Support had a lower expenditure than anticipated due to challenges in recruitment of staff to fill the various stipend/special assignment opportunities.
- G1A3 Custodial Staff had a higher expenditure than anticipated due to additional custodial staff being funded out of this action.
- G1A4 Custodial Staff and Facilities a lower expenditure than anticipated due to challenges in coordination and timing for facility updates and repairs and under utilization of extra hours/materials for completing repairs and facility improvements.

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

Overall, the evaluation of Goal 1 Actions 1 and 3 were fully effective and Goal 1 Actions 2 and 4 were partially effective. In evaluating metric 1 (CALPADS Report 4.1 Staff Count and FTE by Job Classification) and effective implementation of Action 1 (Support with Staff Recruitment and Hiring), La Verne was 100% fully staffed with certificated and classified personnel which positively impacted support for all our students, including English Learners, Foster Youth, and Low-income students. In evaluating metric 2 (Facility Inspection Tool FIT), the School Facility Inspection Evaluation reflected 100% fully implemented at the exemplary level, showing La Verne is maintained in good repair. In evaluating metric 3 (Sufficiency of Materials Report), the percentage of students that have sufficient access to the standard-aligned instructional materials was 100% sufficient.

Overall, Goal 1 was effective in that there were increased efforts and outcomes in students having appropriately assigned, fully credentialed teachers and having access to standards-aligned instructional materials and facilities that are in good repair. The actions were effective in supporting these efforts through the following outcomes:
- Human Resources clerk was able to monitor misassignments and support with the recruitment of personnel and in hiring a secretary II position to support the services of students, including English Learners, Foster Youth, and Low-Income students. Being 100% fully staffed with high-quality certificated and classified personnel positively impacted support for all our students, keeping class sizes low and increasing academic achievement, shown in our growth from the beginning of the year local district assessments to the end of the year assessments (G1A1 Support with Staff Recruitment and Hiring).
- Despite challenges in recruitment of staff to fill various stipend/special assignment opportunities, certificated staff engaged in numerous professional learning community (PLC) opportunities to analyze data, plan instruction, and implement effective teaching strategies to support academic and social-emotional needs of our students, including English Learners, Foster Youth, and Low-income students (G1A2 Teacher Support).
- Despite challenges in coordination and timing for facility updates and repairs, custodial staff created and maintained a positive learning environment throughout the year (G1A3 Custodial Staff and G1A4 Custodial Staff and Facilities)

While many actions were effective, some were ineffective in making improvements for the following outcomes:
- Challenges in recruitment of staff to fill the various stipend/special assignment opportunities led to less opportunities for learning partners and instructional leadership team to develop professional learning and planning (G1A2 Teacher Support).

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

After reflection, this goal, metrics, actions, and target outcomes will be maintained for the 2026-27 academic year except for changes to the following metrics and actions:
- MODIFY/ADAPT metric title for metric 2 Facility Inspection Tool (FIT) by including a more specific descriptor for data reflected in baseline and yearly outcomes. The revised metric title will reflect "Facility Inspection Tool (FIT) School Facility Inspection Evaluation Percent of school facilities that are maintained in good repair [as defined in EC 17002]."
- MODIFY/ADAPT metric title for metric 3 Sufficiency of Materials Report by removing outdated report title and descriptor 'availability of textbooks and other instructional materials report percentage of students lacking own assigned copy' to 'Sufficiency of Materials Report'. The revised metric title and descriptor will reflect "Sufficiency of Materials Report - Percent of pupils that have sufficient access to the standards-aligned instructional materials [EC60119]."
- MODIFY/ADAPT action description for G1A2 Teacher Support by changing Teaching Teacher Specialist for Math & Science position to Math & Science Academic Coaches. This change was adopted and approved last year (2024-2025) but G1A2 description was not revised to reflect it. The revised description will reflect "La Verne Charter Learning Partners (School Site Specialist, Literacy Coach, Resource Teacher, Math & Science Academic Coaches, Project-Based Learning Leads) and the Instructional Leadership Team, will receive stipends and use instructional materials, supplies, and professional development sessions to work with new teachers and staff focusing on high-effect size strategies that improve academic achievement. Special assignment hours will be provided for planning outside of the contracted time. This will allow them to better meet the academic and social-emotional needs of our English Learners and Low-income students."

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	Support for Staff Recruitment and Hiring	With the support of the PUSD Human Resources Dept., the Admin. Team will recruit, and hire certificated, classified staff, and college tutors that are to be assigned to increase or improve support for English Learners, Foster Youth, and Low-Income students as described in the plan to ensure prompt access to services for our students.	$155,934.00	Yes
2	Teacher Support	La Verne Charter Learning Partners (School Site Specialist, Literacy Coach, Resource Teacher, Math & Science Academic Coaches, Project-Based Learning Leads) and the Instructional Leadership Team, will receive stipends and use instructional materials, supplies, and professional development sessions to work with new teachers and staff focusing on high-effect size strategies that improve academic achievement. Special assignment hours will be provided for planning outside of the contracted time. This will allow them to better meet the academic and social-emotional needs of our English Learners and Low-income students.	$1,792.00	Yes
3	Custodial Staff	Custodial staff will work to provide a safe, clean, and positive learning environment for students. This will mitigate any interrupted instructional time for our English Learners and Low-income students.	$96,108.00	No
4	Custodial Staff and Facilities	Maintaining our facility updated and creating a positive learning environment is a priority for staff, students, parents, and the community to feel welcome and proud of attending school at La Verne Charter. Extra hours for custodial staff and Maintenance and Operations to complete special projects, repairs, and facility improvements such as painting, new carpets, and portables. Custodial materials, contracted services, equipment, supplies, and resources will be purchased.	$292.00	No

Goal

Goal #	Description	Type of Goal
2	State adopted standards will be implemented throughout La Verne Charter and they will be supported with professional development, materials, and opportunities for staff to collaborate to ensure students have access to them.	Broad Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need additional services put in place that address their academic and behavioral needs in order to access the state academic standards, and in order to graduate and be college and career-ready. The metrics identified in this goal will measure 1) The LEA's Rating on how it is implementing policies and programs for students to access content standards, 2)The LEA's Rating on Professional Development and Teacher Support, 3) Students' academic progress on state and local assessments, in order to measure the impact on student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts: District Interim Assessments BM1 and BM2 for ELA - Average Percent Correct	Grade K: 72.1%, 78.2% Grade 1: 63.6%, 64.9% Grade 2: 45.9%, 48.4% Grade 3: 43.3%, 48.1% Grade 4: 40.1%, 53% Grade 5: 44%, 39.4% Grade 6: 53.6%, 66.2%	Grade K: 80.7%, 82.7% Grade 1: 56.4%, 61.0% Grade 2: 38.3%, 48.3% Grade 3: 40.6%, 38.8% Grade 4: 38.5%, 47.5% Grade 5: 39.4%, 35.2% Grade 6: 66.0%, 77.3%	Grade K: 82.6%, 88.4% Grade 1: 57.5%, 46.9% Grade 2: 45.9%, 47.8% Grade 3: 33.4%, 46.4% Grade 4: 39.9%, 55.5% Grade 5: 49.0%, 38.2% Grade 6: 72.3%, 66.3%	Grade K: 75.1%, 81.2% Grade 1: 65.6%, 67.9% Grade 2: 48.9%, 51.4% Grade 3: 46.3%, 51.1% Grade 4: 43.1%, 56.0% Grade 5: 47%, 41.4% Grade 6: 56.6%, 69.2%	Grade K: +10.5%, +10.2% Grade 1: -6.1%, -18.0% Grade 2: -0.5%, -0.6% Grade 3: -9.9%, -1.7% Grade 4: -0.2%, +2.5% Grade 5: +5.0%, -1.2% Grade 6: +18.7%, +0.1%
2	Mathematics District Interim Assessments BM1 and BM2 Average Percent Correct	Grade K: 83%, 76.4% Grade 1: 65.1%, 66% Grade 2: 52.3%, 45.4% Grade 3: 43.3%, 45.2% Grade 4: 54%, 55.6% Grade 5: 44.1%, 28.4% Grade 6: 32.4%, 41.2%	Grade K: 86.0%, 87.9% Grade 1: 68.3%, 71.5% Grade 2: 47%, 57.5% Grade 3: 36.1%, 67.7% Grade 4: 51.1%, 50.2% Grade 5: 46.6%, 24.3% Grade 6: 55.4%, 58.0%	Grade K: 87.5%, 88.5% Grade 1: 66.8%, 55.7% Grade 2: 56.0%, 64.4% Grade 3: 48.1%, 49.8% Grade 4: 50.5%, 64.7% Grade 5: 58.3%. 43.1% Grade 6: 53.9%, 62.8%	Grade K: 86.0%, 79.4% Grade 1: 68.1%, 69.0% Grade 2: 55.3%, 48.4% Grade 3: 46.3%, 48.2% Grade 4: 57.0%, 58.6% Grade 5: 47.1%, 31.4% Grade 6: 35.4%, 44.2%	Grade K: +4.5%, +12.1% Grade 1: +1.7%, -10.3% Grade 2: +3.7%, +19.0% Grade 3: +4.8%, +4.6% Grade 4: -3.5%, +9.1% Grade 5: +14.2%, +14.7% Grade 6:+21.5%, +21.6%

3	Implementing policies or programs- State Standards Rubric Scale 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool ELA : 3 ELD : 3 Math : 3 NGSS : 3 HSS : 3	2024-25 Self Reflection Tool ELA: 4 ELD: 4 Math: 4 NGSS: 3 HSS: 3	2025-26 Self Reflection Tool ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 4	ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 4	ELA: +1 ELD: +1 Math: +1 NGSS: +1 HSS: +1
4	Professional learning, teacher needs, and teacher support Rubric Scale 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support: 3	2024-25 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support: 4	2025-26 Self Reflection Tool PD: 4 Teacher Needs: 4 Teacher Support: 4	PD: 5 Teacher Needs: 4 Teacher Support: 4	PD: 0 Teacher Needs: 0 Teacher Support: +1

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 2 were fully implemented as planned, with the exception of G2A7 (Improve Student Achievement) and G2A10 (Orientation for Kindergarten Students) which were partially implemented due to staffing recruitment and sitewide practices that could be improved. G2A9 (Technology and Sensory Items for Students with Individual Education Plans (IEPs)) were not implemented due to lower-than-anticipated need for technology and sensory support items among students with Individualized Education Plans (IEPs) which will continually be monitored and adjusted.

There were several successes in implementation that ensured students' continued access to State Standards and Standards-Based Instruction:
- Multicultural books and high-interest books were ordered and added to the library, increasing access to literacy materials (G2A1 Library Support)
- Additional teachers were added to reduce the need for combination classes, which led to reducing class sizes and ultimately improved instructional practices and growth in student performance on local District Interim Assessments (DIAs) as well as iReady, DIBELS, and Achieve3000 diagnostics (G2A2 Combination Class Reduction K-6)
- There was an increase in tutoring services provided for students, allowing for more access and opportunity for grades 3-6 (G2A5 Extended Learning Opportunities for Literacy and Math)
- Attending Project-Based Learning (PBL) Design Camp at High Tech High resulted in the implementation of site-wide PBL in alignment with our site initiative as a Science and Technology Charter (G2A6 Professional Development and Classroom Support)
- Academic coaches (Literacy, Math, and Science) planned and implemented training and calibration of school staff on instructional practices for site and district initiatives such as Cognitively Guided Instruction in Math in conjunction with iReady, Write from the Beginning, and PBL (G2A6 Professional Development and Classroom Support).
- Teachers also engaged in structured teacher planning time (STPTs) with the academic coaches (Literacy, Math, and Science) three times this year to dig deeper into their grade level standards, plan and implement instruction based on data for ELA and Math utilizing the cognitive coaching process (G2A6 Professional Development & Classroom Support, G2A8 Math and Science Instruction and Academic Support).
- Teachers and school staff engaged in planning and coordination to provide interventions for students in ELA and Math that led to ongoing support (G2A7 Improve Student Achievement, G2A5 Extended Learning Opportunities for Literacy and Math). The school site also implemented Universal Access time during the first 45 minutes of the school day to provide targeted interventions and systematic ELD within grade spans. Student data was analyzed and utilized to group students based on ELD, intensive, strategic, and core support needed.
- Teacher-facilitated orientation/meet & greet for Kinder students and families resulted in the building of relationships and ease of transition to school (G2A10 Orientation for Kindergarten Students).

With the support of Learning Recovery (LREBG) funds, the following actions were successful in funding more resources and targeted support for students:
- Materials and supplies purchased to support students with IEPs and the Special Education classroom learning environment (G2A9 Technology and Sensory Items for Students with Individual Education Plans (IEPs))

There were also notable challenges in implementation within several actions:
- It has been an ongoing challenge this year to fill the tutor positions to support in Kindergarten and primary grades for small group instruction (G2A3 Kindergarten & Classroom Instructional Support, G4A1 Literacy and Math intervention)
- Prioritizing collaboration time between teachers and Technology Teacher Leads (TTLs) has been challenging due to calendar conflicts (G2A4 Technology Support and Services).
- While professional development opportunities were made available, scheduling conflicts with other district and site-based priorities limited staff participation. Limited staff interest and other responsibilities affected relevant conferences attendance (G2A7 Improve Student Achievement). Continued evaluation of opportunities and scheduling is in need to better align planning and opportunities with staff needs.
- Assessment of student needs indicated that existing resources adequately met many of our students with IEPs' needs, resulting in reduced demand for additional purchases. In addition, other funding sources were utilized for the amounts of materials and supplies purchased to support students with IEPs and Special Education classrooms. As a result, allocated funds were not effectively utilized within this school year (G2A9 Technology and Sensory Items for Students with Individual Education Plans (IEPs)). Further planning and monitoring of students needs will ensure use of funds will better align with student needs.

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 and estimated actual expenditures were observed in the following actions:
- G2A2 Combination Class Reduction K-6 had a lower expenditure than anticipated due to lower than originally projected need for combination class reduction teachers this year with declining enrollment.
- G2A3 Kindergarten & Classroom Instructional Support had a higher expenditure than anticipated due to added need for support in the Kindergarten classroom.
- G2A4 Technology Support and Services had a higher expenditure than anticipated due to increased purchase of software programs, technology tools and applications to more effectively integrate technology in the classrooms.
- G2A5 Extended Learning Opportunities for Literacy and Math had a higher expenditure than anticipated due to increased number of and reclassification of many Expanded Learning Opportunities Program (ELOP) enrichment expenditures to be coded under this LCAP goal and action.
- G2A6 Professional Development & Classroom Support had a higher expenditure than anticipated due to certificated staff professional development in-service and special assignment hours for teacher leaders not yet disbursed.
- G2A7 Improve Student Achievement had a lower expenditure than anticipated due to challenges in recruitment of staff to fill the various stipend/special assignment/professional development opportunities.
- G2A8 Math and Science Instruction and Academic Support had a higher expenditure than anticipated due to hiring and funding a second academic coach previously approved and added to LCAP last year (2024-2025) but the budget did not account for the second academic coach and annual salary increases.
- G2A9 Technology and Sensory Items for Students with Individual Education Plans (IEPs) had a lower expenditure than anticipated due to lower than projected need for technology and sensory items for students with IEPs.
- G2A10 Orientation for Kindergarten students had a lower expenditure than anticipated due to lower than projected utilization of extra hours and materials to prepare and host orientation for incoming Transitional Kindergarteners and Kindergarteners.

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

Overall, the evaluation of all Goal 2 metrics were partially effective. In evaluating metric 1 (ELA District Interim Assessments), there were noticeable gains in grades K, 2, 3, and 4 in percentage of students mastering standards from BM I to BM II. Likewise, when looking at average percent correct, the same grades (K, 2, 3, and 4) showed growth between BM I and BM II. In evaluating metric 2 (Math District Interim Assessments), there were noticeable gains in grades K, 1, 2, 3, and 4 in percentage of students mastering standards from BM I to BM II. Likewise, when looking at average percent correct, the grades K, 2, 3, and 4 showed growth between BM I and BM II. In evaluating metric 3 (Implementing policies of programs), the Self-Reflection Tool reflected partial effectiveness with ELA, ELD, and Math maintaining at level 4 full implementation and NGSS and HSS progressing to level 4 full implementation from level 3 initial implementation. In evaluating metric 4 (Professional learning, teacher needs, and teacher support), the Self-Reflection Tool reflected partial effectiveness with professional development and teacher support maintaining at level 4 full implementation and teacher needs progressing to level 4 full implementation from level 3 initial implementation.

Overall, Goal 2 was effective in that there were increased efforts and outcomes in student access to the state standards. Students demonstrated growth in both ELA and Math DIAs (District Interim Assessments), there was an increase in support for teachers through professional development sessions and structured teacher planning time (STPTs), and there was support for students and families to through Kinder Orientation/Meet & Greet sessions. The actions were effective in supporting access to the State Standards through the following outcomes:
- Students were able to access more books and digital literacy resources through their respective classroom libraries and technology support/services, and library and technology staff provided academic and literacy support for students through interactions and ongoing access to resources (G2A1 Library Support, G2A4 Technology Support and Services).
- Reduction in combination classes led to improved instructional practices and growth in student performance on local District Interim Assessments (DIAs) as well as iReady, DIBELS, and Achieve3000 diagnostics showing effectiveness of our actions for all our students including English Learners, Foster Youth, and Low-income students (G2A2 Combination Class Reduction K-6)
---Grades K, 2, 3, and 4 showed improvements in percentage of students who mastered between DIA ELA Benchmarks I and II.

---Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II (Metric 1)
---Grades K, 1, 2, 3, and 4 showed improvements in percentage of students who mastered between DIA Math Benchmarks I and II.
---Grades K, 2, 3, 4, and 6 showed improvements in average percent correct between DIA Math Benchmarks I and II (Metric 2)
---English learners in Grade 3 showed improvements in percentage of students who mastered between DIA ELA Benchmarks I and II.
---English learners in Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II.
---English Learners in Grades 2 and 4 showed improvements in percentage of students who mastered between DIA Math Benchmarks I and II.
---English Learners in Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA Math Benchmarks I and II.
---iReady Beginning of Year (BOY) 8% green, 42% yellow, and 49% red. Middle of Year (MOY) 18% green, 51% yellow, and 30% red. End of Year (EOY) 29% green, 52% yellow, and 19% red. Schoolwide data shows 21% increase in green, 10% increase in yellow, and 30% decrease in red.
---Achieve3000 Pre-test Lexile was 398L and Post-test Lexile is 548L, showing 150L improvement.
---DIBELS Beginning of Year (BOY) 18% blue, 23% green, 19% yellow, and 40% red. End of Year (EOY) 32% blue, 24% green, 15% yellow, and 29% red. Schoolwide data shows 14% improvement in blue, 1% increase in green, 5% increase in yellow, and 11% decrease in red.
- Teachers also engaged in structured teacher planning time (STPTs) with the academic coaches (Literacy, Math, and Science) four times this year to dig deeper into their grade level standards, plan and implement instruction based on data for ELA, Math, and Science PBL utilizing the cognitive coaching process, which contributed to improved instructional practices and growth in student performance across local District assessments and State assessments (G2A6 Professional Development & Classroom Support, G2A8 Math and Science Instruction and Academic Support).
---See above for district assessment data (DIA, iReady, DIBELS, Achieve3000)
---Percentage of students Met or Exceeded standard in CAASPP Mathematics increased for grade 4, 5, and 6 (+3%, +1%, +8% respectively) from previous year
---Percentage of students Met or Exceeded standard in CAASPP ELA increased for grade 6 (+6%) from previous year
---State California Science Test (CAST) data showed improvements in percent of students scoring in Level 3 from 8.16% to 10.53% and Level 4 from 2.04% to 7.89%, showing 2.37% and 5.85% increases respectively.
- Teachers continue to receive professional development aligned with site initiatives (G2A6 Professional Development & Classroom Support, G2A8 Math and Science Instruction and Academic Support). This year, additional teachers were able to attend High Tech High for the Project-Based Learning (PBL) camp, which allowed for teachers to curate/design and implement NGSS standards-aligned project-based learning experiences that integrated other core subject areas as showcased at our PBL Exhibition on April 28, 2025 (open house).
- Teacher-facilitated orientation/meet & greet for Kinder students and families resulted in the building of relationships and ease of transition to school (G2A10 Orientation for Kindergarten Students).
- Teachers received support and coaching from Teacher Technology Leads (TTLs) throughout the year, which enabled teachers to incorporate EdTech tools into their instruction and classroom practices (G2A4 Technology Support and Services).

While many actions were effective, a couple were somewhat ineffective in making improvements for the following outcomes:
- Local District Interim Assessments (DIAs) showed areas of need and further focus in the following areas (G2A6 Professional Development & Classroom Support):
---English Language Arts (ELA) for grades 1, 5, and 6 whose percentage of students proficient & above and average percent correct decreased between BM1 and BM2.
---English Learners on ELA DIA showed a decrease in percentage of students proficient & above in grades 4, 5, and 6 and a decrease in average percent correct for grades 1, 5, and 6 between BM1 and BM2
---Math for grades 5 and 6 whose percentage of students proficient & above and average percent correct decreased between BM1 and BM2.
---English Learners on Math DIA showed a decrease in percentage of students proficient & above in grades 1, 5, and 6 and a decrease in average percent correct for grades 5 and 6 between BM1 and BM2.
- State Assessments (CAASPP) showed areas of need and further focus in the following areas (G2A6 Professional Development & Classroom Support):
---CAASPP English Language Arts declined 8.9 points from previous year being 34 points below standard
---CAASPP Mathematics declined 3.7 points from previous year being 73.3 points below standard

- English Learner Progress Indicator shows a decline of 12.8% moving from Blue progress indicator in the previous year to Red this year (G2A7 Improve Student Achievement).

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

After reflection, the goal, metrics, and target outcomes will remain the same for the 2026-27 academic year except for changes to the following actions:
- An increase in funding to G2A8 Math and Science Instruction and Academic Support to account for two academic coaches (Math and Science) previously approved and added to LCAP last year (2024-2025) but the budget did not account for the 2nd academic coach and annual salary increases.
- MODIFY/ADAPT G2A3 Kindergarten & Classroom Instructional Support action title by including Transitional Kindergarten in Action title, replacing Implementation of Conscious Discipline (SEL) and Leader in Me (SEL) with Positive Behavioral Interventions and Supports (PBIS) to more closely align with district PBIS initiatives. The revised action title will reflect "Transitional Kindergarten, Kindergarten & Classroom Instructional Support". The revised description will reflect "Certificated staff, classified staff, and college tutors will provide access to the standards-based curriculum while students are in Full-Day Transitional Kindergarten and Kindergarten programs and in the primary grades for small group instruction. This will provide additional support and early access to education for English Learners and Low-income students who otherwise would begin school in first grade. This will help increase literacy skills and social emotional skills with the implementation of Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices (SEL) programs. Contracted services, Instructional materials and supplies including technology licenses and applications will be provided."
- MODIFY/ADAPT G2A6 Professional Development & Classroom Support description by replacing Readers and Writers Workshop strategies with Write from the Beginning and Beyond, balanced literacy replaced with structured literacy, and addition of professional learning teams to more closely align with district curriculum and initiatives. The revised description will reflect "Certificated staff will participate in professional development and ongoing coaching via Literacy Coach, Math Academic Coach, Science Academic Coach, and teacher leaders for CGI Math strategies, Write from the Beginning and Beyond, and other research-based literacy and math resources to support classroom instruction for all students including Low-income and Foster Youth students. Professional development topics include: state standards, PBL/integrated learning, differentiated and small group instruction, structured literacy, professional learning teams, strategies for students with disabilities, high effect strategies, and the use of restorative practices to increase academic growth and college and career readiness. Special assignment hours for teacher leaders, instructional materials, supplies and resources will be provided."
- MODIFY/ADAPT G2A8 Math and Science Instruction and Academic Support description by adjusting Academic Coach to Math and Science Academic Coaches to be more specific to the two separate academic coach roles. The revised description will reflect "Math and Science Academic Coaches will work with classroom teachers to provide professional development, job-embedded coaching, modeling, planning, and collaboration to improve instructional strategies for Foster Youth, English Learners, and Low-income students in the area of mathematics and science. Opportunities to observe math and science instruction at other school sites, special assignment hours, substitute fees, structured teacher planning time (STPT), conference attendance, math and science, equipment, materials, supplies and transportation to math events will be provided."
- MODIFY/ADAPT G2A10 Orientation for Kindergarten students action title by including Transitional Kindergarten in Action title, removing 'a day of orientation before the end of the school year' to more closely align with current Transitional Kindergarten and Kindergarten orientation practices of holding orientation just before the start of a new school year. The revised action title will reflect "Orientation for Transitional Kindergarten and Kindergarten Students". The revised description will reflect "Certificated and classified staff will provide English Learners, Foster Youth and Low-income students entering Transitional Kindergarten and Kindergarten an orientation just before the beginning of the new school year in order to improve students' transition to school and make it a positive experience. Materials, supplies, and extra hours will be provided to teachers and classified staff."

While LREBG funds were utilized for supporting students with IEPs and the Special Education classroom learning environment, LREBG funds will no longer be utilized to support G2A9 Technology and Sensory Items for Students with Individual Education Plans (IEPs) to the 2026-2027 year to prioritize support for other LCAP goals and actions.

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	Library Support	The Library Clerk will allow students to access the La Verne Charter Library. District training will be offered to enhance the Library Clerk's ability to support English Learners and low-income students. This will increase students' literacy skills and academic vocabulary, by reading high-interest and engaging books. Extra hours will be provided to conduct an inventory of books. Materials, supplies, digital ebooks, and culturally responsive library books that represent our students and families will be purchased.	$57,508.00	Yes
2	Combination Class Reduction K-6	Additional teacher(s) who are highly qualified and fully credentialed teachers will help to reduce class size and the need for combination classes to better serve our Low-income students, Foster Youth, and English Learners who benefit from interventions and support to improve achievement on state and local assessments.	$108,402.00	Yes
3	Transitional Kindergarten, Kindergarten & Classroom Instructional Support	Certificated staff, classified staff, and college tutors will provide access to the standards-based curriculum while students are in Full-Day Transitional Kindergarten and Kindergarten programs and in the primary grades for small group instruction. This will provide additional support and early access to education for English Learners and Low-income students who otherwise would begin school in first grade. This will help increase literacy skills and social emotional skills with the implementation of Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices (SEL) programs. Contracted services, Instructional materials and supplies including technology licenses and applications.	$116,451.00	Yes
4	Technology Support and Services	Technology Teacher Leads (TTLs) will plan and facilitate professional development for teachers and staff who will design rigorous and relevant learning opportunities and integrate technology for English Learners, Low-income and Foster Youth to actively engage students, enhance their academic growth, and prepare them to be college and career ready. TTLs and technology staff will receive stipends, special assignment hours, attend conferences to stay current on high-effect teaching strategies and tech tools, conference attendance fees, contracted services, and the purchase of software programs and applications will be provided.	$28,251.00	Yes
5	Extended Learning Opportunities for Literacy	After-school tutoring, intervention, and summer school taught by Intervention, Resource, and other certificated staff will provide English Learners, low-income, and Foster Youth students with extended opportunities to close the achievement gap in literacy and math. Special assignment hours for Certificated and Classified staff will be funded, in addition to contracted services in order to extend the school day and year for English Learners, Foster Youth, and Low-income students.	$7,947.00	Yes
6	Professional Development & Classroom Support	Certificated staff will participate in professional development and ongoing coaching via Literacy Coach, Math Academic Coach, Science Academic Coach, and teacher leaders for CGI Math strategies, Write from the Beginning and Beyond, and other research-based literacy and math resources to support classroom instruction for all students including Low-income and Foster Youth students. Professional development topics include: state standards, PBL/integrated learning, differentiated and small group instruction, structured literacy, professional learning teams, strategies for students with disabilities, high effect strategies, and the use of restorative practices to increase academic growth and college and career readiness. Special assignment hours for teacher leaders, instructional materials, supplies and resources will be provided.	$156,245.00	Yes
7	Improve Student Achievement	ILT and Site Specialist will collaborate with certificated staff to plan and coordinate services for English Learners, Foster Youth, and Low-income students with teachers and classified staff to improve student academic achievement and SEL. This will include funding for conference attendance, extra hours, Unit Leader Stipends, instructional materials and	$11,018.00	Yes

		supplies.		
8	Math and Science Instruction and Academic Support	Math and Science Academic Coaches will work with classroom teachers to provide professional development, job-embedded coaching, modeling, planning, and collaboration to improve instructional strategies for Foster Youth, English Learners, and Low-income students in the area of mathematics and science. Opportunities to observe math and science instruction at other school sites, special assignment hours, substitute fees, structured teacher planning time (STPT), conference attendance, math and science, equipment, materials, supplies and transportation to math events will be provided.	$326,965.00	Yes
9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	La Verne Charter special education staff will support students with disabilities in the moderate to severe program with access to technological devices, software applications, and sensory equipment specific to students receiving special education and related services. In addition, staff will participate in professional development and/or attend conferences related to special education. The use of these technology supports will allow students with disabilities to access a relevant educational curriculum in an equitable manner so they are able to grow, achieve success, self-regulate, and function more fully. This includes funding for technological devices, software, sensory equipment, professional development, conference attendance, materials, and supplies.	$0.00	No
10	Orientation for Transitional Kindergarten and Kindergarten students	Certificated and classified staff will provide English Learners, Foster Youth and Low-income students entering Transitional Kindergarten and Kindergarten an orientation just before the beginning of the new school year in order to improve students' transition to school and make it a positive experience. Materials, supplies, and extra hours will be provided to teachers and classified staff.	$320.00	Yes

Goal

Goal #	Description	Type of Goal
3	Parents and Guardians will be invited to participate in the implementation and evaluation of programs designed to benefit students.	Broad Goal

State priorities addressed by this goal.

2, 3, 5

An explanation of why the LEA has developed this goal.

We developed this goal because strong family-school partnerships lead to improved student academic achievement, increased student engagement and attendance, decreased suspension, and increased parent involvement in the educational decisions that benefit student outcomes. The metrics identified in this goal will measure 1) the extent of communication and resources for parent and family engagement, 2) the extent of parent and family engagement at the school and district levels, 3) students' academic progress on state and local assessments, 4) students' engagement, and 5) attendance and chronic absenteeism data in order to enhance and increase parent involvement and student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Communication -Parent and Family Engagement Progress in developing multiple opportunities for the school to engage in two-way communication Rubric: 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research	2023-24 Self Reflection Tool 5: 40.56% 4: 23.78% 3: 22.38% 2: 8.39% 1: 4.90%	2024-2025 Self Reflection Tool 5: 50.00% 4: 33.33% 3: 0.00% 2: 16.67% 1: 16.67%	2025-26 Self Reflection Tool 5: 57.14% 4: 21.43% 3: 0.00% 2: 14.29% 1: 0.00%	5: 43.56% 4: 27.78% 3: 21.38% 2: 5.39% 1: 1.90%	5: +16.58% 4: -2.35% 3: -22.38% 2: +5.90% 1: -4.90%

2	Resources-Parent and Family Engagement Progress in providing families with information and resources to support student learning and development in the home. Rubric: 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research	2023-24 Self Reflection Tool 5: 31.58% 4: 24.81% 3: 26.32% 2: 11.28% 1: 6.02%	2024-2025 Self Reflection Tool 5: 41.67% 4: 33.33% 3: 16.67% 2: 8.33% 1: 0.00%	2025-26 Self Reflection Tool 5: 50.00% 4: 14.29% 3: 14.29% 2: 7.14% 1: 14.29%	5: 34.58% 4: 28.81% 3: 25.32% 2: 8.28% 1: 3.02%	5: +18.42% 4: -10.52% 3: -12.03% 2: -4.14% 1: +8.27%

3	Engagement-Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels Rubric: 5 – Full Implementation and Sustainability 4 – Full Implementation 3 – Initial Implementation 2 – Beginning Development 1 – Exploration and Research	2023-24 Self Reflection Tool 5: 30.95% 4: 13.49% 3: 32.54% 2: 15.08% 1: 7.94%	2024-2025 Self Reflection Tool 5: 25.00% 4: 25.00% 3: 33.33% 2: 8.33% 1: 0.00%	2025-26 Self Reflection Tool 5: 57.14% 4: 21.43% 3: 0.00% 2: 7.14% 1: 14.29%	5: 33.95% 4: 17.49% 3: 31.54% 2: 12.08% 1: 4.94%	5:-+26.19% 4: +7.94% 3: -32.54% 2: -7.94% 1: +6.35%

Goal Analysis for 2025-2026

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 actions in Goal 3 were partially implemented, including G3A1 Parent Training & Workshops, G2A2 Parent Support and Involvement, and G3A3 Building Positive School Family Relationships was partially implemented.

There were several successes in implementation of Goal 3 actions that positively impacted parental involvement and student support:
- Community engagement events (i.e. Back-to-School Night, Trunk-or-Treat (Fall Festival), Robotics Nights, Open House/PBL Night, parent conferences) were well attended by various educational partners (G3A3 Building Positive School Family Relationships).
- Educational partners' input were provided regularly throughout the year at the School Site Council (SSC), School Advisory Committee (SAC), ELAC (English Learners Advisory Committee), and African American Parent Advisory Council (AAPAC), which helped inform improvements in schoolwide practices, communications, and schoolwide events (G3A2 Parent Support and Involvement).
- PTA hosted one Scholastic Book Fair this year and had many parents volunteer shifts at the book fair (G3A2 Parent Support and Involvement).
- Throughout the year, there have been many classroom parent volunteers across various grade-levels to support the classroom (G3A2 Parent Support and Involvement).

While there were successes in implementation, there were some challenges that impacted full implementation of this goal:
- Disbandment/absence of an active PTA limited the school's capacity to coordinate, promote, and facilitate parent-focused events and activities. Starting the 2026-27 school year with an active PTA will be a primary point of focus (G3A2 Parent Support and Involvement)
- Decreased parental involvement limited opportunities for parents to participate in educational workshops/trainings (G3A1 Parent Training & Workshops)
- Decreased parental involvement affected parent participation, family engagement and thus, impacted school family relationships. Continuing to explore alternative strategies to increase family engagement and strengthen communication with families will be a focus point next year. (G3A3 Building Positive School Family Relationships)

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 and estimated actual expenditures were observed in the following actions:

- G3A1 Parent Training & Workshops had a lower expenditure than anticipated due to challenges with scheduling and planning of parent trainings/workshops and limited parental involvement/participation in parent engagement opportunities.
-G3A3 Building Positive School Family Relationships had a lower expenditure than anticipated due to challenges with effective parent communication, limited parental involvement, and other funding sources being utilized.

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

Overall, the evaluation of Goal 3 Actions 2 (Parent Support and Involvement) and 3 (Building Positive School Family Relationships) were partially effective and Goal 3 Action 1 (Parent Training & Workshops) was ineffective. There were efforts made to develop strong family-school partnerships to improve parental involvement and student engagement throughout the year. The actions were effective in supporting these efforts through the following outcomes:
- There were regularly held meetings throughout the year to receive input from our educational partners with the School Site Council (SSC), School Advisory Committee (SAC), ELAC (English Learners Advisory Committee), and African American Parent Advisory Council (AAPAC). The AAPAC was recently created this year to further address the voices and needs of our African American population, which the involved parents appreciated having a dedicated advisory committee to give feedback specifically for our neediest students (G3A2 Parent Support and Involvement).
- There was an increase in parents attending schoolwide events (i.e. Back-to-School Night, Trunk-or-Treat (Fall Festival), Robotics Nights, Open House/PBL Night, parent conferences) throughout the year to foster more of the positive school family relationships. Feedback from these various events were all positive, with parents wanting more of these events sprinkled throughout the year and parents enjoyed seeing students stepping up as leaders in these events (G3A3 Building Positive School Family Relationships)
- Self-Reflection Tool (Goal 3 Metrics 1-3) evaluating parent engagement implementation efforts across three areas (Communication, Resources, and Engagement) showed effectiveness of actions, using a comprehensive 5-point ranking scale where 1 indicated “No Implementation” and 5 indicated “High Implementation” (G3A3 Building Positive School Family Relationships.)
---Communication - Approximately 78.57% of all respondents rated implementation at levels 4 or 5, indicating that current communication strategies are effective in engaging families in multiple opportunities for two way communication
---Resources - Approximately 64.29% of all respondents rated implementation at levels 4 or 5, indicating that families feel that the school is effective in providing information and resources to support student learning and development at home
---Engagement - Approximately 78.57% of all respondents rated implementation at levels 4 or 5, indicating that families feel that the school provides opportunities for all educational partners to plan, design, implement, and evaluate family engagement activities at the school

While some actions were partially effective, one action in particular was ineffective in positively impacting family/parent engagement for the following outcomes:
- There were challenges in planning and scheduling parent trainings and workshops with having limited facilitators/presenters willing to plan and host these workshops. In addition, there has been a decline in parental involvement aside from attending schoolwide events with the absence of an active PTA this year, contributing to fewer parents willing to engage in workshops (G3A1 Parent Training & Workshops).

As a result, Goal 3 is an area the school will focus on with highest priority next year to evaluate alternative family engagement structures and outreach efforts to increase participation and resources are utilized to support meaningful partnerships between families and the school community.

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

After reflection, the goal, metrics, actions and target outcomes will remain the same for the 2026-27 academic year.

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	Parent Training & Workshops	La Verne Charter will work with parents and community members to increase their knowledge and understanding of social-emotional strategies, trauma, student data, standards, legal rights and responsibilities, and college and career readiness, etc. to advocate for Foster Youth, English Learners, and Low-income students. Contracted services and special assignment hours for teacher facilitators, presenters, materials, and supplies will be provided.	$3,738.00	Yes
2	Parent Support and Involvement	The La Verne Charter administrator, counselor, certificated and classified staff will collaborate and plan school activities and events to support English Learners, Foster Youth, and Low-income students. The school will also coordinate with the District Community Liaison and Parent Center to assist with training to parents and community members. Conference fees and transportation will be provided for parents to participate in activities and events that support their children's academic achievement and social-emotional growth. Resources, materials, and supplies will also be funded to support activities and events.	$0.00	Yes
3	Building Positive School Family Relationships	La Verne Charter certificated staff will regularly communicate with families to build positive, meaningful relationships, to get a deeper understanding of a student’s identity & culture, to encourage involvement in student’s growth and to invite families to participate in school events specifically for parents of English Learners and Low-income students. Communication shall be over the phone or in person. Funding for special assignment hours for communication with families after contracted hours and for staff training on parent and community involvement. Resources, supplies, and materials will also be provided.	$1,288.00	Yes

Goal

Goal #	Description	Type of Goal
4	Students will be provided support in order to access academic content and performance standards. The support will include language acquisition strategies that will assist English Learners to access English only content and prepare students to participate in post secondary education and pursue career pathways.	Broad Goal

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

We developed this goal because our students need interventions and programs that will help them improve academically and on state and local assessments. English Learners need services that will address their language acquisition and literacy needs, while Foster Youth need academic and social-emotional support to be on par with all students in accessing the standards and improving in academic achievement. The metrics identified in this goal will measure progress on state and local assessments in order to monitor overall student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	English Language Arts District Interim Assessments BM1 and BM2 for ELA - Average Percent Correct	Grade K: 72.1%, 78.2% Grade 1: 63.6%, 64.9% Grade 2: 45.9%, 48.4% Grade 3: 43.3%, 48.1% Grade 4: 40.1%, 53% Grade 5: 44%, 39.4% Grade 6: 53.6%, 66.2%	Grade K: 80.7%, 82.7% Grade 1: 56.4%, 61.0% Grade 2: 38.3%, 48.3% Grade 3: 40.6%, 38.8% Grade 4: 38.5%, 47.5% Grade 5: 39.4%, 35.2% Grade 6: 66.0%, 77.3%	Grade K: 82.6%, 88.4% Grade 1: 57.5%, 46.9% Grade 2: 45.9%, 47.8% Grade 3: 33.4%, 46.4% Grade 4: 39.9%, 55.5% Grade 5: 49.0%, 38.2% Grade 6: 72.3%, 66.3%	Grade K: 75.1%, 81.2% Grade 1: 65.6%, 67.9% Grade 2: 48.9%, 51.4% Grade 3: 46.3%, 51.1% Grade 4: 43.1%, 56.0% Grade 5: 47%, 41.4% Grade 6: 56.6%, 69.2%	Grade K: +10.5%, +10.2% Grade 1: -6.1%, -18.0% Grade 2: -0.5%, -0.6% Grade 3: -9.9%, -1.7% Grade 4: -0.2%, +2.5% Grade 5: +5.0%, -1.2% Grade 6: +18.7%, +0.1%
2	Mathematics District Interim Assessments BM1 and BM2 Average Percent Correct	Grade K: 83%, 76.4% Grade 1: 65.1%, 66% Grade 2: 52.3%, 45.4% Grade 3: 43.3%, 45.2% Grade 4: 54%, 55.6% Grade 5: 44.1%, 28.4% Grade 6: 32.4%, 41.2%	Grade K: 86.0%, 87.9% Grade 1: 68.3%, 71.5% Grade 2: 47%, 57.5% Grade 3: 36.1%, 67.7% Grade 4: 51.1%, 50.2% Grade 5: 46.6%, 24.3% Grade 6: 55.4%, 58.0%	Grade K: 87.5%, 88.5% Grade 1: 66.8%, 55.7% Grade 2: 56.0%, 64.4% Grade 3: 48.1%, 49.8% Grade 4: 50.5%, 64.7% Grade 5: 58.3%. 43.1% Grade 6: 53.9%, 62.8%	Grade K: 86.0%, 79.4% Grade 1: 68.1%, 69.0% Grade 2: 55.3%, 48.4% Grade 3: 46.3%, 48.2% Grade 4: 57.0%, 58.6% Grade 5: 47.1%, 31.4% Grade 6: 35.4%, 44.2%	Grade K: +4.5%, +12.1% Grade 1: +1.7%, -10.3% Grade 2: +3.7%, +19.0% Grade 3: +4.8%, +4.6% Grade 4: -3.5%, +9.1% Grade 5: +14.2%, +14.7% Grade 6:+21.5%, +21.6%

3	CAASPP English Language Arts Dashboard Points Below Standard (PBS)	All: 24.5 PBS EL: 37.4 PBS LI: 28.9 PBS FY: N/A	All: 25.1 PBS EL: 30.2 PBS LI: 32.3 PBS FY: N/A	All: 34.0 PBS EL: 31.2 PBS LI: 36.7 PBS FY: N/A	All: 21.5 PBS EL: 34.4 PBS LI: 25.9 PBS FY: N/A	All: +9.5 points EL: -6.2 points LI: +7.8 points FY: N/A
4	CAASPP Mathematics Dashboard Points Below Standard (PBS)	All: 76.3 PBS EL: 81.0 PBS LI: 84.7 PBS FY: N/A	All: 69.6 PBS EL: 69.0 PBS LI: 75.6 PBS FY: N/A	All: 73.1 PBS EL: 53.6 PBS LI: 75.0 PBS FY: N/A	All: 73.3 PBS EL: 78.0 PBS LI: 81.7 PBS FY: N/A	All: -3.2 points EL: -27.4 points LI: -9.7 points FY: N/A
5	CAASPP CAST California Science Test Dashboard Percent of students at each of the 4 levels	2023 CA Reporting Site All Level 1: 15.56% All Level 2: 68.89% All Level 3: 11.11% All Level 4: 4.44% EL Level 1: N/A EL Level 2: N/A EL Level 3: N/A EL Level 4: N/A LI Level 1: 17.07% LI Level 2: 70.73% LI Level 3: 7.32% LI Level 4: 4.88% FY Level 1: N/A FY Level 2: N/A FY Level 3: N/A FY Level 4: N/A	2024 CA Reporting Site All Level 1: 12.24% All Level 2: 77.55% All Level 3: 8.16% All Level 4: 2.04% EL Level 1: N/A EL Level 2: N/A EL Level 3: N/A EL Level 4: N/A LI Level 1: 14.29% LI Level 2: 76.19% LI Level 3: 9.52% LI Level 4: 0.00% FY Level 1: N/A FY Level 2: N/A FY Level 3: N/A FY Level 4: N/A	2025 CA Reporting Site All Level 1: 36.84% All Level 2: 44.74% All Level 3: 10.53% All Level 4: 7.89% EL Level 1: N/A EL Level 2: N/A EL Level 3: N/A EL Level 4: N/A LI Level 1: 39.39% LI Level 2: 42.42% LI Level 3: 12.12% LI Level 4: 6.06% FY Level 1: N/A FY Level 2: N/A FY Level 3: N/A FY Level 4: N/A	All Level 1: 12.56% All Level 2: 65.89% All Level 3: 14.11% All Level 4: 7.44% EL Level 1: N/A EL Level 2: N/A EL Level 3: N/A EL Level 4: N/A LI Level 1: 14.07% LI Level 2: 67.73% LI Level 3: 10.32% LI Level 4: 7.88% FY Level 1: N/A FY Level 2: N/A FY Level 3: N/A FY Level 4: N/A	All Level 1: +21.28% All Level 2: -24.15% All Level 3: -0.58% All Level 4: +3.45% EL Level 1: N/A EL Level 2: N/A EL Level 3: N/A EL Level 4: N/A LI Level 1: +22.32% LI Level 2: -28.31% LI Level 3: +4.80% LI Level 4: +1.18% FY Level 1: N/A FY Level 2: N/A FY Level 3: N/A FY Level 4: N/A
6	English Learners-District Interim Assessments for English Language Arts BM1 and BM 2 - Average Percent Correct	2025-2026 Grade K: 78.1%, 85.7% Grade 1: 42.5%, 30.0% Grade 2: 39.4%, 41.0% Grade 3: 36.8%, 43.7% Grade 4: 32.8%, 45.8% Grade 5: 38.9%, 34.9% Grade 6: 70.6%, 54.7%	N/A	N/A	Grade K: 73.0%, 80.5% Grade 1: 55.7%, 59.0% Grade 2: 43.0%, 49.3% Grade 3: 32.4%, 42.6% Grade 4: 41.8%, 45.7% Grade 5: 38.8%, 27.4% Grade 6: 46.5%, 58.0%	N/A

7	English Learners- District Interim Assessments for Mathematics BM1 and BM 2 - Average Percent Correct	2025-2026 Grade K: 90.0%, 100.0% Grade 1: 50.0%, 50.0% Grade 2: 48.0%, 63.8% Grade 3: 36.9%, 46.7% Grade 4: 46.2%, 61.7% Grade 5: 60.2%, 36.9% Grade 6: 72.5%, 59.6%	N/A	N/A	Grade K: 83.2%, 89.3% Grade 1: 53.0%, 59.0% Grade 2: 39.0%, 63.0% Grade 3: 37.0%, 50.9% Grade 4: 53.0%, 58.8% Grade 5: 24.7%, 38.7% Grade 6: 48.0%, 33.8%	N/A
8	English Language Arts: District Foundational Skills Assessments Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Blue: Well Above Grade Level Standard Green: At Grade Level Standard Yellow: Below Grade Level Standard Red: Well Below Grade Level Standard	2025-2026 Beginning of Year (BOY) Blue: 18% Green: 23% Yellow: 19% Red: 40% End of Year (EOY) Blue: 32% Green: 24% Yellow: 15% Red: 29%	N/A	N/A	Beginning of Year (BOY) Blue: 20% Green: 26% Yellow: 17% Red: 37% End of Year (EOY) Blue: 35% Green: 23% Yellow: 12% Red: 30%	N/A
9	English Language Arts: Student Lexiles (Grades 3-6 only from Achieve3000)	2025-2026 Pre-Test Lexile: 398L Post-Test Lexile: 548L	N/A	N/A	Pre-Test Lexile: 455L Post-Test Lexile: 555L	N/A

10	iReady Mathematics Diagnostics Green: % of students Early On, Mid or Above Grade Level Yellow: % of students One Grade Level Below Red: % of students Two or more Grade Levels Belo	2025-2026 Beginning of Year (BOY): Green: 9% Yellow: 43% Red: 48% End of Year (EOY): Green: 34% Yellow: 45% Red: 22%	N/A	N/A	Beginning of Year (BOY): Green: 11% Yellow: 51% Red: 38% End of Year (EOY): Green: 29% Yellow: 52% Red: 19%	N/A
11	Reclassification Rates	2025-26 Rate 5%	N/A	N/A	La Verne should show a growth of 5% Rate: 10%	2025-26 Rate 5%
12	EL Progress on Language Proficiency (ELPI) The percentage of ELs at each level	2025 CA Dashboard Progressed 1 Level: 50.0% Maintained Level 4: 0.0% Maintained Levels 1-3: 21.4% Decreased 1 Level: 28.6%	N/A	N/A	Progressed 1 Level: 51.0% Maintained Level 4: 0.0% Maintained Levels 1-3: 20.4% Decreased 1 Level: 27.6%	N/A

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 4 were successfully implemented as planned, with the exception of G4A1 (Literacy and Math Intervention) and G4A7 (Equity - Culturally Sustaining Pedagogy). G4A1 was partially implemented due to challenges with recruitment of college tutors who would assist with small group instruction during the school day. G4A7 was not implemented this year due scheduling conflicts, prioritization of other professional development, and challenges with the recruitment of coaches or teacher leads to plan and implement professional development and training.

There were several successes in implementation across Goal 4 actions that positively impacted student access to academic content and performance standards:
- Continued support from classroom teachers and the intervention teacher in building students' foundational literacy skills, especially with the implementation of Universal Access Time (UA Time), where students worked in homogenous groups, targeting their specific learning needs (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support, G4A5 English Language Development Support)
- Continued implementation of classroom teachers and the intervention teacher in providing targeted small group instruction during ELA and Math to differentiate instruction based on students' needs and accelerate proficiency in foundational reading skills, reading comprehension, and math (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support).
- Staff regularly spent time within their professional learning communities (PLCs) to collaborate and analyze data to monitor students' performance/progress, determine student academic needs, and plan instruction (G4A2 Data Analysis by Staff).
- Literacy Coach provided teachers with professional development and coaching throughout the year during Professional Development Days, Late Start Fridays, and Structured Teacher Planning Time (STPTs) to enhance instructional strategies for structured literacy, small group instruction, and other research-based literacy strategies (G4A3 English Language Arts Support).
- Math Academic Coach provided teachers with professional development and coaching throughout the year during Professional Development Days, Late Start Fridays, and Structured Teacher Planning Time (STPTs) to enhance instructional strategies for Cognitively Guided Instruction in Math (CGI) and mathematical practices paired with iReady Math Curriculum (G4A4 Math and Science Support)
- Science Academic Coach provided teachers with professional development and coaching throughout the year during Professional Development Days, Late Start Fridays, and Structured Teacher Planning Time (STPTs) to enhance instructional strategies for NGSS standards and Project-based Learning (PBL) curation and implementation (G4A4 Math and Science Support).
- Literacy Coach and Resource Teacher supported with Designated ELD implementation, planning and monitoring English Learner student progress (G4A5 English Language Development Support, G4A9 Resource Teacher Academic Support).
- Continued summer school programs for K-6 students through TLC and ELOP (G4A6 Saturday and Summer School)
- Technology Support Technician continued to provide technology support for all classrooms ensuring student access to technology, instructional materials, etc to minimize the technology access gap (G4A8 Technology Maintenance, Internet Support, & Services).
- School supported teachers with coordinating field trips that aligned to the content standards and expanded students' experiences, specifically aligning to our site Project-Based Learning (PBL) initiative (G4A10 Academic Contextualization)

With the support of Learning Recovery (LREBG) funds, the following actions were successful in funding more resources and targeted support for students:
- Software program, materials and supplies purchased to support English Learners with systematic designated English Language Development (ELD) (G4A5 English Language Development Support) and all learners with integrated ELD and structured literacy to support foundational literacy skills (G4A3 English Language Arts Support)

While there were several successes in implementation of Goal 4, there were some challenges in implementing certain actions:
- Continued challenge with recruiting college tutors made it difficult to support classroom teachers with small group instruction (G4A1 Literacy and Math Intervention)
- Challenges in scheduling conflicts, prioritization of other professional development, and the recruitment of coaches or teacher leads to plan and facilitate professional development and training led to not being able to implement training on culturally responsive practices (G4A7 Equity - Culturally Sustaining Pedagogy).
- Extended medical leave of our resource teacher impacted some of our English Learners as the resource teacher was not able to work with students in small groups to close that educational gap and accelerate learning to increase reclassification (G4A9 Resource Teacher Academic Support)

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 and estimated actual expenditures were observed in the following actions:
- G4A1 Literacy and Math Intervention had a lower expenditure than anticipated due to challenges in recruitment of college tutors to support small group instruction and other funding sources were utilized to support interventions.
- G4A4 Math and Science Support had a lower expenditure than anticipated due to other funding sources being utilized.
- G4A5 English Language Development Support had a lower expenditure than anticipated due to special assignment hours for teachers not yet disbursed and other funding sources being utilized.
- G4A6 Saturday and Summer School had a lower expenditure than anticipated due to less certificated staff, clerical staff, and campus supervisors working summer school and utilization of other funding sources to support the summer school program.
- G4A7 Equity - Culturally Sustaining Pedagogy had a lower expenditure than anticipated due to scheduling conflicts, prioritization of other professional development, and challenges with the recruitment of coaches or teacher leads to plan and implement professional development and training.
- G4A9 Resource Teacher Academic Support had a higher expenditure than anticipated due to resource teacher salary increase that wasn't accounted for within the original budget.
- G4A10 Academic Contextualization had a lower expenditure than anticipated due to fewer field trips and other funding sources being utilized.

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

Overall, the evaluation of Goal 4 Actions 2 (Data Analysis by Staff), 6 (Saturday and Summer School) and 8 (Technology Maintenance, Internet Support, & Services) were fully effective. Goal 4 actions that were partially effective include G4A1 (Literacy and Math Intervention), G4A3 (English Language Arts Support), G4A4 (Math and Science Support), G4A5 (English Language Development Support), G4A9 Resource Teacher Academic Support), and G4A10 (Academic Contextualization) due to mixed results in local and state assessments despite majority of the groups showing progress and growth and lower than anticipated field trip opportunities this year. Goal 4 Action 7 (Equity - Culturally Sustaining Pedagogy) was ineffective as this action was not implemented this year due to scheduling conflicts, prioritization of other professional development, and challenges with the recruitment of coaches or teacher leads to plan and implement professional development and training.

Overall, Goal 4 actions were effective in that there were increased efforts in providing teachers with appropriate professional development and students with academic support, interventions, and programs that will help them improve academically. Students demonstrated growth in both ELA and Math DIAs (District Interim Assessments) and State assessments (CAASPP). The actions were effective in supporting these efforts through the following outcomes:
- Academic support from classroom teachers and the intervention teacher to build students' foundational literacy skills proved effective when evaluating Metric 8 (DIBELS) showing the percentage of students at grade level or above standard increasing from 41% at the beginning of the year to 56% at the end of the year (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Support).
- Efforts of the literacy coach providing professional development and coaching on elements of structured literacy, frequent PLCs for data analysis and implementation of targeted small group instruction during ELA to differentiate instruction positively impacted local district interim assessments (DIAs) scores as well as DIBELS and Achieve3000 for multiple grade levels (G4A1 Literacy and Math Intervention, G4A2 Data Analysis by Staff. G4A3 English Language Arts Support)
---Grades K, 2, 3, and 4 showed improvements in percentage of students who mastered between DIA ELA Benchmarks I and II.
---Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II (Metric 1)
---Notable gains for Kinder with +10.5% increase on ELA BM I from baseline and +10.2% increase on BM II from baseline, exceeding the target for year 3 outcome already (Metric 1)
---Notable gain for 6th grade with +18.7% increase on ELA BM I from baseline, exceeding the target for year 3 outcome already (Metric 1)
---Achieve3000 Pre-test Lexile was 398L and Post-test Lexile was 548L, showing +150L improvement (Metric 9)
---DIBELS Beginning of Year (BOY) 18% blue, 23% green, 19% yellow, and 40% red. End of Year (EOY) 32% blue, 24% green, 15% yellow, and 29% red. Schoolwide data shows 14% improvement in blue, 1% increase in green, 5% increase in yellow, and 11% decrease in red (Metric 8)

- Efforts of the math academic coach providing professional development and coaching on elements of Cognitively Guided Instruction (CGI), frequent PLCs for data analysis and implementation of targeted small group instruction during Math to differentiate instruction positively impacted local district interim assessments (DIAs) scores as well as iReady and State assessments (CAASPP) for multiple grade levels (G4A1 Literacy and Math Intervention, G4A2 Data Analysis by Staff. G4A4 Math and Science Support)
---Grades K, 1, 2, 3, and 4 showed improvements in percentage of students who mastered between DIA Math Benchmarks I and II
---Grades K, 2, 3, 4 and 6 showed improvements in average percent correct between DIA Math Benchmarks I and II (Metric 2)
---Notable gains for Kinder with +12.1% increase on Math BM II from baseline, exceeding the target for year 3 outcomes for BM I and BM II already (Metric 2)
---Notable gains for 2nd grade with +19.0% increase on Math BM II from baseline, exceeding the target for year 3 outcomes for BM I and BM II already (Metric 2)
---Notable gains for 4th grade with +9.1% increase on Math BM II from baseline, exceeding the target for year 3 outcomes for BM II already (Metric 2)
---Notable gains for 5th grade with +14.2% increase on Math BM I from baseline and +14.7% increase on BM II from baseline, exceeding the target for year 3 outcome for both BM I and BM II already (Metric 2)
---Notable gains for 6th grade with +21.5% increase on Math BM I from baseline and +21.6% increase on BM II from baseline, exceeding the target for year 3 outcome for both BM I and BM II already (Metric 2)
---CAASPP Mathematics - While All Students had a decline of 3.7 points, English Learners had an improvement of 15.4 points and Low-Income students had an improvement of 0.6 points compared to last year. (Metric 4)
---Notable gains for all student groups were seen on the CAASPP Mathematics when compared to baseline data - All Students: 3.2 points improvement, English Learners: 27.4 points improvement, and Low-Income Students: 9.7 points improvement, all meeting and/or exceeding target year 3 outcomes already (Metric 4)
---iReady Beginning of Year (BOY) 8% green, 42% yellow, and 49% red. Middle of Year (MOY) 18% green, 51% yellow, and 30% red. End of Year (EOY) 29% green, 52% yellow, and 19% red. Schoolwide data shows 21% increase in green, 10% increase in yellow, and 30% decrease in red (Metric 10)
- Efforts of the science academic coach providing professional development and coaching on elements of NGSS standards, frequent PLCs for data analysis and implementation of Project-based Learning (PBL) to engage students in real-world applications of Science concepts positively impacted the State California Science Test (CAST) (G4A2 Data Analysis by Staff, G4A4 Math and Science Support)
---CAST - Percentage of students achieving levels 3 (Proficient) and 4 (Advanced) increased from 10.20% last year to 18.42% this year, showing an increase of +8.22% (Metric 5)
- Implementation of systematic ELD, designated and integrated English Language Development, and supports from Literacy Coach and Resource teacher contributed to improvements in student achievement for our English Learners on local assessments (DIAs) and State assessments (CAASPP, ELPI) (G4A3 English Language Arts Support, G4A4 Math and Science Support, G4A5 English Language Development Support, G4A9 Resource Teacher Academic Support)
---English learners in Grade 3 showed improvements in percentage of students who mastered between DIA ELA Benchmarks I and II.
---English learners in Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA ELA Benchmarks I and II (Metric 6).
---English Learners in Grades 2 and 4 showed improvements in percentage of students who mastered between DIA Math Benchmarks I and II.
English Learners in Grades K, 2, 3, and 4 showed improvements in average percent correct between DIA Math Benchmarks I and II (Metric 7)
---CAASPP Mathematics - English Learners had an improvement of 15.4 points compared to last year (Metric 4)
---EL Progress on Language Proficiency (ELPI) indicates 50.0% progressed 1 level and 21.4% maintained levels 1-3 (Metric 12)
- Increased enrollment in summer school this year with total of 57 students (8 English Learners, 38 Low-Income, 1 Foster Youth) to provide extended learning opportunities and bridge academic support over summer (G4A6 Saturday and Summer School)
- Technology support technician provided Low-income families with hot spots throughout the year to support continued access to instructional materials and technology at home. Technician also provided timely tech support and services to staff to minimize interruption to instruction utilizing educational technology tools (G4A8 Technology Maintenance, Internet Support, & Services)

While many actions were effective, a few were partially effective or somewhat ineffective in improving student achievement for the following outcomes:
- Efforts by literacy coach, intervention teacher, and resource teacher were only partially effective showing areas of need and further focus on structured literacy components in the following areas (G4A1 Literacy and Math Intervention, G4A3 English Language Arts Supports, G4A5 English Language Development Support, G4A9 Resource Teacher Academic Support):

---English Language Arts (ELA) for grades 1, 5, and 6 whose percentage of students proficient & above and average percent correct decreased between BM1 and BM2.
---Grades 1, 5, and 6 showed decline in average percent correct between DIA ELA Benchmarks I and II (Metric 1)
---English Learners on ELA DIA showed a decrease in percentage of students proficient & above in grades 4, 5, and 6 and a decrease in average percent correct for grades 1, 5, and 6 between BM1 and BM2 (Metric 6)
---CAASPP English Language Arts - All Students declined -8.9 points, English Learners declined -1.0 points, and Low-Income students declined -4.4 points compared to the previous year (Metric 3)
---English Learner Progress Indicator (ELPI) shows a decline of 12.8% moving from Blue progress indicator in the previous year to Red this year, with 28.6% decreasing 1 level (Metric 12).
---Reclassification rate was significantly lower to 5% this year, decreasing by 5.4% from previous year (Metric 11)
- Efforts by math academic coach and intervention teacher were only partially effective showing areas of need and further focus on mathematical practices and Cognitively Guided Instruction (CGI) components in the following areas (G4A1 Literacy and Math Intervention, G4A4 Math and Science Support):
---Math for grades 5 and 6 whose percentage of students proficient & above and average percent correct decreased between BM1 and BM2.
---Grades 1 and 5 showed decline in average percent correct between DIA ELA Benchmarks I and II (Metric 2)
---English Learners on Math DIA showed a decrease in percentage of students proficient & above in grades 1, 5, and 6 and a decrease in average percent correct for grades 5 and 6 between BM1 and BM2 (Metric 7)
---CAASPP Mathematics - All Students had a decline of 3.7 points from previous year (Metric 4)
- Efforts by science academic coach was only partially effective showing areas of need and further focus on NGSS and PBL components in the following areas (G4A4 Math and Science Support):
---CAST - Percentage of students scoring Level 1 (Minimal) increased from 12.24% to 36.84% this year and Level 2 (Developing) decreased from 77.55% to 44.74% (Metric 5)
- Less field trips were planned and provided to students this year than previous years due to scheduling conflicts and challenges with coordinating field trip processes impacting student engagement in real-life experiences aligned to content standards (G4A10 Academic Contextualization)

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

After reflection, the goal and actions will remain the same for the 2026-27 academic year except for changes to the following metrics and actions:

There are a few metrics to ADOPT to better address and support this goal and actions specific to English Learners.
- ADOPT G4 Metric 6 - English Learners-District Interim Assessments for English Language Arts BM 1 and BM 2 (Average Percent Correct) with 2025-2026 data as the Baseline data.
- ADOPT G4 Metric 7 - English Learners-District Interim Assessments for Mathematics BM 1 and BM 2 (Average Percent Correct) with 2025-2026 data as the Baseline data.
- ADOPT G4 Metric 8 - English Language Arts: District Foundational Skills Assessment Dynamic Indicators of Basic Early Literacy Skills (DIBELS) with 2025-2026 data as the Baseline data.
- ADOPT G4 Metric 9 - English Language Arts: Student Lexiles (Grades 3-6) from Achieve3000 with 2025-2026 data as the Baseline data.
- ADOPT G4 Metric 10 - iReady Mathematics Diagnostics with 2025-2026 data as the Baseline data.
- ADOPT G4 Metric 11 - Reclassification Rates with 2025-2026 data as the Baseline data.
- ADOPT G4 Metric 12 - EL Progress on Language Proficiency (ELPI) with 2025-2026 data as the Baseline data.

Metrics 6 and 7 were added to specifically focus on how our English Learners are performing on local assessments (District Interim Assessments) for ELA and Math compared to our schoolwide data. This data helps to inform what interventions and supports our English Learners language acquisition and literacy needs, ultimately improving in academic achievement.
Metrics 8, 9, and 10 were added to provide additional metrics to track local assessment data to measure progress in order to monitor overall student academic achievement and college and career readiness.
Metric 11 and 12 was added to monitor reclassification rates and progress on language proficiency (ELPI) of our English Learners to address Goal 4 and use it as a metric to evaluate services our English Learners are receiving to address their language acquisition.

- MODIFY/ADAPT G4A3 English Language Arts Support description by replacing balanced literacy with structured literacy, replacing Reader's/Writer's Workshop with Write from the Beginning, and including language for other research-based literacy strategies to better align with current district and site initiatives. Revised action description will reflect "Literacy Coach will work with teachers to provide job embedded coaching to enhance instructional strategies for English Learners, Foster Youth, and Low-income students in the areas of structured literacy, small group instruction, Write from the Beginning and Beyond and other research-based literacy strategies. The site will provide teacher training on literacy practices that align with school initiatives to accompany planning days (STPT) to support student achievement. Contracted services, instructional materials, supplies, and attendance fees to literacy workshops and conferences will be provided."

While LREBG funds were utilized for supporting students with designated English Language Development (ELD) and structured literacy this year, LREBG funds will no longer be utilized to support G4A5 English Language Development Support and G4A3 English Language Arts Support for the 2026-2027 year to prioritize support for other LCAP goals and actions.

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	Literacy and Math Intervention	Intervention teacher, classroom teachers, and college tutors will provide small-group instruction and one-to-one intervention during the school day to support English Learners, Low-income and Foster Youth students to accelerate proficiency in foundational reading skills, reading comprehension, math, and access to grade-level curriculum.	$5,396.00	Yes
2	Data Analysis by Staff	Extra hours will be provided for teachers and staff to collaborate, analyze data for English Learners, Foster Youth, and Low-income students, and to interpret, develop lessons, plan instruction, and communicate student performance and progress. Materials and supplies will also be provided.	$0.00	Yes
3	English Language Arts Support	Literacy Coach will work with teachers to provide job embedded coaching to enhance instructional strategies for English Learners, Foster Youth, and Low-income students in the areas of structured literacy, small group instruction, Write from the Beginning and Beyond and other research-based literacy strategies. The site will provide teacher training on literacy practices that align with school initiatives to accompany planning days (STPT) to support student achievement. Contracted services, instructional materials, supplies, and attendance fees to literacy workshops and conferences will be provided.	$115,270.00	Yes
4	Math and Science Support	Academic Coach will coach, mentor, model, support, and collaboratively plan with teachers and staff to improve instruction in Math and Science and the design of standards-based lessons aligned to Math and Science (NGSS) standards. Special assignment hours and training costs will be funded for teachers to attend CGI Math, math modeling, and science training and/or conferences to deepen pedagogical knowledge which will benefit English Learners, Foster Youth, and Low-income students. Instructional materials, supplies, contracted services, and resources will also be provided.	$2,484.00	Yes
5	English Language Development Support	The implementation of a comprehensive systematic ELD instructional program that includes funding for curriculum and professional development for resources, intervention, and classroom teachers to provide support in the implementation of designated and integrated English Language Development (ELD) to accelerate English language acquisition of English Learners. Special assignment hours for planning and monitoring of English Learner student progress, contracted services, and instructional materials and supplies will be provided.	$0.00	Yes
6	Saturday and Summer School	Funding will be provided for certificated staff, clerical staff, and campus supervisors to provide extended learning opportunities on selected Saturdays, after school, and summer school for English Learners, Foster Youth, and Low-income students enrolled in K-6 who are struggling with foundational literacy skills and math achievement. Special assignment hours, supplemental instructional materials and supplies will be made available.	$74,505.00	Yes
7	Equity - Culturally Sustaining Pedagogy	La Verne Charter staff will engage and challenge themselves critically, inquire into their own beliefs, and practices about teaching and learning, and together explore the kind of teaching that advances the work of equity and culturally responsive pedagogies. Teachers will demonstrate instructional strategies that honor linguistically and culturally diverse student populations, optimize student achievement, and positively reinforce students' cultural backgrounds. Provide special assignment hours for staff training on practices that align with culturally responsive practices. Supplemental instructional materials, professional books, supplies, attendance fees to equity workshops/conferences, and funding for increasing culturally relevant classroom/school libraries.	$0.00	No
8	Technology Maintenance, Internet Support, & Services	Computer Service Technician will support technology needs providing access to Internet hot spots, maintaining, updating, and repairing technology to minimize the technology access gap thus providing access to career and college readiness for Foster Youth and low-	$71,393.00	Yes

		income students. Extra hours, contracted services, materials, supplies, computer software, computers, Hot Spots, and computer-related equipment and services will be provided.		
9	Resource Teacher Academic Support	Resource teacher will work with students in small groups to close the educational gaps and accelerate learning. English Learners and Low-income students will be provided with support in order to improve academic achievement/progress, increase English Language Development and increase reclassification of ELs.	$166,105.00	Yes
10	Academic Contextualization	School staff will work in collaborative teams to provide enriched academic experiences for Low-income students by coordinating field trips aligned to the content standards and real-life experiences in order to expand the academic needs of students and support grade-level academic achievement and a college and career-going culture. Transportation and fees will be provided.	$0.00	Yes

Goal

Goal #	Description	Type of Goal
5	Attendance rates will be monitored and opportunities for students to engage and participate in their course of study will be supported to promote college and career readiness for all students.	Broad Goal

State priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need to feel connected to the school to be more motivated and engaged in their academic achievement. The metrics identified in this goal will measure 1) attendance rate, 2) chronic absenteeism, 3) suspension rate, and 4) student expulsions in order to monitor students' outcomes through attendance and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Attendance Rates Pupil Resources Report Percentage of days present through reporting period (P2) Chronic Absenteeism Pupil Resources Report Percent of students absent more than 10% of the year (P2)	2023-24 District Attendance Rates Report All: 91.48% ELs: 91.39% FY: 92.68% LI: 91.12% 2023-24 District Chronic Absenteeism Report All: 24.60% ELs: 22.45% FY: 25.00% LI: 26.56%	2024-25 District Attendance Rates Report All: 93.09% ELs: 93.30% FY: 97.43% LI: 93.09% 2024-25 District Chronic Absenteeism Report All: 18.79% ELs: 21.89% FY: 0.00% (2 students) LI: 16.82%	2025-26 District Attendance Rates Report All: 93.96% ELs: 92.61% FY: 91.85% LI: 93.77% 2025-26 District Chronic Absenteeism Report All: 13.95% ELs: 15.79% FY: 33.33% LI: 14.09%	All: 92.98% ELs: 92.89% FY: 94.18% LI: 92.62% All: 22.60% ELs: 20.45% FY: 23.00% LI: 24.56%	All: +2.45% ELs: +1.22% FY: -0.83% LI: +2.65% All: -10.65% ELs: -6.66% FY: +8.33% LI: -12.47%
2	Chronic Absenteeism Dashboard Percent of students who are chronically absent	2023 CA Dashboard All: 37.0% EL: 29.2% FY: N/A LI: 39.2%	2024 CA Dashboard All: 29.1% EL: 22.8% FY: N/A LI: 32.6%	2025 CA Dashboard All: 19.7% EL: 20.4% FY: N/A LI: 21.7%	All: 34.0% EL: 26.2% FY: N/A LI: 36.2%	All: -17.3% EL: -8.8% FY: N/A LI: -17.5%
3	Suspension Rate Dashboard Percent of students who are suspended	2023 CA Dashboard All: 1.9% EL: 1.3% FY: N/A LI: 2.2%	2024 CA Dashboard All: 1.1% EL: 0.0% FY: N/A LI: 1.0%	2025 CA Dashboard All: 0.0% EL: 0.0% FY: N/A LI: 1.0%	All: 0.0% EL: 0.0% FY: N/A LI: 0.0%	All: -1.9% EL: -1.3% FY: N/A LI: -2.2%
4	Expulsions EdSource Percent of students expelled	0%	0%	0%	0%	0%

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 5 were successfully implemented as planned, with the exception of G5A4 (Professional Development) which was partially implemented due to scheduling conflicts and prioritization of other professional development.

There were several successes in implementation across Goal 5 actions that positively impacted student attendance rates:
- School nurse and health assistant coordinated access to basic medical and dental care, referrals for health, coordinated health and vision checks, and supported Foster Youth and Low-Income families with resources throughout the year (G5A1 Health Services & Support)
- The Attendance Team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) met monthly to go over attendance reports and trends in attendance. The Attendance Clerk maintained consistent communication with families to improve student attendance. The Health Assistant supported in identifying students who were actually sick and unable to come to school versus students who were absent to avoid school. (G5A2 Monitor Attendance Patterns)
- The School Counselor provided support to 97% of the students, including English Learners, Foster Youth, Homeless, and Low-Income students and documented 2,586 counseling contacts this year. The School Counselor provided lessons in classrooms TK-6 focusing on social-emotional needs, college/career readiness, improving attendance, and academic achievement throughout the year. The School Counselor also provided students with individual counseling sessions and small group counseling sessions. Additional support was also given to classrooms with students with high needs throughout the year (G5A3 School Counselor)
- Brother's Forum presented background information to certificated teachers and relevant classified staff on navigating difficult conversations around race and racism with upper grade students (grades 4-6) and to speak to the work they do with students currently on campus (G5A4 Professional Development)
- The Attendance Team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) met monthly to go over chronic absenteeism rates, looking into the reason behind their chronic absences. The Attendance Clerk maintained consistent communication with families to improve student attendance. School Site Specialist and administration held two School Attendance Review Team (SART) and Chronic Absent Re-Engagement Effort (CARE) meetings with parents this year. School Counselor provided students with 1 to 10 meetings, developing relationships with students who are chronically absent and further encouraging attendance. The Health Assistant supported identifying students who were actually sick and unable to come to school versus students who were absent to avoid school and referred them for follow-up with admin and counselor (G5A5 Support for Chronic Absenteeism).

While there were successes in implementation, there were some challenges that impacted full implementation of this goal:
- Aside from one collaborative learning session with Brother's Forum (mentioned above), scheduling conflicts and prioritization of other professional development impacted the school's ability to work with SEL partners for continued professional development and coaching to support all students with self-regulation skills, leadership skills, and restorative practices to meet the needs of our students (G5A4 Professional Development)

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 and estimated actual expenditures were observed in the following actions:
- G5A1 Health Services & Support had a higher expenditure than anticipated due to annual salary increase for the health assistant that the budget did not account
- G5A2 Monitor Attendance Patterns had a higher expenditure than anticipated due to change in position and salary increase of the typist clerk to attendance clerk
- G5A3 School Counselor had a higher expenditure than anticipated due to annual salary increase for the school counselor that the budget did not account
- G5A5 Support for Chronic Absenteeism had a lower expenditure than anticipated due to other funding sources being utilized

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

Overall, the evaluation of Goal 5 actions were all mostly effective, including G5A1 Health Services & Support, G5A2 Monitor Attendance Patterns, G5A3 School Counselor, G5A4 Professional Development, G5A5 Support for Chronic Absenteeism. There were increased efforts made to monitor attendance, chronic absenteeism, suspension, and expulsion rates and more efforts in engaging students to be more motivated throughout the year. The actions were effective in supporting these efforts through the following outcomes:
- Coordinated efforts from the Attendance Team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) positively impacted attendance rates and chronic absenteeism improved (G5A1 Health Services & Support, G5A2 Monitor Attendance Patterns, G5A3 School Counselor, G5A5 Support for Chronic Absenteeism)
---Attendance Rates - All Students increased by +0.87% from 93.09% to 93.96% and Low-Income students increased by +0.68% from 93.09% to 93.77% from previous year (Metric 1)
---Chronic Absenteeism District internal report - All students decreased by -4.84% dropping from 18.79% to 13.95%, English Learners decreased by -6.1% dropping from 21.89% to 15.79%, and Low-Income Students decreased by -2.73% dropping from 16.82% to 14.09% from previous year (Metric 1)
---CA Dashboard for Chronic Absenteeism shows decrease from previous year 29.1% to 19.7% in 2025, which is a 9.5% decline of all students who are chronically absent. English learners decreased by 2.4% dropping from 22.8% to 20.4%. Low-income students remained in the yellow and decreased by 10.8% dropping from 32.6% to 21.7% (Metric 2)
---CA Dashboard Suspension Rates show decrease in All Students by 1.1% dropping to 0% suspended and English Learners, Foster Youth, and Low-Income students maintaining this year (Metric 3)
---EdSource Expulsion Rates continually shows 0% of students expelled this year (Metric 4)
- School culture & climate team (PBIS) and Brother's Forum support and efforts led to less incidences requiring Office Discipline Referrals (ODRs) throughout the year (G5A4 Professional Development)
- SART/CARE meetings with families revealed beneficial information about student backgrounds and current situations that helped the Attendance Team take appropriate steps to address the chronic absences by offering The Club and TLC for before- and after- school programs for families who live further away, family support services for families who are struggling financially and aren't able to have consistent housing, administration support and intervention for students struggling with bullying, etc. (G5A5 Support for Chronic Absenteeism)
---These meetings often resulted in more family involvement and increased overall attendance for students chronically absent
---More families attended SART meetings than in previous years, especially when offered the 2nd SART meeting

While many actions were effective, a few were partially effective or somewhat ineffective in improving student attendance and engagement for the following outcomes:
- Efforts from the Attendance Team were only partially effective showing area of need and further focus on specific student groups, especially Foster Youth in the following areas (G5A1 Health Services & Support, G5A2 Monitor Attendance Patterns, G5A3 School Counselor, G5A5 Support for Chronic Absenteeism)
---Attendance Rates - English Learners decreased by -0.69% dropping from 93.30% to 92.61%, Foster Youth decreased by -5.58% dropping from 97.43% to 91.85% from previous year (Metric 1)
---Chronic Absenteeism District internal report - All students decreased by -4.84% dropping from 18.79% to 13.95%, English Learners decreased by -6.1% dropping from 21.89% to 15.79%, and Low-Income Students decreased by -2.73% dropping from 16.82% to 14.09% from previous year (Metric 1)

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

After reflection, the goal, metrics, target outcomes, and actions will remain the same for the 2026-27 academic year except for changes to the following metrics and actions:

- MODIFY/ADAPT Metric 1 Attendance Rates Pupil Services Report description by replacing 'Percent of students who are not absent more than 10% of the year' with 'Percentage of days present through reporting period (P2)' and Chronic Absenteeism Pupil Resources Report description by replacing 'Percent of students who are not absent more than 10% of the year' with 'Percent of students absent more than 10% of the year (P2)' to more accurately report attendance and chronic absenteeism rates and align descriptors with current District reports. Revised metric description will reflect "Attendance Rates Pupil Resources Report Percentage of days present through reporting period (P2) and Chronic Absenteeism Pupil Resources Report Percent of students absent more than 10% of the year (P2)"
- MODIFY/ADAPT Metric 2 (Chronic Absenteeism Dashboard Percent of students who are chronically absent) Baseline data, Year 1, Year 2, and Target Outcomes and Metric 3 (Suspension Rate Dashboard Percent of students who are suspended) Baseline data, Year 1, Year 2, and Target Outcomes to include disaggregated data for English Learners, Foster Youth, and Low-Income students to more accurately capture attendance rates and suspension rates for target student groups.
- MODIFY/ADAPT Action 2 Monitor Attendance Patterns description by replacing 'Office staff and Counselor' with 'The Attendance team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration)' to update the staff who are involved in the school attendance team. Revised action description will reflect "The Attendance team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) will collaborate, develop an attendance plan, follow-up, report and track attendance patterns to identify resources and support for Low-income and Foster Youth students who are chronically absent and who are at-risk of becoming chronic absentees in order to increase overall school attendance for our unduplicated populations, improve attendance and academic achievement. Extra hours, materials and supplies will be provided."
- MODIFY/ADAPT Action 3 Professional Development description by replacing 'Conscious Discipline, Leader in Me, Just Us 4 Youth' with 'Brother's Forum' to more accurately align with our current SEL partners and SEL practices. Revised action description will reflect "Certificated teachers will work with SEL partners such as Brother's Forum and other agencies to provide professional development and coaching for certificated and classified staff to support all students with self-regulation skills, leadership skills, restorative practices to strengthen teaching and learning strategies to meet the needs of our students especially English Learners, Foster Youth, and Low-income students. Contracted services, special assignment and in-service hours as well as materials, supplies, and resources will be provided."
- MODIFY/ADAPT Action 5 Support for Chronic Absenteeism description by replacing 'Office staff, counselor, kindergarten, and first grade teachers' with 'The Attendance team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) alongside teachers' to update the staff who are involved in the school attendance team and replacing 'low-income students who experience chronic absenteeism in order to ensure access to grade level content standards' with 'students who are experiencing chronic absenteeism in order to ensure all students, including English Learners, Foster Youth, and Low-income students, have access to grade level content standards to encompass all students that the attendance team supports and specify student groups with higher chronic absenteeism. Revised action description will reflect "The Attendance team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) alongside teachers will collaborate in providing additional support for students who are experiencing chronic absenteeism in order to ensure all students, including English Learners, Foster Youth, and Low-income students, have access to grade level content standards. Extra hours will be provided to develop lessons to bridge academic gaps, training and follow-up with families for support and to maintain positive relationships to improve attendance and academic achievement."

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	Health Services & Support	The Nurse and Health Assistant will support Foster Youth and Low-income students by coordinating access to counseling, to basic medical and dental care, referrals for health, and other services that improve social-emotional and health outcomes which lead to improved	$64,566.00	Yes

		attendance. Special assignment and in-service hours will be provided for learning outside the contracted time. Health services, materials, supplies, and contracted services will be utilized to support this program.		
2	Monitor Attendance Patterns	The Attendance team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) will collaborate, develop an attendance plan, follow-up, report and track attendance patterns to identify resources and support for Low-income and Foster Youth students who are chronically absent and who are at-risk of becoming chronic absentees in order to increase overall school attendance for our unduplicated populations, improve attendance and academic achievement. Extra hours, materials and supplies will be provided.	$69,149.00	Yes
3	School Counselor	School Counselor will support Foster Youth, Homeless, English Learners, and Low-income students by providing individual and small group check-ins, and counseling to address the social-emotional, attendance, and behavioral needs of students. School Counselor will provide training to classroom teachers, workshops for parents, and targeted lessons to increase academic achievement, improve attendance rates while decreasing behavior referrals, and raise college and career readiness awareness. Extra hours, materials, and supplies will be used to support lessons, training, and workshops for the school community.	$122,093.00	Yes
4	Professional Development	Certificated teachers will work with SEL partners such as Brother’s Forum and other agencies to provide professional development and coaching for certificated and classified staff to support all students with self-regulation skills, leadership skills, restorative practices to strengthen teaching and learning strategies to meet the needs of our students especially English Learners, Foster Youth, and Low-income students. Contracted services, special assignment and in-service hours as well as materials, supplies, and resources will be provided.	$0.00	Yes
5	Support for Chronic Absenteeism	The Attendance team (Attendance Clerk, School Counselor, Health Assistant, School Site Specialist and Administration) alongside teachers will collaborate in providing additional support for students who are experiencing chronic absenteeism in order to ensure all students, including English Learners, Foster Youth, and Low-income students, have access to grade level content standards. Extra hours will be provided to develop lessons to bridge academic gaps, training and follow-up with families for support and to maintain positive relationships to improve attendance and academic achievement.	$34,626.00	Yes

Goal

Goal #	Description	Type of Goal
6	Behavioral support and academic counseling will be made available to students to increase their connectivity to school and improve school culture.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

We created this goal because there is a need to address the school climate for our students and to put systems in place that will be conducive to improving school environments and fostering students' sense of belonging. The metrics identified in this goal will measure 1) connectedness and safety according to the California Healthy Kids Survey in order to see progress in perceptions of school climate and improved student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Connectedness Students: California Healthy Kids Survey (CHKS) - Percentage of students that feel "School Connectedness" based on five school connectedness scale indicators (5th grade: average reporting "Most of the time" &	2023-24 CHKS Survey Students Grade 5: 61% 2023-24 CSSS Survey Staff All: 32% 2023-24 CSPS Survey Parents All: 84% *The data for this metric has been updated from what was reported in the 2025-26 LCAP due to a change in reporting student, staff, and parent school connectedness	2024-25 CHKS Survey Students Grade 5: 63% 2024-25 CSSS Survey (A5.4) Staff All: 39% 2024-25 CSPS Survey Parents All: 85%	2025-26 CHKS Survey Students Grade 5: 64% 2025-26 CSSS Survey Staff All: 34% 2025-26 CSPS Survey Parents All: 77%	(Growth per year = +2%) Students Grade 5: 68% Staff All: 90% Parents All: 90%	Students Grade 5: +3% Staff All: +2% Parents All: -7%

	"All of the time" - A6.8) Staff: California School Staff Survey (CSSS) - Average reporting "Strongly agree" on four Staff Working Environment Scale Questions (A6.4) Parents: California School Parent Survey (CSPS) - Percentage of parents who "Strongly agree" and "Agree" that parents feel welcome to participate at their child's school (A6.1)	data.				

2	Perceived School Safety School is a safe place for students. Students: California Healthy Kids Survey (CHKS) Percentage of students that feel safe (5th grade) "most of the time" and "all of the time" (A9.1) Staff: California School Staff Survey (CSSS) - Percentage of staff that "Strongly agree" and "Agree" that their school is a safe place for students. (A6.2) Parents: California School Parent Survey (CSPS) Percentage of parents that "Strongly agree" and "Agree" that their school is a safe place for their child (A7.1)	*2023-24 CHKS Survey Students Grade 5: 62% 2023-24 CSSS Survey Staff All: 84% 2023-24 CSPS Survey Parents All: 84% *The data for this metric has been updated from what was reported in the 2025-26 LCAP due to a change in reporting student, staff, and parent school safety data.	2024-25 CHKS Survey Students Grade 5: 65% 2024-25 CSSS Survey Staff All: 91% 2024-25 CSPS Survey Parents All: 83%	2025-26 CHKS Survey Students Grade 5: 68% 2025-26 CSSS Survey Staff All: 89% 2025-26 CSPS Survey Parents All: 84%	(Growth per year = +2%) Students Grade 5: 68% Staff All: 90% Parents All: 90%	Students Grade 5: +6% Staff All: +5% Parents All: 0%

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 6 were successfully implemented as planned, with the exception of G6A7 (Behavioral and Mental Health Support Services), G6A8 (Behavior and Academic Support Paraeducators), and G6A9 (Inclusive Learning Support Specialist), which were not implemented due to challenges in recruiting and hiring for these positions this year.

There were several successes in implementation across Goal 6 actions that positively impacted students' connectivity to school and improve school culture:
- Culture & Climate team held Positive Behavioral Interventions and Supports (PBIS) rallies, student stores, and events throughout the year promoting school spirit and a sense of belonging (G6A1 Positive School Climate)
- Several award assemblies recognized students for their academic achievements and leadership skills (G6A1 Positive School Climate)
- Culture & Climate team provided training to staff (teachers and campus supervisors) on PBIS expectations to improve implementation (G6A1 Positive School Climate, G6A5 Elementary Campus Supervisors)
- Ongoing support from administration, School Site Specialist, and School Counselor to address behaviors and conflicts using restorative practices and reduced number of suspensions and expulsions (G6A2 Multi-tiered Systems of Support MTSS, G6A6 Site Specialist - School Support)
- Certificated staff facilitated and advised student-led clubs like student council, sports, robotics, Science team, Math team to expand opportunities for students and promote sense of belonging. There were higher student participation rates in extracurricular activities than previous year (G6A3 Extracurricular Activities)
- Student Success Team (SST), administration, School Site Specialist, and School Counselor work collaboratively to support all students, including English Learners, Foster Youth, and Low-Income students, with their social-emotional, behavioral, and academic needs by analyzing and monitoring data to guide and provide these supports (G6A4 Crisis Intervention)
- Campus supervisor positions were almost fully staffed this year which helped to create a safe environment for all students and improved school culture and climate (G6A5 Elementary Campus Supervisors)
- School Site Specialist position increased support for students with high needs, helping to create a safe environment for all students and improve school climate (G6A6 Site Specialist - School Support)

While there were several successes in implementation of Goal 6, there were some challenges in implementing certain actions:
- Challenges in the recruitment of staff to fill the various extracurricular activities/clubs impacted the number of student-led clubs offered and number of students participating in these clubs (G6A3 Extracurricular Activities)
- Challenge to recruit and hire vacant elementary campus supervisor position midway through the year (G6A5 Elementary Campus Supervisors)
- Recruitment of behavioral specialists, behavior support paraeducators in general education classrooms, and an inclusive learning support specialist were not approved at the district level and thus, not implemented (G6A7 Behavioral and Mental Health Support Services, G6A8 Behavior and Academic Support Paraeducators, G6A9 Inclusive Learning Support Specialist)

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 and estimated actual expenditures were observed in the following actions:
- G6A3 Extracurricular Activities had higher expenditure than anticipated due to special assignment hours for teacher not yet disbursed compared to actual special assignment hours utilized
- G6A4 Crisis Intervention had lower expenditure than anticipated due to overlaps in various student success teams and utilization of other funding sources
- G6A5 Elementary Campus Supervisors had higher expenditure than anticipated due to increased hours for full day campus supervisors to improve school safety and environment
- G6A6 Site Specialist - School Support had higher expenditure than anticipated due to annual salary increase of School Site Specialist
- G6A7 (Behavioral and Mental Health Support Services), G6A8 (Behavior and Academic Support Paraeducators), G6A9 (Inclusive Learning Support Specialist) had zero expenditures due to challenges in recruiting and hiring for these positions this year.

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

Overall, the evaluation of Goal 6 Actions 2 (Multi-tiered Systems of Support MTSS) and 6 (Site Specialist - School Support) were fully effective. Goal 6 actions that were partially effective include G6A1 (Positive School Climate), G6A3 (Extracurricular Activities), G6A4 (Crisis Intervention), and G6A5 (Elementary Campus Supervisors) due to mixed outcomes/results from surveys in Metrics 1 and 2, partial implementations, and ongoing challenges with behaviors. Goal 6 Actions 7 (Behavioral and Mental Health Support Services), 8 (Behavior and Academic Support Paraeducators), and 9 (Inclusive Learning Support Specialist) were ineffective as these actions were not implemented this year due to challenges in recruiting and hiring for these positions this year.

Overall, Goal 6 actions were effective in that there were increased efforts in providing students with behavioral support and academic counseling to increase their connectivity to school and improve school culture. The actions were effective in supporting these efforts through the following outcomes:
- Culture & Climate team's efforts with PBIS rallies, students stores, and schoolwide events promoted school spirit and a sense of belonging. In addition, teachers' efforts to provide a safe, learning environment and campus supervisors' efforts to provide a safe school environment have positively impacted students feeling connected to the school, safe at school, and overall school culture as measured by the California Health Kids Survey and local internal student survey completed by grades 3-6 (G6A1 Positive School Climate, G6A5 Elementary Campus Supervisors):
---CHKS School Connectedness - Percentage of students that feel school connectedness this year was 64%, +1% increase from previous year (Metric 1)
---CHKS Perceived School Safety - Percentage of students that feel safe this year was 68%, +3% increase from previous year (Metric 2)
---CSPS Perceived School Safety - Percentage of parents that feel school is a safe place for their child this year was 84%, +1% increase from previous year (Metric 2)
---Internal Student Survey (Grades 3-6) - 67 Students completed the survey and the results as it relates to safety and school connectedness are as follows:
-----Safety: 67% of students feel safe at school, 82% of students have at least one adult at school who they can talk to if they're scared or have a problem, 84% of students know who/where to get help from, 60% of students feel respected at school, 75% of students feel safe to try again when they make mistakes in class
-----School Connectedness: 69% of students feel like they belong at this school, 81% of students feel that adults at this school care about them as a person
- Ongoing support from administration, School Site Specialist, and School Counselor to address behaviors and conflicts using restorative practices and reduced number of suspensions and expulsions (G6A2 Multi-tiered Systems of Support MTSS, G6A6 Site Specialist - School Support)
---CA Dashboard - 0% suspensions and 0% expulsions this year
- Certificated staff facilitated and advised student-led clubs like student council, sports, robotics, Science team, Math team to expand opportunities for students and promote sense of belonging. There were higher student participation rates in extracurricular activities than previous year and La Verne sent multiple teams to compete in District Math Field Day, District Science Fair, Los Angeles County Science Fair, and District Robotics Competitions this year (G6A3 Extracurricular Activities)

While many actions were effective, a few were partially effective or somewhat ineffective in improving school culture and students' connectivity to the school:
- Efforts of Culture & Climate team were only partially effective due to challenges in coordinating schoolwide events with parental involvement and lack of an active PTA this year have negatively impacted parents' feelings of school connectedness showing an area of need and further focus on next year (G6A1 Positive School Climate)

---CSPS School Connectedness - 77% of parents feel welcome to participate at their child's school, -8% decrease from previous year
- Challenges in the recruitment of staff to fill the various extracurricular activities/clubs impacted the number of student-led clubs offered and number of students participating in these clubs (G6A3 Extracurricular Activities).
- Scheduling conflicts and challenges in recruitment of trainers or contracted outside partners impacted ability to provide ongoing training to staff to address the needs of targeted populations, which impacted staff input on school connectedness and safety, showing a high area of need and further focus on next year (G6A4 Crisis Intervention).
---CSSS School Connectedness - 34% of staff feel that the school is a supportive and inviting place to work, -5% decrease from previous year (Metric 1)
---CSSS Perceived School Safety - 89% of staff feel that the school is a safe place for students, -2% decrease from previous year (Metric 2)
- One vacant campus supervisor position slightly impacted the amount of supervision coverage that was provided to students (G6A5 Elementary Campus Supervisors).
- Due to challenges in recruiting and hiring for these positions this year, Goal 6 Actions 7 (Behavioral and Mental Health Support Services), 8 (Behavior and Academic Support Paraeducators), and 9 (Inclusive Learning Support Specialist) were not implemented, thus were ineffective in improving school culture. Feedback from educational partners show strong need for these positions and classroom behavior supports. This shows that it is a high priority need and area of focus for next year with La Verne considering use of other outside partners to effectively implement these actions.

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

After reflection, the goal, metrics, target outcomes, and most of the actions will remain the same for the 2026-27 academic year except for changes to the following metrics and actions:

- MODIFY/ADAPT Metric 1 School Connectedness description with descriptors specifically from respective surveys for students, staff, and parents. Data for baseline, year 1, and target for year 3 outcome for this metric has also been updated from what was reported in 2025-26 LCAP due to a change in reporting student, staff, and parent school connectedness. Revised metric description will reflect "School Connectedness
---Students: California Healthy Kids Survey (CHKS) - Percentage of students that feel "School Connectedness" based on five school connectedness scale indicators (5th grade: average reporting "Most of the time" & "All of the time" - A6.8)
---Staff: California School Staff Survey (CSSS) - Average reporting "Strongly agree" on four Staff Working Environment Scale Questions (A6.4)
---Parents: California School Parent Survey (CSPS) - Percentage of parents who "Strongly agree" and "Agree" that parents feel welcome to participate at their child's school (A6.1)"
- MODIFY/ADAPT Metric 2 Perceived School Safety description with descriptors specifically from respective surveys for students, staff, and parents. Data for baseline, year 1, and target for year 3 outcome for this metric has also been updated from what was reported in 2025-26 LCAP due to a change in reporting student, staff, and parent school connectedness. Revised metric description will reflect "Perceived School Safety - School is a safe place for students.
---Students: California Healthy Kids Survey (CHKS) Percentage of students that feel safe (5th grade) "most of the time" and "all of the time" (A9.1)
---Staff: California School Staff Survey (CSSS) - Percentage of staff that "Strongly agree" and "Agree" that their school is a safe place for students. (A6.2)
---Parents: California School Parent Survey (CSPS) Percentage of parents that "Strongly agree" and "Agree" that their school is a safe place for their child (A7.1)
- MODIFY/ADAPT Action 1 Positive School Climate description by replacing Leader in Me (LIM) events and Conscious Discipline with PBIS events and other SEL services to align with district PBIS initiatives. Revised action description will reflect "La Verne Charter will provide a safe and caring learning environment in an equitable manner to create opportunities for students to participate, build positive relationships, and leadership skills especially for Foster Youth and Low-income students. Student participation in school activities, recognition assemblies, multicultural assemblies, restorative practices, PBIS events, and other events will help promote school spirit and a sense of belonging. Contracted services for the PBIS program and other SEL services will be utilized for staff professional development and learning opportunities for students. Materials, classroom furniture, supplies and resources will also be provided."
- MODIFY/ADAPT Action 4 Crisis Intervention description by including PBIS team as a collaborative member that supports targeted student groups and specifying staff will utilize and facilitate restorative justice practices to develop students' empathy, problem solving skills, positive relationships, etc, which will improve attendance, decrease behaviors,

office referrals, and suspensions. Revised action description will reflect "Crisis Intervention team and Student Support Services staff members will work collaboratively with the MTSS team and PBIS team to support English Learners, Foster Youth, and Low-Income students to meet their social-emotional, behavioral needs, and attendance support. Training will be provided to staff to address the needs of the targeted populations. Staff will utilize and facilitate restorative justice practices to develop students' empathy, problem solving skills, positive relationships, etc, which will improve attendance, decrease behaviors, office referrals, and suspensions. Contracted services, extra hours, materials, and supplies will be used and provided as needed."
- ABANDON Action 2 Multi-tiered Systems of Support (MTSS) due to existing supports and services that align with other LCAP goals and actions
- ABANDON Action 9 Inclusive Learning Support Specialist due to challenges in recruitment and hiring of this position and services described in this action are aligned to other LCAP goals and actions that can provide same supports and services to students
- Several actions (Extracurricular Activities, Crisis Intervention, Elementary Campus Supervisors, Site Specialist -School Support, Behavioral and Mental Health Support Services, and Behavior and Academic Support Paraeducators) will be renumbered due to the elimination of G6A2 Multi-Tiered Systems of Support.

G6A6 Behavioral and Mental Health Support Services and G6A7 Behavior and Academic Support Paraeducators will continue to support LREBG actions in the 2026-2027 school year. G6A6 Behavioral and Mental Health Support Services will support teachers and students with social-emotional and behavioral needs and contracts for school psychologists and behavioral specialists in providing these supports, and will use $92,258.00 in LREBG funds in the 2026-2027 school year. G6A7 Behavior and Academic Support Paraeducators will support teachers and students with social-emotional and behavioral needs and contracts for general education paraeducators in providing these supports, and will use $63,676.00 in LREBG funds in the 2026-2027 school year.

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	Positive School Climate	La Verne Charter will provide a safe and caring learning environment in an equitable manner to create opportunities for students to participate, build positive relationships, and leadership skills especially for Foster Youth and Low-income students. Student participation in school activities, recognition assemblies, multicultural assemblies, restorative practices, PBIS events, and other events will help promote school spirit and a sense of belonging. Contracted services for the PBIS program and other SEL services will be utilized for staff professional development and learning opportunities for students. Materials, classroom furniture, supplies and resources will also be provided.	$131,219.00	No
2	Extracurricular Activities	La Verne Charter Staff will collaborate, plan, facilitate and advise Student-led Clubs (Student Council, Broadcast Team, sports, dance, etc.) that are available to ALL students specifically for Low-income students during the school year and in summer. Establish partnerships with local businesses, universities, and organizations to expand opportunities for students in order to promote student, family, community, and school connectedness. Special assignment hours for staff, contracted services, materials, supplies, field trip transportation and fees, and resources for culminating events will be provided.	$57,944.00	Yes
3	Crisis Intervention	Crisis Intervention team and Student Support Services staff members will work collaboratively with the MTSS team and PBIS team to support English Learners, Foster Youth, and Low-Income students to meet their social-emotional, behavioral needs, and attendance support. Training will	$4,343.00	Yes

		be provided to staff to address the needs of the targeted populations. Staff will utilize and facilitate restorative justice practices to develop students' empathy, problem solving skills, positive relationships, etc, which will improve attendance, decrease behaviors, office referrals, and suspensions. Contracted services, extra hours, materials, and supplies will be used and provided as needed.		
4	Elementary Campus Supervisors	Elementary Campus Supervisors will help create a safe environment and assist Foster Youth and Low-income students with self-regulation, behavior strategies, and social skills through restorative practices and conflict resolution thus building positive relationships and improving school climate and culture.	$130,405.00	Yes
5	Site Specialist - School Support	La Verne Charter's Site Specialist will work collaboratively with certificated and classified staff, families and the school community to support Foster Youth, English Learners, and Low-income students to increase connectivity to school, improve school climate and culture, and provide social-emotional and behavioral support thereby decreasing office referrals and suspensions.	$101,854.00	Yes
6	Behavioral and Mental Health Support Services	LREBG Action A school psychologist, behavioral specialist(s), and/or other outside school mental health partner (s) will provide comprehensive behavioral and mental health support for students experiencing challenges in order to alleviate barriers to school attendance, improve student achievement, improve student engagement, promote an inclusive school culture and school connectivity. Behavioral specialist(s) will work in collaboration with teachers, paraeducators, and site administrators to provide classroom based behavioral and social-emotional supports, model inclusive practices, and offer consultation on evidence-based strategies to help students thrive alongside their peers. Additionally, the specialist(s) will assist in the development of individualized classroom accommodations, visual supports, and social skills opportunities, with the necessary materials and supplies provided to ensure effective implementation. Research from the "Positive Behavioral Interventions and Supports Implementation Framework" (National Center on PBIS, 2023) and "What Does the Research Say About Social and Emotional Learning?" (Collaborative for Academic, Social, and Emotional Learning, 2024) indicate that integration of social-emotional, behavioral, and mental health services through school-based mental health supports, PBIS, and collaborative consultation models improve student behavior, increase school connectedness, reduce barriers to learning, and promote positive academic outcomes. This action will provide direct support to students and equip educators with evidence-based strategies and resources to contribute to a positive, inclusive classroom environment where all students can access instruction, build meaningful relationships, and achieve academic success. Metrics being used to monitor this action: Goal 4 Metric 1, Goal 4 Metric 2, Goal 5 Metric 1, Goal 5 Metric 2, Goal 6 Metric 1	$92,258.00	Yes
7	Behavior and Academic Support Paraeducators	LREBG Action General Education Paraeducators and/or other outside school mental health partner(s) will provide support in general education classrooms to assist students with social-emotional and behavioral needs, promote academic engagement, and reinforce positive behavior interventions. Paraeducators will work collaboratively with teachers, counselors, and administrators to provide targeted classroom-based support, assist in implementing behavior and engagement strategies,	$63,676.00	Yes

		and help maintain a positive, inclusive learning environment that fosters student connectivity and well-being. Research from the “Positive Behavioral Interventions and Supports Implementation Framework” (National Center on PBIS, 2023) and “Standards for Paraeducators Supporting Students with Disabilities” (Council for Exceptional Children, 2020) indicate that when trained paraeducators collaborated closely with teachers to implement evidence-based academic, behavioral, and social-emotional supports, students demonstrated improved engagement, increased on-task behavior, stronger inclusion, and greater access to learning opportunities. This action will provide direct support to students and equip educators with evidence-based strategies and resources to provide targeted classroom interventions, reinforce positive behavioral expectations, and increase access to instruction. Metrics being used to monitor this action: Goal 4 Metric 1, Goal 4 Metric 2, Goal 5 Metric 1, Goal 5 Metric 2, Goal 6 Metric 1		

Goal

Goal #	Description	Type of Goal
7	Students will have opportunities to enroll in a broad course of study to support them as they become college and career ready.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 7

An explanation of why the LEA has developed this goal.

We created this goal because there is a need to provide students with a well rounded education, providing options for them to expand their interests and college and career readiness skills. The metrics identified in this goal will measure 1) the percentage of students participating in the robotics program, 2) attendance rate, and 3) progress on state and local assessments in order to monitor overall student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Robotics Program - Percentage of students participating in the Robotics Program	All: 0% EL: 0% FY: 0% LI: 0%	All: 8.7% ELs: 0.7% FY: 0% LI: 6.6%	All: 14.6% ELs: 0.7% FY: 0% Li: 0.7%	All: 15% EL: 15% FY: 15% LI: 15%	All: +14.6% ELs: +0.7% FY: 0% Li: +0.7%

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 7 were successfully implemented as planned, with the exception of G7A2 (Computer Science, Video Design, and eSports Gaming), which was partially implemented due to challenges in recruitment of staff to facilitate the eSports program and coordinating with the EdTech Department to launch the program.

There were several successes in implementation across Goal 7 actions that positively impacted students' opportunities to enroll in a broad course of study, providing students opportunities to expand their interests:
- Science, Math, and Robotics were offered this year for all students grades 4-6, including English Learners, Foster Youth, and Low-Income students, to expand their learning and prepare for district and county competitions for the science fair and math field day. There was increased participation this year for all three programs compared to the previous year (G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM)).
- Project-based Learning in Science allowed more teachers to incorporate more student-centered learning experiences using robotics and various technologies (G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM)).
- Launch and implementation of eSports in collaboration with EdTech Department to provide students grade 4-6 learning opportunities based on their interests focusing on game design and esports gaming (G7A2 Computer Science, Video Design and eSports Gaming)
- Increased access to more robotics kits (G7A2 Computer Science, Video Design, and eSports Gaming)
- Students grades TK-6 received enrichment in Dance, Music, Performing Arts, and Visual Arts through DA Center for the Arts and roving Visual and Performing Arts (VAPA) teachers throughout the year (G7A3 Visual and Performing Arts)
- Students grades 4-6 were provided opportunities to participate in the music program, learning instruments with the music teacher (G7A3 Visual and Performing Arts)
Provided students with opportunities for in-school and afterschool tutoring programs to support targeted intervention (G7A4 Tutoring, Enrichment, and Social Emotional Support)
- Increased SEL services through The Club providing before- and during-school care and support in the classrooms (G7A4 Tutoring, Enrichment, and Social Emotional Support)

With the support of Learning Recovery (LREBG) funds, the following actions were successful in funding more targeted support for students and enrichment opportunities:
- DA Center for the Arts provided art education to our 4th and 6th grade students, providing students broad course of study and expanding their interests (G7A3 Visual and Performing Arts)
- TPR Education provided high dose tutoring for tier 2 and tier 3 students in mathematics throughout the school year for students in grades 3-6, providing them with targeted academic support (G7A4 Tutoring, Enrichment, and Social Emotional Support)

While there were several successes in implementation of Goal 7, there were some challenges in implementing certain actions:
- Challenges in the recruitment of staff to facilitate the eSports program, purchasing of the eSport gaming devices/licenses, and coordinating with the EdTech Department to launch the program delayed the launch of eSports to late Spring (G7A2 Computer Science, Video Design and eSports Gaming)

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 and estimated actual expenditures were observed in the following actions:
- G7A3 Visual and Performing Arts had lower expenditure than anticipated due to utilizing other funding sources to provide extracurricular enrichment
- G7A4 Tutoring, Enrichment, and Social Emotional Support had higher expenditure than anticipated due to increased services provided to students with ELOP programs

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

Overall, the evaluation of Goal 7 actions were all mostly effective, including G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM), G7A3 Visual and Performing Arts, G7A4 Tutoring, Enrichment, and Social Emotional Support. G7A2 Computer Science, Video Design, and eSport Gaming was partially effective. There were increased efforts made to provide students with a broad course of study to support their interests, increase engagement, and overall student achievement, and college and career readiness. The actions were effective in supporting these efforts through the following outcomes:
- Increased participation in STEAM clubs with Science Team, Math Team, and the Robotics Team for students in grades 4-6, with 3 math teams, 4 science fair teams, and 2 robotics teams competing at the district level this year and with 3 out of 4 science fair teams moving on to compete at the Los Angeles County Science Fair (G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM))
- Increased access to robotics with 14.6% of all students participating in the robotics program this year, which is a 5.9% increase from the the previous year (Metric 1) (G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM))
- Project-based Learning in Science allowed more teachers to incorporate more student-centered learning experiences using robotics and various technologies (G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM)).
- 10 students (grade 5) were able to participate in small launch of eSports in collaboration with the EdTech Department to try out the program and entice student participation next year (G7A2 Computer Science, Video Design, and eSport Gaming)
- All classrooms grades TK-3 received enrichment in art, dance, and music through roving Visual and Performing Arts (VAPA) teachers throughout the year (G7A3 Visual and Performing Arts)
- All students in Grades 4 and 6 received art enrichment through DA Center for the Arts (G7A3 Visual and Performing Arts)
- Increased number of students grades 3-6 who were provided with in-school and afterschool tutoring programs to provide targeted intervention (G7A4 Tutoring, Enrichment, and Social Emotional Support)
- Increased mentoring partnerships through Brother's Forum and The Club (G7A4 Tutoring, Enrichment, and Social Emotional Support)

While many actions were effective, a few were partially effective or somewhat ineffective in providing students with a broad course of study and improving participation for the following outcomes:
- While participation in the robotics program increased for all students, participation specifically for English Learners remained the same at 0.7% from the previous year. Foster Youth participation also remained at 0%, and lastly, Low-Income students participation decreased from 6.6% to 0.7% this year showing an area of growth and need for more targeted outreach and support to improve representation of English Learners, Foster Youth, and Low-Income students in our enrichment opportunities (G7A1 Science, Technology, Engineering, Art, and Mathematics (STEAM))
- Due to challenges in the recruitment of staff to facilitate the eSports program, purchasing of the eSport gaming devices/licenses, and coordinating with the EdTech Department to launch the program delayed the launch of eSports to late Spring, which negatively impacted the amount of time this program was made available to students and limited the amount of students able to participate (G7A2 Computer Science, Video Design and eSports Gaming)

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

After reflection, the goal, metrics, actions and target outcomes will remain the same for the 2026-27 academic year.

While LREBG funds were utilized for supporting students with targeted academic support and enrichment through visual arts this year, LREBG funds will no longer be utilized to support G7A3 Visual and Performing Arts and G7A4 Tutoring, Enrichment, and Social Emotional Support for the 2026-2027 year to prioritize support for other LCAP goals and actions.

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	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Science, Technology, Engineering, Art and Mathematics (STEAM) teachers and staff will receive special assignment hours to provide Low-income and Foster Youth students with real world, hands-on learning experiences during extended learning time to research, collaborate and create projects to prepare for presentations and competitions (Math, Robotics, etc.). Materials, supplies, fees, and resources to ensure activities/events are provided to support students in developing critical thinking, leadership skills and academic interests in the STEAM field.	$4,500.00	Yes
2	Computer Science, Video Design and eSports Gaming	Classroom teachers will research, collaborate, and plan to facilitate and advise extracurricular activities with a focus on computer science, video design, e-sports gaming to Low-income students and provide these learning opportunities based on their interests to promote leadership skills, creativity, problem solving, conflict resolution, collaboration and communication skills. Supplemental materials, supplies, field trips, contracted services, sub release time for staff to observe e-sports program in other districts, and resources will be provided.	$0.00	Yes
3	Visual and Performing Arts	s Training and workshops in the Visual and Performing Arts for staff will enable us to provide extracurricular (after school) and summer enrichment activities to Low-income and Foster Youth students by integrating the Arts (Art, Dance, Music, Instrumental, etc.) and opportunities for students to attend field trips to expand their life experiences. Uniforms, instrument repair and maintenance will allow students to access multi-cultural and artistic resources, musical instruments, and participate in art exhibits, school murals, etc. to promote school connection, healthy competition, school spirit, attendance, engagement, and academic achievement. VAPA related materials, supplies, transportation, insurance, fees, extra hours for staff, and contracted services will be provided.	$0.00	Yes
4	Tutoring, Enrichment, and Social Emotional Support	La Verne Charter will provide afterschool tutoring, academic growth, enrichment, sports, and social emotional support for Low-income and Foster Youth students who struggle with academics, social skills, and self-regulation so they can learn the value of teamwork and develop the confidence to explore unfamiliar concepts and strategies at their own pace within a supportive and fun environment. This includes contracted services, equipment, resources, materials and supplies.	$499,101.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,080,143.00	$133,921.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.98%	0.00%	$0.00	36.98%

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
G1 A1 Support for Staff Recruitment and Hiring	Our English Learners, Foster Youth, and Low-Income students need timely services and qualified personnel to provide academic and social-emotional support, especially given that 84.8% of our students are socioeconomically disadvantaged. Families face challenges such as unstable resources (i.e. housing, care, and income). Through outreach with parents/ guardians, students, and teachers, we learned that many of our English Learners, Foster Youth, and Low-Income students lack stability and resources at home which impacts our students' academic performance and social well-being.	Our district will continue to have a human resources clerk and teacher specialist focused on the recruitment and hiring process of qualified personnel to ensure that our English Learners, Foster Youth, and Low-Income students receive timely services and support at school. This action addresses the timely academic and social-emotional support our English Learners, Foster Youth, and Low-Income students need in order to minimize academic gaps and strengthen foundational skills. It will be provided on a schoolwide basis because all our students will benefit from having qualified staff to increase engagement and academic achievement.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - CALPADS Report 4.1. Staff-Count and FTE by Job Classification (G1, Metric 1)
G1 A2 Teacher Support	Based on the California School Dashboard, our English Learners and Low-Income students are low performing in English Language Arts (ELA). English Learners are medium performing in Mathematics. Our Low-Income students are low performing in mathematics. Foster Youth data is unavailable due to the low number of foster youth students. Our English Learners and Low-income students often struggle to meaningfully connect fundamental academic concepts in the curriculum to their own experiences. For this reason, these students need teachers who understand their unique needs and challenges in order to provide effective instructional strategies and teaching modalities to increase engagement and comprehension. The results of data and educational partner feedback informed us that our student groups need academic support and interventions to increase academic outcomes.	Teacher leaders will support site staff in the implementation of research-based instructional strategies. Staff will engage in the coaching cycle of inquiry to support the needs of student groups in order to increase student engagement and academic outcomes. This action addresses the needs of English Learners, Foster Youth, and Low-Income students to engage in the use of high-effect size strategies to support both the academic and social-emotional needs of students. It will be provided on a schoolwide basis because all students will benefit from having teachers who have effective instructional practices.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - California Healthy Kids Survey-School Connectedness Survey (G6, Metric 1) - CALPADS Report 4.1. Staff-Count and FTE by Job Classification (G1, Metric 1) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7)

G2 A1 Library Support	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: California Healthy Kids Survey-School Connectedness Survey (G6, Metric 1) CALPADS Report 4.1. Staff-Count and FTE by Job Classification (G1, Metric 1) DIA English Language Arts: District Interim Assessments (G2, Metric 1) DIA Mathematics: District Interim Assessments (G2, Metric 2) English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7)	Many of our English Learners and Low-Income students need access to books and reading materials in order to close the literacy gap since Pomona only has access to one public library, and instability in housing and resources creates barriers to the development of literacy skills for students. ELA District Interim Assessments indicate that support is especially needed for 1st, 5th, and 6th grade English Learners. English Learners also have the lowest performance category (red) on the Dashboard on the English Learner Progress Indicator (ELPI). In consultation with parents, staff, and other educational partners, Pomona continues to need access to literacy spaces at the elementary level.	We will monitor progress for English Learner and Low Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Reclassification Rates (G4, Metric 11) - EL Progress on Language Proficiency (ELPI) (G4, Metric 12) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 & 4)
G2 A2 Combination Class Reduction K-6	As a small school with the potential of having several combination classes, it would make it a challenge for students to receive the interventions they need. Our English Learners, Foster Youth, and Low-Income students need access to grade-level specific instruction, interventions, and differentiated instruction. Based on ELA and Math CAASPP Dashboard data, English Learners are low-performing in ELA and medium-performing in Math. Low income students are low-performing in both ELA and Math. Educational Partners expressed a need for academic support, intervention, and tutoring. They also expressed a need for academic and mental health support.	As a small school with the potential of having several combination classes, it would make it a challenge for students to receive the interventions they need. Our English Learners, Foster Youth, and Low-Income students need access to grade-level specific instruction, interventions, and differentiated instruction. Based on ELA and Math CAASPP Dashboard data, English Learners are low-performing in ELA and medium-performing in Math. Low income students are low-performing in both ELA and Math. Educational Partners expressed a need for academic support, intervention, and tutoring. They also expressed a need for academic and mental health support.	We will monitor progress for English Learners, Foster Youth, and Low-Income, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G2 A3 Transitional Kindergarten, Kindergarten & Classroom Instructional Support	English Learners and Low-Income students in Transitional Kindergarten and Kindergarten often come to school with gaps in their academic skills and have limited academic language. Educational partners indicated that academic support and intervention are needed across all grade levels. They also indicated a need to provide social-emotional support for all students, building a foundation at the lower elementary grade levels.	With the addition of teachers and student interns in Transitional Kindergarten and Kindergarten classrooms, staff will be better prepared to implement small-group instruction, class-size reduction, and the academic interventions needed to see consistent increases in DIA percentages across early grade levels. This action addresses the need for additional staff and resources for English Learners and Low-Income students in the TK and Kinder program. It will be implemented on a schoolwide basis in order to provide early education and intervention. This will give students equitable access to content consistent with the state standards.	We will monitor progress for English Learners and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7)
G2 A4 Technology Support and Services	Many of our English Learners and Low-income students and their families come to school with large gaps in the utilization of technology for learning and access. Students need instruction that integrates technology with problem-based learning. Based on the California Dashboard, our English Learners are low-performing in ELA and medium-performing in Math. Low income students are low-performing in both ELA and Math. They need teachers who are integrating technology in everyday instruction, and that are engaging students in problem-solving and collaborative activities. Educational partners expressed a need for more job-embedded coaching, and professional development opportunities where they learn effective instructional strategies and integration with technology during classroom instruction.	For students to receive instruction consistent with the state standards, La Verne incorporates professional development models that allow for peer-coaching and district-led professional development. Technology Teacher Leads (TTLs), will continue to support their peers with learning about new educational technology tools and will support teachers who want to weave technology into their instruction and the activities they do with students. This allows teachers to better differentiate student tasks in the classroom for our English Learners and Low-Income students. This action addresses the need for our English Learners and Low-Income students to receive instruction that integrates technology to raise the rigor and relevance of content activities. It will be implemented schoolwide to support teachers and to help all students improve their overall academic achievement.	We will monitor progress for English Learners and Low-Income students and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 & 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - iReady Mathematics Diagnostics (G4, Metric 10) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G2 A5 Extended Learning Opportunities for Literacy and Math	Low-income students, Foster Youth, and English Learners have a wide gap in their academic achievement in Math and English Language Arts and therefore need extended learning opportunities. Based on the California Dashboard, our English Learners are low-performing in ELA and medium-performing in Math. Low income students are low-performing in both ELA and Math. Our educational partners indicated a need for intervention, academic support, and tutoring, especially for English Learners and Low-Income students in the area of mathematics and literacy.	Because our students need more dedicated time for math and literacy support, La Verne utilizes a teacher coaching model with embedded academic support for students. Math Academic Coach will support and coach teachers, sharing high-impact strategies, and also providing support to students, including English Learners and Low-Income students, during math instruction. The Literacy Coach will support ELA. Teachers will also receive training to support the implementation of site practices, to build the capacity This action addresses the need for additional math and literacy support with opportunities for math and literacy comprehension for our English Learners and Low-Income students. This action will be implemented schoolwide in order to extend the school day and year for the identified student groups. There will also be opportunities during the summer and intervention during the school year in order to minimize achievement gaps in Mathematics and ELA.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 and 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - iReady Mathematics Diagnostics (G4, Metric 10) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)
G2 A6 Professional Development and Classroom Support	Low-income students have limited access to additional academic support. They struggle with the foundational background in mathematics and English Language Arts. Based on the California Dashboard, our English Learners are low-performing in ELA and medium-performing in Math. Low income students are low-performing in both ELA and Math. Educational partners indicated a need for targeted intervention in small groups and 1-on-1 support.	Because our students need targeted support, Teachers will receive training in research-based instructional strategies and practices. Utilizing project-based learning (PBL), restorative practices, and high effect strategies to meet the needs of our students through a whole-child approach. This action addresses the need for additional resources and time for Low-Income students. This action will be implemented schoolwide to provide increased academic support for the identified student group.	We will monitor the progress of Low-Income students and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 & 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - iReady Mathematics Diagnostics (G4, Metric 10) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G2 A7 Improve Student Achievement	Our English Learners, Foster Youth, and Low-income students experience a lack of equitable learning opportunities which creates achievement gaps. Dashboard data indicates that English Learners are low-performing in ELA and medium-performing in Math. English Learners also have the lowest performance category (red) on the Dashboard on the English Learner Progress Indicator (ELPI). Low income students are low-performing in both ELA and Math. Local District Interim Assessments (DIAs) reflect that students meeting the Benchmark decreased from BM1 to BM2 for both ELA (1st, 5th, & 6th graders), and Math (5th & 6th graders). Students need resources and services that will aid in their academic achievement, and they need staff to manage and monitor those services. Educational Partner feedback indicated that professional development is needed for teachers and increased support for student academic achievement.	PUSD Staff will coordinate and manage services for English Learners, Foster Youth, and Low-Income students, including bilingual services to support students and families and administrative services to support the implementation of LCAP in order to improve overall academic achievement, including a focus on social-emotional well-being for students. This action addresses the need for students to have access to academic support services. It will be implemented schoolwide so that English Learners, Low-Income, Foster Youth students, and all students have access to services that will improve their academic outcomes and have equitable access to the state standards.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 & 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - iReady Mathematics Diagnostics (G4, Metric 10) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)
G2 A8 Math and Science Instruction and Academic Support	Math and Science progress continues to be a challenge. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards. California Science Test Data indicate that 81.58% scored at Levels 1 and 2 (not met or nearly met levels). Dashboard data also indicates that English Learners are medium-performing in Math. Low income students are low-performing in Math. Our Local Math Interim Assessment indicates that students meeting the Benchmark decreased from BM1 to BM2 for 5th & 6th graders. Our students need teachers who can implement evidence-based strategies to improve academic outcomes and continue the closing of the achievement gap. Educational partner feedback indicated a need for academic support, especially in Math and Science, by continuing a focus on professional development focused on building the capacity of our educators through the use of high-impact instructional strategies.	Math and Science Academic Coaches will work with classroom school staff, providing professional development, coaching, and collaborating in the area of mathematics and science. Supporting the creation of engaging math and science instruction to meet the needs of Foster Youth, Low-Income, and English Learner students. This action addresses the need for Low-Income, Foster Youth, and English Learner students to receive evidence-based instruction that is tailored to their academic, behavioral, and social-emotional needs. It will be implemented schoolwide in order to best serve Low-Income students with the greatest needs, and for them to continue to have access to the state standards.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Priority 2 Self-Reflection Tool of State Academic Standards (G2, Metric 3 & 4) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - CAST California Science Test (G4, Metric 5)

G2 A10 Orientation for Transitional Kindergarten and Kindergarten Students	English Learners and Low-Income students in Transitional Kindergarten and Kindergarten struggle with the adjustment of attending school consistently. Students often have instructional gaps in their academic skills and have limited academic language. Educational partners indicated that academic support and interventions are needed to provide social-emotional and academic support for all students.	With the provision of orientation time at the beginning of the new year, staff engage incoming parents and students to support a positive transition into elementary school This action addresses the need for additional time for staff to engage students into the TK and Kinder program and provide resources for English Learners and Low-Income students. It will be implemented on a schoolwide basis to provide early education and intervention. This will give students equitable access to content consistent with the state standards.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7)
G3 A1 Parent Training & Workshops	Our students and families have limited resources at home which impacts academic achievement. This is evident in the data shared in the Annual Performance section as our English Learners are low-performing in ELA and medium-performing in Math. English Learners also have the lowest performance category (red) on the Dashboard on the English Learner Progress Indicator (ELPI). Low income students are low-performing in both ELA and Math. To support these student groups, we need to increase parent involvement to increase academic achievement and connectivity to school. The need to bridge the academic gap by providing support and training to parents/ guardians is pivotal in building rapport with families and providing resources, information, and support to their unique circumstances. Educational partner feedback indicated a need to increase parental support and involvement at the site level to bridge academic gaps.	Teacher leaders, principal, and classified staff will engage parents in meaningful dialogue to better understand site-level plans for student academic achievement, provide resources and training to understand student data and available services, and inform them on support and strategies that can be implemented at home to better support English Learner, Foster Youth, and Low-Income students. This action addresses the engagement of parents/ guardians to become involved in the evaluation of student data and participate in the decision-making process to support and advocate for English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to increase parent capacity and involvement, and access to available resources and information to increase student academic achievement for all students.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - The Parent and Family Engagement Self-Reflection Tool (G3, Metric 1, 2, & 3) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Attendance Rates Pupil Resources Report (G5, Metric 1)

G3 A2 Parent Support and Involvement	The needs of our English Learners, Foster Youth, and Low-Income students vary from language barriers and housing instability to limited resources. To better support these students at home, their parents/guardians need assistance, training, and knowledge on how to support their academic achievement and increase academic outcomes. This is evident in the feedback from educational partners at both district and site levels who are concerned with the lack of parent involvement, support, and participation. The feedback indicated the need for continued effort to provide relevant training and workshops for parents/guardians and families to help support student outcomes at both the district and school site levels	La Verne will continue to collaborate with the district, parent liaison, and Parent Center to provide trainings and workshops to increase parent capacity and awareness to better support students' academic success. Site-led workshops will also be provided for the La Verne community related to site initiatives. This action will allow parents/ guardians to learn about the academic services and resources available to students and how to support them at home. This action addresses the assistance and training for parents/ guardians of English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to support all families with a variety of services such as workshops, enrollment support, and content training. Efforts are being considered to expand accessible workshops and support to parents/ guardians and families to further increase parent involvement and participation.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - The Parent and Family Engagement Self-Reflection Tool (G3, Metric 1, 2, & 3) - Attendance Rates Pupil Resources Report (G5, Metric 1) - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7)
G3 A3 Building Positive School Family Relationships	Our English Learners, Foster Youth, and Low-Income students and families often face many challenges, and a partnership between home and school with an open line of communication is needed to best meet the educational, socio-emotional, and physiological needs of our students. Through communication, our families have expressed their unique circumstances that have caused limitations to student engagement and academic success.	School staff will communicate with families regularly to build positive and meaningful relationships. Support is provided so families can access resources, supplies, and transportation, to support and strengthen a positive educational environment for students and families. This action enhances our Low-Income students and families. It will be provided on a schoolwide basis to support families with resources and help increase parent/ family and student engagement.	We will monitor the progress of low-income students and for all students using: - The Parent and Family Engagement Self-Reflection Tool (G3, Metric 1, 2, & 3) - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Suspension Rate (Dashboard) (G5, Metric 3)

G4 A1 Literacy and Math Intervention	La Verne students, including English Learners, Foster Youth, and Low-Income students enter school with limited access to literacy materials and environments at home and in the community. English Learners are low-performing in ELA and medium-performing in Math, Foster Youth are less than 11 students, therefore, no data is displayed, and Low income students are low-performing in both ELA and Math. English Learners showed improvement between Benchmark (BM) 1 and 2 for ELA this past school year in all grades except 4th, 5th, and 6th grade. English Learners showed improvement between Benchmark (BM) 1 and 2 for Math this past school year in all grades except 1st, 4th, and 5th grade.The data shows a need for continued literacy and math intervention across all grade levels for all students. Educational Partners indicated that English Learners need resources and academic support in order for them to improve their language proficiency. They also indicated the need for one-on-one and small-group instruction.	Teachers and student interns will provide small-group and one-to-one intervention to support English Learners, Foster Youth, and Low-Income students to improve their literacy skills, reading comprehension, math, and access to grade-level standards. This targeted support will help increase students' reading levels and help them gain equitable access to grade-level curriculum. This action addresses the need for literacy and math intervention for English Learners, Foster Youth, and Low-Income students. It will be implemented schoolwide to improve literacy and mathematical reasoning. Targeted scaffolding will be implemented so that students may improve on their local and state assessments.	We will monitor the progress of English Learners, Foster Youth, Low-Income students, and all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - iReady Mathematics Diagnostics (G4, Metric 10) - Reclassification Rates (G4, Metric 11) - EL Progress on Language Proficiency (ELPI) (G4, Metric 12) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G4 A2 Data Analysis by Staff	All of the needs, conditions, and circumstances of our English Learners, Foster Youth, and Low-Income students require systems for data analysis and response. English Learners have language acquisition goals, Foster Youth need resources to stay in school and monitor their well-being, and Low-Income students need access to learning materials. Based on the California School Dashboard, our English Learners and Low-Income students are low performing in English Language Arts (ELA). English Learners are medium performing in Mathematics. Our Low-Income students are low performing in mathematics. Foster Youth data is unavailable due to the low number of foster youth students. On local District assessments in 2025, English Learners showed improvement between Benchmark (BM) 1 and 2 for ELA in all grades except 4th, 5th, and 6th grade. English Learners showed improvement between Benchmark (BM) 1 and 2 for Math this past school year in all grades except 1st, 4th, and 5th grade. Educational partner feedback indicated that there is a need for maintaining and improving multiple services to students, from academic support to social-emotional support. In order to manage those services, student data should inform the implementation of services. Educational partners, including SELPA, also expressed a need to reinforce Multi-Tiered Systems of Support (MTSS) so that all students receive the interventions that they need, and so that educators can better monitor and diagnose student gaps.	La Verne staff will analyze student data and improve upon data infrastructure systems in order to maintain an informed Multi-Tiered Systems of Support (MTSS) that meets the varying needs of our students. These systems will ensure that MTSS is ongoing to evaluate the effectiveness of programs. They will also assist in monitoring student progress, including English Learners, Foster Youth, and Low-Income students in order for staff to interpret, plan, adjust, and communicate student academic achievement. This action addresses the need for targeted academic interventions for English Learners, Low-Income, and Foster Youth. It will be implemented schoolwide in order to ensure that La Verne implements consistent systems for all students to grow academically.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - iReady Mathematics Diagnostics (G4, Metric 10)

G4 A3 English Language Arts Support	Our English Learners, including Long-Term English Learners, Foster Youth, and Low-Income students lack resources, creating barriers to them making connections to the English Language Arts (ELA) curriculum. Local ELA Interim Assessment data indicated that Low-Income students and English Learners show improvement between Benchmarks I and II. However, all three identified student groups are low-performing in ELA according to the Dashboard. Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as professional learning for teachers and educators.	The Literacy Coach will continue to provide classroom teachers with coaching and guidance to help with monitoring student progress and to help students make meaningful connections in English Language Arts. This action addresses the need for targeted instruction in English Language Arts for all students, including English Learners, Foster Youth, and Low-Income students. It will be provided schoolwide to in ELA and in building the capacity of teachers to improve students' ELA academic performance.	We will monitor the progress of English Learners, Foster Youth, Low-Income students, and all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - Reclassification Rates (G4, Metric 11) - EL Progress on Language Proficiency (ELPI) (G4, Metric 12) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3)
G4 A4 Math and Science Support	Math and Science progress continues to be a challenge. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards. On the CAST 81.58% scored at the not met or nearly met level. Our Local Math Interim Assessment indicates that all grade levels grew between Benchmarks I and II except grades 5 and 6. California Dashboard data shows English Learners (15.4 points) and Low-Income (0.6 points) students increased in their Math performance. Our students need teachers who can implement evidence-based strategies to improve academic outcomes and continue the closing of the achievement gap. Educational partner feedback indicated a need for academic support, especially in Math and Science, by continuing a focus on professional development focused on building the capacity of our educators through the use of high-impact instructional strategies.	The Math and Science Academic Coaches will continue to coach and model for classroom teachers on effective instructional strategies in mathematics, science, and Project-based learning (PBL). They will provide support to teachers to improve the overall math/science performance of our students, including Low-Income students. This action addresses the need for targeted math and science instruction for our Low-Income students. It will be provided schoolwide to support all of our schools in improving teacher support, building capacity, and improving math/science student academic performance.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - iReady Mathematics Diagnostics (G4, Metric 10) - CAASPP Mathematics Dashboard (G4, Metric 4) - CAST California Science Test (G4, Metric 5)

G4 A6 Saturday and Summer School	Our English Learners, Foster Youth, and Low-Income students experience gaps in academic support due to language barriers, working parents, and inconsistencies in housing and school attendance. The identified student groups were medium-performing in ELA and Math, except for low-income that was low in ELA according to the Dashboard. While English Learners made gains in Local ELA and math assessments, they need continued support in Mathematics and ELA. Educational partner input indicated that students need additional support in literacy and math.	Teachers, Clerks, Campus Supervisors, Math and Science Academic Coaches, and Literacy Coaches will provide extended learning opportunities during the summer for TK-6th English Learners, Foster Youth, and Low-Income students who are struggling with establishing foundational literacy skills and mathematical achievement. This action will provide the support needed to students and teachers in order to see progress within intervention programs during the school year. This action addresses the intervention and extended learning needs of English Learners, Foster Youth, and Low-Income students. It will be implemented schoolwide for students in Kinder through 6th Grade in order to provide students with the early intervention needed for them to not fall behind and close the achievement gap.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - iReady Mathematics Diagnostics (G4, Metric 10)
G4 A8 Technology Maintenance, Internet Support, & Services	Our Foster Youth and Low-Income students do not have access to the technology necessary to learn and interact with the curriculum in their classrooms. According to the Dashboard, our Low-Income students are low-performing in ELA, and while they showed improvement in local assessments, their performance in math needs continued improvement. Students need maintenance and support with their devices at all schools in order to bridge achievement gaps. Educational partners expressed a need for more targeted interventions. Students need current and up-to-date resources in order to bridge academic gaps.	The Computer Service Technician will continue to provide support to both students and teachers so that they have functioning devices and staff are able to implement the tools necessary to integrate the use of technology. This will ensure that we continue to reduce the gap in access to technology for Foster Youth and Low-Income students. This action addresses the need for access to technology of our Foster Youth and Low-Income students. It will be implemented schoolwide to ensure that the systems currently in place remain consistent – making sure that students have working devices and that teachers and staff can have consistency in services and access to their technology tools.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G4 A9 Resource Teacher Academic Support	Our English Learners and Low-Income students often require additional academic support and access to resources that are limited at home. These students need targeted academic interventions and small-group instruction designed to meet their needs to develop English language proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as medium-performing in Math and low-performing in ELA on the Dashboard. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundational literacy skills.	Resource Teachers will work with students in small groups and provide support in order to improve academic progress, and increase English Language Development, and reclassification rates. These actions support English Learners and Low-Income students who need to minimize academic gaps. It will be on a schoolwide basis to help address the resource gap students face and ensure that all students can access grade-level content and support language acquisition.	We will monitor progress for English Learners and Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - iReady Mathematics Diagnostics (G4, Metric 10) - Reclassification Rates (G4, Metric 11) - EL Progress on Language Proficiency (ELPI) (G4, Metric 12) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)
G4 A10 Academic Contextualization	Our Low-Income students lack opportunities to experience learning outside the classroom. Our data indicates that our Low-Income students are low-performing in English Language Arts (ELA) and Math, therefore they need enriched academic experiences such as field trips to make relevant real-world connections/applications. Feedback from parents and students have shared the need and appreciation for field trips to provide students the opportunity to enhance their learning and engagement.	School staff will work in cross-curricular teams to develop relevant learning experiences and align field trips to the content standards and learning objectives in order to increase the academic needs of our Low-Income students and foster a desire to pursue college or post-secondary career options. This action addresses the need for Low-Income students to have access to learning experiences outside of the classroom. This action will be implemented on a schoolwide basis to integrate field trips into the curriculum to enhance student's overall educational experience.	We will monitor the progress of Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - iReady Mathematics Diagnostics (G4, Metric 10) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4)

G5 A1 Health Services & Support	As a school with 84.8% socioeconomically disadvantaged students with 0.7% Foster Youth and 8.9% Homeless Youth (CA Dashboard 2025), our Foster Youth and Low-Income students are in need of health services beyond required screenings. Current 2025 CA Dashboard shows our Low-Income student population is medium performing (Yellow) in attendance with 21.7% chronically absent. With a low number of foster youth in our enrollment, performance data is not available. These student groups and their families have various unmet health needs due to a lack of resources, language, and support. For these reasons, the accessibility to Nurses and Health Assistants at school ensures equitable access to health services and resources and minimizes health disparities. Our parents and guardians have shared the importance and impact of prioritizing the health and well-being of our Low Income and Foster Youth students, and the profound impact these services have on students' academic performance and attendance.	The Nurse and Health Assistants in this action will continue to provide health screenings in addition to coordinating access to basic medical care referrals for health and mental health services. This action addresses access to health services beyond required screenings for Foster Youth and Low-Income students. It will be provided on a schoolwide basis to connect these student groups, along with other students and their families to essential medical care and minimize barriers families may have in order to increase student engagement and attendance.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)

G5 A2 Monitor Attendance Patterns	Although attendance has improved (yellow performance level - medium on the CA Dashboard), attendance monitoring still plays a crucial role in supporting the academic success of our Foster Youth and Low-Income students. Additionally, our African American students are in very-low (Red) performance level at 28.2% chronically absent and students with disabilities are also in the very-low (Red) performance level at 39.6% chronically absent according to the 2025 CA Dashboard. These student groups often face unique challenges such as housing instability, trauma, and limited access to resources and transportation that can hinder their regular attendance in school. For these reasons, Foster Youth and Low-Income students need additional services in place to monitor attendance. Through outreach with parents and families of Foster Youth and Low-Income students, they shared the need for support to help with their unique circumstances in order to better support student attendance.	Office staff, Counselor, and attendance team will provide outreach to students and families through ongoing communication and technical assistance. The team will monitor attendance patterns and strengthen rapport with students in order to decrease chronic absenteeism. This action addresses the support for Foster Youth and Low-Income students who are chronically absent and who are at-risk of becoming chronic absentees. It will be provided on a schoolwide basis to increase school attendance for these student groups, as well as all students in order to strengthen students' connectivity to school. In addition, this action will further monitor and actively support our African American students and students with disabilities, in response to both student groups being in the very-low (Red) performance level on the 2025 CA Dashboard for Chronic Absenteeism.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Suspension Rate (Dashboard) (G5, Metric 3) - Expulsions- Local data from Pupil Resources (G5, Metric 4)
G5 A3 School Counselor	Our English Learners, Foster Youth, and Low-Income students arrive at school with social-emotional needs that significantly influence their academic performance. Creating a safe and supportive learning environment is crucial for these students, providing them not just with coping mechanisms and strategies, but also fostering the development of personal and academic goals, a growth mindset, and organizational skills. Educational partners have shared the importance of having social-emotional (SEL) and mental health staff to support students with their SEL needs. The support of the school counselor continues to positively enhance students' academic and personal growth– enabling them to be safe, supported, and connected to school.	The Elementary School Counselor will provide individual and small group counseling, and whole class targeted lessons to support the personal and social needs of English Learners, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. This action addresses the social-emotional needs of English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to address the social-emotional needs of all students as well as increase academic achievement, improve attendance rates, and college and career awareness.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Suspension Rate (Dashboard) (G5, Metric 3) - Expulsions- Local data from Pupil Resources (G5, Metric 4)

G5 A4 Professional Development	The need for continued professional development is essential for teachers to remain adept in effective instructional practices, subject-specific pedagogies, and tools/strategies for meeting the diverse needs of Foster Youth, and Low-Income students. Job-embedded coaching and ongoing professional growth are crucial in equipping educators with the skills to support these student groups, who frequently encounter distinctive challenges such as limited resources, academic support, and unstable home environments. Moreover, these efforts also enhance teachers' ability to integrate social-emotional learning and restorative practices into their classrooms, fostering a supportive environment conducive to the academic and personal development of all students. Feedback from teachers and staff who attend professional development share that they gain a deeper understanding of the needs these student groups require, enabling them to develop empathy, and be more mindful about their instructional practices to engage students and meet their various needs.	Professional development will continue in an effort to build teacher and staff capacity in the areas of social-emotional learning and restorative practices to address the needs and increase engagement of Foster Youth, and Low-Income students. This action addresses the ongoing and job-embedded professional development (i.e. training and coaching one-on-one) that transforms teaching and learning to meet the various needs of English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to increase academic achievement, and engagement, and improve attendance for all students.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Mathematics Dashboard (G4, Metric 4)
G5 A5 Support for Chronic Absenteeism	Many of our Low-Income students start school with limited content knowledge and literacy skills, which is further compounded when their attendance is inconsistent. Despite a 10.8% reduction in chronic absenteeism among Low-Income students, it remains crucial to maintain vigilant attendance monitoring to bolster foundational skills, implement early interventions, and mitigate academic disparities, particularly in Transitional Kindergarten, Kindergarten and First Grade. Input from teachers and staff underscored the importance of offering early academic support to enhance student achievement, while also fostering connections with students and families to cultivate robust home-school collaborations.	Transitional Kindergarten, Kindergarten and First Grade teachers will craft lessons aimed at closing academic disparities in content understanding among Low-Income students, while offering guidance and support to families with limited resources, fostering both academic and personal growth for all students. This initiative targets academic gaps in content knowledge for Low-Income students affected by chronic absenteeism. It will be implemented schoolwide, enabling primary teachers to collaborate, develop, and deliver foundational lessons aimed at enhancing literacy skills. This effort also seeks to cultivate a positive home-school relationship for Low-Income students and all others, with the goal of boosting school engagement and attendance.	We will monitteach4pusd or progress for Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)

G6 A2 Extracurricular Activities	Our Low-Income students have limited access to extracurricular activities due to a lack of resources within the community, including access to activities, sports, and competitions, during the regular school year. Both Chronic Absenteeism and Suspension Rate decreased for our Low-Income students. Educational partner feedback, particularly from parents and community members, indicated a need for improved school climates, including more extracurricular activities opportunities.	La Verne will provide extracurricular opportunities during both the summer and school year to enhance overall school connectedness. Staff will plan, facilitate, and advise clubs while expanding opportunities to promote connections among students, families, the community, and the school. These activities will also include coordinated leadership and team-building opportunities for students through various other extracurricular activities. This action addresses the need to provide extracurricular opportunities specifically tailored for our Low-Income students. It will be implemented schoolwide to enhance student engagement and foster a sense of connectedness among both Low-Income students and the entire school community.	We will monitor progress for Low-Income students, and for all students using: - The California Healthy Kids Survey (CHKS) on school connectedness (G6, Metric 1) - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)
G6 A3 Crisis Intervention	Some of our English Learners, Foster Youth, and Low-Income students arrive at school having faced significant Adverse Childhood Experiences (ACEs). Our school is committed to cultivating a nurturing environment that meets the diverse needs of all our students. Given the challenges these students encounter, it is crucial they receive early intervention, continuous support, and a trauma-informed approach. This approach aims to reduce obstacles to learning, promote a sense of belonging, and equip them with the essential tools to succeed academically, emotionally, and socially. Feedback and outreach from educational partners recognize that these student groups often face additional emotional and behavioral challenges that affect their academic success. They have indicated the need to provide students with continued mental and social-emotional support.	The Crisis Intervention Team and Mental Health Support Staff will support English Learners, Foster Youth, and Low Income students who need additional emotional or behavioral support, and help them develop coping mechanisms. This action addresses the emotional and behavioral needs of English Learner, Foster Youth, and Low-Income students through a schoolwide approach. It aims to help all students manage emotional and behavioral challenges using trauma-informed practices to reduce barriers to learning. The Crisis Intervention Team, Administration, School Site Specialist, and Mental Health Support Staff will collaborate to create a safe and supportive environment, promoting increased student engagement and academic achievement.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)

G6 A4 Elementary Campus Supervisors	Our Low-Income students face challenges in developing social skills and accessing necessary resources to connect with peers and school staff. There is a clear need for resources that enhance their understanding of behaviors and improve school climate. As a result, both students and school staff encounter increased behavioral challenges. Data from the CA Dashboard highlights a decrease across the board in all student groups. Educational Partners, including parents, indicated that the school climate needs to improve, along with overall improved student engagement. Educational Partners, including parents, indicated that the school climate needs to improve, along with overall improved student engagement.	La Verne will add an additional campus supervisor to help nurture and maintain safe and stable learning environments for all students, especially for Low-Income students. Campus Supervisors are trained in behavior and social skills and use strategies to maintain a positive school environment. This action addresses the need for Low-Income students to learn strategies for improved behaviors and skills to resolve conflicts. It will be implemented on a schoolwide basis for all elementary schools in order to improve the overall school climate.	We will monitor the progress of Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism Rate (Dashboard) (G5, Metric 2) - The California Healthy Kids Survey (CHKS) on school connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G5, Metric 3)
G6 A5 Site Specialist - School Support	Our English Learners, Foster Youth, and Low-Income students have life experiences that impact their social-emotional and overall well-being. There is a need for increased social-emotional and behavioral support as reflected by the CA dashboard for chronic absenteeism that continues to improve post-Covid. Educational Partners indicated a need for continued support for behavior and social-emotional development. Educational Partners indicated a need for continued support for behavior and social-emotional development.	School Site Specialist will provide collaborative support with certificated and classified staff, families, and the school community to enhance connectivity to school, improve school climate and culture, and deliver essential social-emotional and behavioral support for Foster Youth, English Learners, and Low-income students. This action addresses the need to enhance school climate and culture while supporting Foster Youth, English Learners, and Low-income students. It will be implemented schoolwide to foster greater connectivity to school, deliver social-emotional and behavioral support, and ultimately reduce office referrals and suspensions.	We will monitor progress for English Learners, Foster Youth, and Low-Income students, and for all students using: - Chronic Absenteeism (Dashboard) (G5, Metric 2) - Attendance Rates Pupil Resources Report (G5, Metric 1) - Suspension Rate (Dashboard) (G5, Metric 3) - Expulsions- Local data from Pupil Resources (G5, Metric 4)

G7 A1 Science, Technology, Engineering, Art, and Mathematics (STEAM)	Our English Learners, Foster Youth, and Low-Income students often have limited resources and minimal enriching experiences that create barriers to problem-solving and critical thinking skills. The need for access to Science, Technology, Engineering, Art, and Mathematics (STEAM) education is essential to expose our English Learners, Foster Youth, and Low-Income students to opportunities for interactive, enriching, and hands-on learning experiences to prepare them for the future where STEAM skills are in high demand across various industries. Educational partner feedback has indicated the need for continued focus on science, STEAM education, and extracurricular opportunities to expand students' learning beyond core content programs and provide them opportunities to tap into their creativity and critical thinking skills in order to motivate and increase academic achievement.	Science, Technology, Engineering, Art, and Mathematics (STEAM) teachers will provide elementary English Learners, Foster Youth, and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competitions. Students will compete and collaborate on STEAM-centered projects, emphasizing team-building, critical thinking, and leadership skills. This action addresses the gap in skills and academic interest in the STEAM field for English Learners, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to enhance student learning and provide students the opportunity to access a broad course of study.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: - Attendance Rates Pupil Resources Report (G5, M1) - CAST CA Science Test (G4, Metric 5) - Robotics Program - Percentage of students participating in the Robotics Program (G7, Metric 1)
G7 A2 Computer Science, Video Design and eSports Gaming	With limited resources due to financial constraints, our Low-Income students need the opportunity to develop essential skills and competencies that will help them enhance their academic achievement. Having computer science, video design, and eSports gaming supports the development of skills and competencies that Low-Income students need. These provide opportunities for students to think critically, collaborate, communicate, and problem-solve. Feedback from parents, families, and students have shared the desire to continue with the extracurricular options to motivate students to think outside the box and learn through hands-on experiences.	Classroom teachers will provide Low-Income students access to student-centered learning experiences using hands-on experiences during classroom instruction and after-school options, to enhance problem-solving skills. This action addresses access to collaborative experience and skills that will offer Low-Income students the opportunity to explore, create, and compete in the technology field. It will be provided on a schoolwide basis to enrich student's learning experience to apply theoretical concepts to practical applications, which cultivates critical thinking and analytical skills.	We will monitor the progress of Low-Income students and for all students using: - DIA Mathematics: District Interim Assessments (G2, Metric 2) -Robotics Program - Percentage of students participating in the Robotics Program (G7, Metric 1)

G7 A3 Visual and Performing Arts	With Foster Youth and Low-Income students having limited resources and often facing challenges, access to art and music programs can provide a safe platform for self-expression, creativity, and personal growth. The need for the art and music program for these students is imperative to address disparities they face, and enhance their overall educational experience, and school engagement. Educational partners indicated the need to increase extracurricular activities and to continue providing students the opportunity to art and music programs. Art, Dance, Visual and Performing Arts were offered this year through roving VAPA teachers, and other music options will be provided during the upcoming school year.	Teachers and Teacher Leaders will provide Foster Youth and Low-Income students the opportunity to participate in art and music programs, and extracurricular programs to develop leadership, teamwork, and problem-solving skills. This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a schoolwide basis to provide the opportunity for students to enhance self-expression, personal growth, and their overall educational experience.	We will monitor progress for Foster Youth and Low-Income students and for all students using: - Attendance Rates Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2)
G7 A4 Tutoring, Enrichment, and Social-Emotional Support	Our Foster Youth and Low Income students often Our Foster Youth and Low-Income students often require additional academic support such as targeted intervention and resources which are limited at home. These students need academic interventions and small-group instruction tailored to their needs to help develop proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as low/medium-performing on the Dashboard. Need continued support to close the achievement gap. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy and math skills. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy and math skills.	Students will be provided opportunities for additional small group interventions/tutoring outside the school day to improve academic progress, develop confidence, explore new concepts, and learn new strategies. These actions address the support Foster Youth and Low-Income students need to minimize academic gaps. It will be on a schoolwide basis to help address the resource gap students face and ensure that all students can access grade-level content.	We will monitor the progress of Foster Youth and Low-Income students and for all students using: - DIA English Language Arts: District Interim Assessments (G2, Metric 1) - DIA Mathematics: District Interim Assessments (G2, Metric 2) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - CAASPP Mathematics Dashboard (G4, Metric 4) - English Learners - DIA English Language Arts: District Interim Assessments (G4, Metric 6) - English Learners - DIA Mathematics: District Interim Assessments (G4, Metric 7) - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4, Metric 8) - Student Lexiles Achieve3000 (G4, Metric 9) - iReady Mathematics Diagnostics (G4, Metric 10)

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
G4A5 English Language Development Support	English Learners have limited access to resources and academic support that contribute to their academic gap. Based on CA Dashboard 2025, English Learners are low-performing in ELA and medium-performing in Math. Additionally, current EL students are very-low performing (Red) on the English Learner Progress Indicator (ELPI) with 50% who progressed 1 level, 0% maintained level 4, 21.4% maintained levels 1-3, and 28.6% decreased 1 level. Reclassification rate for 2025-2026 is 5%, which is lower than previous years. On local District assessments this year, English Learners showed improvement between Benchmark (BM) 1 and 2 for ELA in all grades except 4th, 5th, and 6th grade. English Learners showed improvement between Benchmark (BM) 1 and 2 for Math this past school year in all grades except 1st, 4th, and 5th grade. The unique circumstances of English Learners highlight the need to enhance English Language Development (ELD) instruction to bridge language acquisition gaps in order to move students towards reclassification and avoid the increase in long-term English Learners (LTEL). Educational partner feedback from our English Learner Advisory Committee (ELAC) shared the need for more academic support and tutoring for our English Learner students to increase reclassification rates and decrease Long-Term English Learners (LTEL).	Resource Teacher, Literacy Coach, and Academic Coaches will provide classroom teachers with support in the implementation of Designated (Systematic ELD) and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, the Resource Teacher will work with staff to support Long Term English Learners (LTEL) and families in order to accelerate English Language Acquisition and Reclassification. This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills.	We will monitor the progress for English Learner and Long-Term English Learner students using: - DIA English Language Arts: District Interim (G4, Metric 1) - CAASPP ELA English Language Arts Dashboard (G4, Metric 3) - EL Progress on Language Proficiency Dashboard Data (G4, Metric 12) - Reclassification Rate (G4, Metric 11)

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

Additional Concentration Grant Funding

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

For the 2026-2027 school year, La Verne Science and Technology Charter remains committed to supporting a significant portion of unduplicated student groups. Our LCAP initiatives aim to expand and enhance schoolwide services, ensuring that our Low-Income, English Learners (including Long-Term English Learners), and Foster Youth students receive additional support. These efforts are strategically targeted to address academic barriers and socio-emotional/behavioral needs, prioritizing the holistic development of every student.

Through thorough analysis of state and local data, as well as feedback from educational partners, opportunities have been identified to maintain and bolster services tailored specifically to English Learners. The following actions represent a focused approach to meet the distinct needs of our English Learner population, categorized as Limited Actions:

Systematic ELD Implementation: Continued emphasis on Systematic English Language Development (ELD) to enhance English proficiency among English Learners, including Long-Term English Learners.
Professional Development for Teachers: Ongoing training for educators to effectively implement designated English Language Development strategies designed exclusively for English Learners, ensuring they can access academic content proficiently in English.
Designated and Integrated ELD: Continued support through both Designated and Integrated English Language Development programs aimed at accelerating English Language Acquisition, reducing Long-Term English Learner status, and increasing Reclassification rates.
Integration into Core Content: Enhancing language skills integration within core content lessons to facilitate effective interaction for English Learners.

These measures are designed to support English Learners in achieving reclassification prior to transitioning to middle school, thereby preventing Long-Term English Learner status. Additional resources and interventions will also aid Long-Term English Learners in expediting their path to Reclassification.

This proactive approach underscores our commitment to equity and excellence, ensuring that all students, especially those facing language and economic challenges, have the necessary support to thrive academically and socially at La Verne Science and Technology Charter.

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

Action Tables

2026-2027 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 %)
2026-2027	$2,920,528.00	$1,080,143.00	36.98%	0.00%	36.98%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$2,167,199.00	$614,387.00	$0.00	$101,560.00	$2,883,146.00	$2,231,198.00	$651,948.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Support for Staff Recruitment and Hiring	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$139,359	$16,575	$155,934	$0	$0	$0	$155,934	0.00%
1	2	Teacher Support	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$1,792	$0	$1,792	$0	$0	$0	$1,792	0.00%
1	3	Custodial Staff	All	No				3 Years	$96,108	$0	$96,108	$0	$0	$0	$96,108	0.00%
1	4	Custodial Staff and Facilities	All	No				3 Years	$0	$292	$292	$0	$0	$0	$292	0.00%
2	1	Library Support	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	All Schools	3 Years	$56,008	$1,500	$57,508	$0	$0	$0	$57,508	0.00%

2	2	Combination Class Reduction K-6	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$108,402	$0	$108,402	$0	$0	$0	$108,402	0.00%
2	3	Transitional Kindergarten, Kindergarten & Classroom Instructional Support	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	3 Years	$115,960	$491	$116,451	$0	$0	$0	$116,451	0.00%
2	4	Technology Support and Services	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income	All Schools	3 Years	$8,566	$19,685	$28,251	$0	$0	$0	$28,251	0.00%
2	5	Extended Learning Opportunities for Literacy	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$7,781	$166	$7,947	$0	$0	$0	$7,947	0.00%
2	6	Professional Development & Classroom Support	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$150,807	$5,438	$152,774	$0	$0	$3,471	$156,245	0.00%
2	7	Improve Student Achievement	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$11,018	$0	$11,018	$0	$0	$0	$11,018	0.00%
2	8	Math and Science Instruction and Academic Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	3 Years	$326,631	$334	$326,965	$0	$0	$0	$326,965	0.00%
2	9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	Student with Disabilities (SWD)	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
2	10	Orientation for Transitional Kindergarten and Kindergarten students	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$320	$0	$320	$0	$0	$0	$320	0.00%

3	1	Parent Training & Workshops	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$3,738	$3,738	$0	$0	$0	$3,738	0.00%
3	2	Parent Support and Involvement	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
3	3	Building Positive School Family Relationships	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$1,288	$1,288	$0	$0	$0	$1,288	0.00%
4	1	Literacy and Math Intervention	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$2,698	$2,698	$2,698	$0	$0	$2,698	$5,396	0.00%
4	2	Data Analysis by Staff	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
4	3	English Language Arts Support	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$115,270	$0	$115,270	$0	$0	$0	$115,270	0.00%
4	4	Math and Science Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$2,484	$0	$2,484	$0	$0	$0	$2,484	0.00%
4	5	English Language Development Support	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%

4	6	Saturday and Summer School	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$74,505	$0	$19,762	$54,743	$0	$0	$74,505	0.00%
4	7	Equity - Culturally Sustaining Pedagogy	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
4	8	Technology Maintenance, Internet Support, & Services	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	All Schools	3 Years	$71,321	$72	$71,393	$0	$0	$0	$71,393	0.00%
4	9	Resource Teacher Academic Support	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	3 Years	$166,064	$41	$166,105	$0	$0	$0	$166,105	0.00%
4	10	Academic Contextualization	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	1	Health Services & Support	Low Income, Foster Youth	Yes	Schoolwide	Foster Youth, Low Income	All Schools	3 Years	$64,566	$0	$64,566	$0	$0	$0	$64,566	0.00%
5	2	Monitor Attendance Patterns	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	All Schools	3 Years	$69,149	$0	$69,149	$0	$0	$0	$69,149	0.00%
5	3	School Counselor	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	3 Years	$122,093	$0	$122,093	$0	$0	$0	$122,093	0.00%
5	4	Professional Development	Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	5	Support for Chronic Absenteeism	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$34,626	$0	$34,626	$0	$0	$0	$34,626	0.00%
6	1	Positive School Climate	All	No				3 Years	$35,190	$96,029	$131,219	$0	$0	$0	$131,219	0.00%
6	2	Extracurricular Activities	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$57,944	$0	$57,944	$0	$0	$0	$57,944	0.00%
6	3	Crisis Intervention	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$4,343	$0	$4,343	$0	$0	$0	$4,343	0.00%

6	4	Elementary Campus Supervisors	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$130,405	$0	$130,405	$0	$0	$0	$130,405	0.00%
6	5	Site Specialist - School Support	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$101,854	$0	$101,854	$0	$0	$0	$101,854	0.00%
6	6	Behavioral and Mental Health Support Services	All, Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	2 Years	$92,258	$0	$0	$92,258	$0	$0	$92,258	0.00%
6	7	Behavior and Academic Support Paraeducators	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2 Years	$63,676	$0	$0	$63,676	$0	$0	$63,676	0.00%
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$4,500	$4,500	$0	$0	$0	$4,500	0.00%
7	2	Computer Science, Video Design and eSports Gaming	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
7	3	Visual and Performing Arts	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
7	4	Tutoring, Enrichment, and Social Emotional Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$499,101	$0	$403,710	$0	$95,391	$499,101	0.00%

2026-2027 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
$2,920,528.00	$1,080,143.00	36.98%	0.00% - No Carryover	36.98%	$1,939,580.00	0.00%	66.41%	**Total:**	$1,939,580.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	$1,939,580.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Support for Staff Recruitment and Hiring	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$155,934.00	0.00%
1	2	Teacher Support	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,792.00	0.00%
2	1	Library Support	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$57,508.00	0.00%
2	2	Combination Class Reduction K-6	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$108,402.00	0.00%
2	3	Transitional Kindergarten, Kindergarten & Classroom Instructional Support	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$116,451.00	0.00%

2	4	Technology Support and Services	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$28,251.00	0.00%
2	5	Extended Learning Opportunities for Literacy	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$7,947.00	0.00%
2	6	Professional Development & Classroom Support	Yes	Schoolwide	Low Income	All Schools	$152,774.00	0.00%
2	7	Improve Student Achievement	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$11,018.00	0.00%
2	8	Math and Science Instruction and Academic Support	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$326,965.00	0.00%
2	10	Orientation for Transitional Kindergarten and Kindergarten students	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$320.00	0.00%
3	1	Parent Training & Workshops	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,738.00	0.00%
3	2	Parent Support and Involvement	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
3	3	Building Positive School Family Relationships	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,288.00	0.00%
4	1	Literacy and Math Intervention	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,698.00	0.00%
4	2	Data Analysis by Staff	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
4	3	English Language Arts Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$115,270.00	0.00%
4	4	Math and Science Support	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,484.00	0.00%
4	5	English Language Development Support	Yes	Schoolwide	English learner (EL)	All Schools	$0.00	0.00%
4	6	Saturday and Summer School	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$19,762.00	0.00%
4	8	Technology Maintenance, Internet Support, & Services	Yes	Schoolwide	Low Income, Foster Youth	All Schools	$71,393.00	0.00%
4	9	Resource Teacher Academic Support	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$166,105.00	0.00%
4	10	Academic Contextualization	Yes	Schoolwide	Low Income	All Schools	$0.00	0.00%

5	1	Health Services & Support	Yes	Schoolwide	Foster Youth, Low Income	All Schools	$64,566.00	0.00%
5	2	Monitor Attendance Patterns	Yes	Schoolwide	Low Income, Foster Youth	All Schools	$69,149.00	0.00%
5	3	School Counselor	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$122,093.00	0.00%
5	4	Professional Development	Yes	Schoolwide	Low Income, Foster Youth	All Schools	$0.00	0.00%
5	5	Support for Chronic Absenteeism	Yes	Schoolwide	Low Income	All Schools	$34,626.00	0.00%
6	2	Extracurricular Activities	Yes	Schoolwide	Low Income	All Schools	$57,944.00	0.00%
6	3	Crisis Intervention	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$4,343.00	0.00%
6	4	Elementary Campus Supervisors	Yes	Schoolwide	Low Income	All Schools	$130,405.00	0.00%
6	5	Site Specialist - School Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$101,854.00	0.00%
6	6	Behavioral and Mental Health Support Services	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	All Schools	$0.00	0.00%
6	7	Behavior and Academic Support Paraeducators	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$4,500.00	0.00%
7	2	Computer Science, Video Design and eSports Gaming	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
7	3	Visual and Performing Arts	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
7	4	Tutoring, Enrichment, and Social Emotional Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,988,282.00	$3,048,077.67

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	Support for Staff Recruitment and Hiring	Yes	$101,000.00	$160,968.08
1	2	Teacher Support	Yes	$16,973.00	$1,846.16
1	3	Custodial Staff	No	$85,123.00	$99,001.45
1	4	Custodial Staff and Facilities	No	$2,126.00	$306.72
2	1	Library Support	Yes	$59,176.00	$59,269.96
2	2	Combination Class Reduction K-6	Yes	$220,827.00	$111,663.68
2	3	Kindergarten & Classroom Instructional Support	Yes	$96,416.00	$119,964.83
2	4	Technology Support and Services	Yes	$20,000.00	$29,506.60
2	5	Extended Learning Opportunities for Literacy	Yes	$11,337.00	$216,244.41
2	6	Professional Development & Classroom Support	Yes	$78,214.00	$157,412.29
2	7	Improve Student Achievement	Yes	$188,409.00	$11,349.90
2	8	Math and Science Instruction and Academic Support	Yes	$112,969.00	$336,812.10
2	9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	No	$5,648.00	$0.00
2	10	Orientation for Kindergarten Students	Yes	$2,214.00	$329.74
3	1	Parent Training & Workshops	Yes	$3,738.00	$0.00
3	2	Parent Support and	Yes	$0.00	$0.00

		Involvement			
3	3	Building Positive School Family Relationships	Yes	$11,084.00	$1,353.75
4	1	Literacy and Math Intervention	Yes	$2,698.00	$0.00
4	2	Data Analysis by Staff	Yes	$0.00	$0.00
4	3	English Language Arts Support	Yes	$116,586.00	$118,739.34
4	4	Math and Science Support	Yes	$3,870.00	$2,558.24
4	5	English Language Development Support	Yes	$7,950.00	$0.00
4	6	Saturday and Summer School	Yes	$96,641.00	$76,747.14
4	7	Equity - Culturally Sustaining Pedagogy	No	$15,148.00	$0.00
4	8	Technology Maintenance, Internet Support, & Services	Yes	$72,469.00	$73,543.27
4	9	Resource Teacher Academic Support	Yes	$155,289.00	$171,105.52
4	10	Academic Contextualization	Yes	$14,000.00	$0.00
5	1	Health Services & Support	Yes	$53,611.00	$66,508.92
5	2	Monitor Attendance Patterns	Yes	$61,410.00	$71,230.17
5	3	School Counselor	Yes	$106,992.00	$125,767.79
5	4	Professional Development	Yes	$0.00	$0.00
5	5	Support for Chronic Absenteeism	Yes	$41,721.00	$35,667.68
6	1	Positive School Climate	No	$147,218.00	$137,156.92
6	2	Multi-tiered Systems of Support (MTSS)	Yes	$0.00	$0.00
6	3	Extracurricular Activities	Yes	$15,353.00	$59,688.22
6	4	Crisis Intervention	Yes	$10,127.00	$4,473.82
6	5	Elementary Campus Supervisors	Yes	$107,809.00	$134,329.54
6	6	Site Specialist - School Support	Yes	$90,178.00	$104,919.88
6	7	Behavioral and Mental Health Support Services	Yes	$200,000.00	$0.00
6	8	Behavior and Academic Support Paraeducators	Yes	$114,000.00	$0.00

6	9	Inclusive Learning Support Specialist	Yes	$155,217.00	$0.00
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Yes	$5,588.00	$4,727.69
7	2	Computer Science, Video Design and eSports Gaming	Yes	$0.00	$0.00
7	3	Visual and Performing Arts	Yes	$45,400.00	$0.00
7	4	Tutoring, Enrichment, and Social Emotional Support	Yes	$333,753.00	$554,883.86

2025-2026 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)
	$1,952,884.00	$2,256,728.72	($303,844.72)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Support for Staff Recruitment and Hiring	Yes	$101,000.00	$160,968.08	0.00%	0.00%
1	2	Teacher Support	Yes	$16,973.00	$1,846.16	0.00%	0.00%
2	1	Library Support	Yes	$59,176.00	$59,269.96	0.00%	0.00%
2	2	Combination Class Reduction K-6	Yes	$220,827.00	$111,663.68	0.00%	0.00%
2	3	Kindergarten & Classroom Instructional Support	Yes	$96,416.00	$119,964.83	0.00%	0.00%
2	4	Technology Support and Services	Yes	$20,000.00	$29,506.60	0.00%	0.00%

2	5	Extended Learning Opportunities for Literacy	Yes	$0.00	$216,244.41	0.00%	0.00%
2	6	Professional Development & Classroom Support	Yes	$74,743.00	$157,412.29	0.00%	0.00%
2	7	Improve Student Achievement	Yes	$188,409.00	$11,349.90	0.00%	0.00%
2	8	Math and Science Instruction and Academic Support	Yes	$112,969.00	$336,812.10	0.00%	0.00%
2	10	Orientation for Kindergarten Students	Yes	$2,214.00	$329.74	0.00%	0.00%
3	1	Parent Training & Workshops	Yes	$3,738.00	$0.00	0.00%	0.00%
3	2	Parent Support and Involvement	Yes	$0.00	$0.00	0.00%	0.00%
3	3	Building Positive School Family Relationships	Yes	$11,084.00	$1,353.75	0.00%	0.00%
4	1	Literacy and Math Intervention	Yes	$0.00	$0.00	0.00%	0.00%
4	2	Data Analysis by Staff	Yes	$0.00	$0.00	0.00%	0.00%
4	3	English Language Arts Support	Yes	$116,586.00	$118,739.34	0.00%	0.00%
4	4	Math and Science Support	Yes	$3,870.00	$2,558.24	0.00%	0.00%
4	5	English Language Development Support	Yes	$7,950.00	$0.00	0.00%	0.00%
4	6	Saturday and Summer School	Yes	$0.00	$76,747.14	0.00%	0.00%
4	8	Technology Maintenance, Internet Support, & Services	Yes	$72,469.00	$73,543.27	0.00%	0.00%
4	9	Resource Teacher Academic Support	Yes	$155,289.00	$171,105.52	0.00%	0.00%
4	10	Academic Contextualization	Yes	$14,000.00	$0.00	0.00%	0.00%
5	1	Health Services & Support	Yes	$53,611.00	$66,508.92	0.00%	0.00%
5	2	Monitor Attendance Patterns	Yes	$61,410.00	$71,230.17	0.00%	0.00%
5	3	School Counselor	Yes	$106,992.00	$125,767.79	0.00%	0.00%
5	4	Professional Development	Yes	$0.00	$0.00	0.00%	0.00%
5	5	Support for Chronic Absenteeism	Yes	$41,721.00	$35,667.68	0.00%	0.00%
6	2	Multi-tiered Systems of Support (MTSS)	Yes	$0.00	$0.00	0.00%	0.00%
6	3	Extracurricular Activities	Yes	$15,353.00	$59,688.22	0.00%	0.00%
6	4	Crisis Intervention	Yes	$10,127.00	$4,473.82	0.00%	0.00%

6	5	Elementary Campus Supervisors	Yes	$107,809.00	$134,329.54	0.00%	0.00%
6	6	Site Specialist - School Support	Yes	$90,178.00	$104,919.88	0.00%	0.00%
6	7	Behavioral and Mental Health Support Services	Yes	$0.00	$0.00	0.00%	0.00%
6	8	Behavior and Academic Support Paraeducators	Yes	$0.00	$0.00	0.00%	0.00%
6	9	Inclusive Learning Support Specialist	Yes	$0.00	$0.00	0.00%	0.00%
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	Yes	$5,588.00	$4,727.69	0.00%	0.00%
7	2	Computer Science, Video Design and eSports Gaming	Yes	$0.00	$0.00	0.00%	0.00%
7	3	Visual and Performing Arts	Yes	$45,400.00	$0.00	0.00%	0.00%
7	4	Tutoring, Enrichment, and Social Emotional Support	Yes	$136,982.00	$0.00	0.00%	0.00%

2025-2026 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)
		0.00%	0.00%	$2,256,728.72	0.00%	0.00%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$101,560.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Support for Staff Recruitment and Hiring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$155,934.00
1	2	Teacher Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,792.00
1	3	Custodial Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$96,108.00
1	4	Custodial Staff and Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$292.00
2	1	Library Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,508.00
2	2	Combination Class Reduction K-6	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$108,402.00
2	3	Transitional Kindergarten, Kindergarten & Classroom Instructional Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,451.00

2	4	Technology Support and Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$28,251.00
2	5	Extended Learning Opportunities for Literacy	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,947.00
2	6	Professional Development & Classroom Support	$3,471.00	$0.00	$0.00	$0.00	$0.00	$0.00	$156,245.00
2	7	Improve Student Achievement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,018.00
2	8	Math and Science Instruction and Academic Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$326,965.00
2	9	Technology and Sensory Items for Students with Individual Education Plans (IEPs)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	10	Orientation for Transitional Kindergarten and Kindergarten students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$320.00
3	1	Parent Training & Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,738.00
3	2	Parent Support and Involvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Building Positive School Family Relationships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,288.00
4	1	Literacy and Math Intervention	$2,698.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,396.00
4	2	Data Analysis by Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	English Language Arts Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$115,270.00
4	4	Math and Science Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,484.00
4	5	English Language Development Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	6	Saturday and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$74,505.00

		Summer School							
4	7	Equity - Culturally Sustaining Pedagogy	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	8	Technology Maintenance, Internet Support, & Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$71,393.00
4	9	Resource Teacher Academic Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$166,105.00
4	10	Academic Contextualization	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	1	Health Services & Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$64,566.00
5	2	Monitor Attendance Patterns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$69,149.00
5	3	School Counselor	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$122,093.00
5	4	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	5	Support for Chronic Absenteeism	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$34,626.00
6	1	Positive School Climate	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$131,219.00
6	2	Extracurricular Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$57,944.00
6	3	Crisis Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,343.00
6	4	Elementary Campus Supervisors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$130,405.00
6	5	Site Specialist - School Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$101,854.00
6	6	Behavioral and Mental Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$92,258.00
6	7	Behavior and Academic Support Paraeducators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$63,676.00
7	1	Science, Technology, Engineering, Art, and Mathematics (STEAM)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,500.00
7	2	Computer Science,	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		Video Design and eSports Gaming							
7	3	Visual and Performing Arts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7	4	Tutoring, Enrichment, and Social Emotional Support	$95,391.00	$0.00	$0.00	$0.00	$0.00	$0.00	$499,101.00

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).