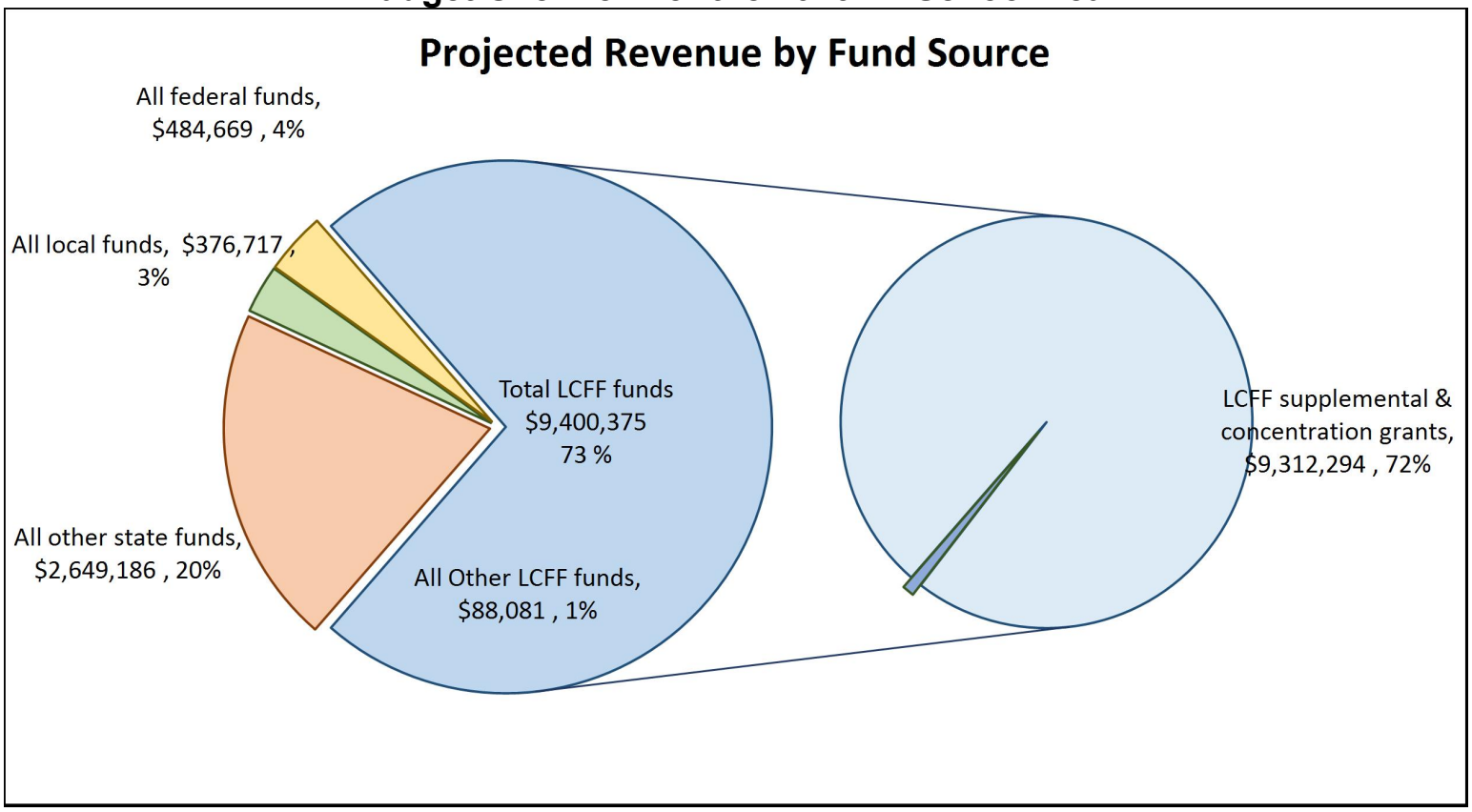
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Life Charter Schools
CDS Code: 54105460124057
School Year: 2026-27
LEA contact information:
Lori Lackey, Ed. S.
Superintendent/Principal
llackey@vlcs.org
559.625.8527

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

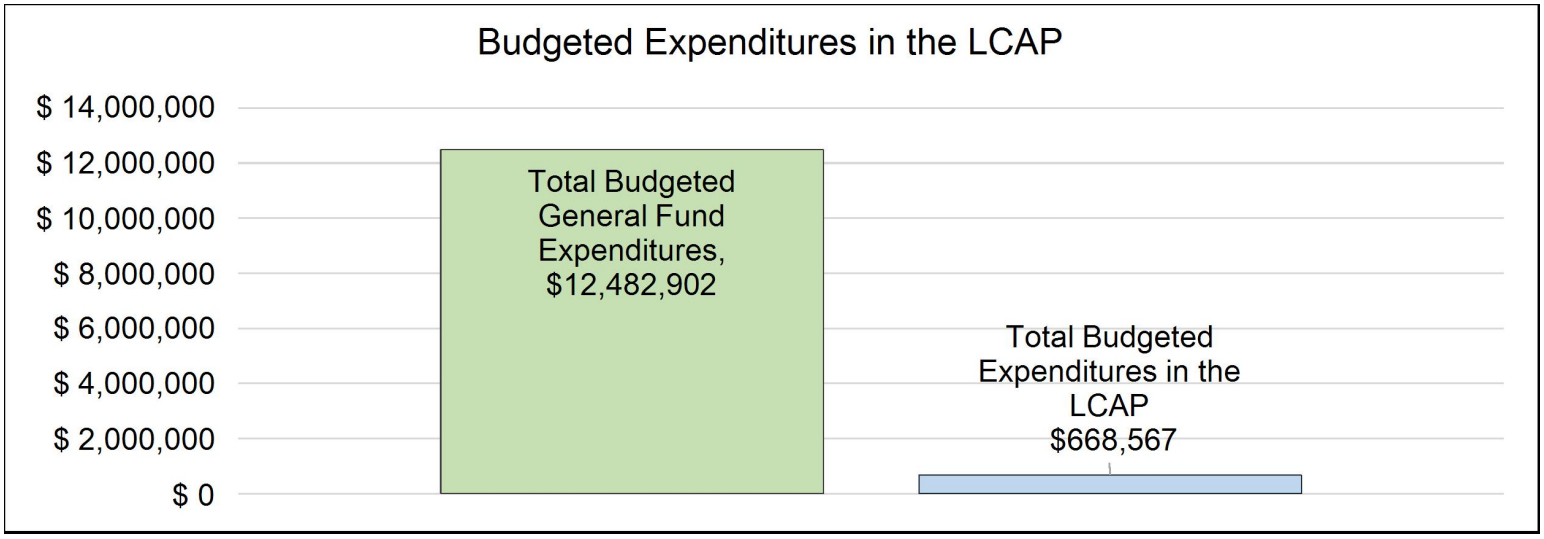


This chart shows the total general purpose revenue Valley Life Charter Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Life Charter Schools is $12,910,947, of which $9400375 is Local Control Funding Formula (LCFF), $2649186 is other state funds, $376717 is local funds, and $484669 is federal funds. Of the $9400375 in LCFF Funds, $9312294 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Valley Life Charter Schools 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: Valley Life Charter Schools plans to spend $12482902 for the 2026-27 school year. Of that amount, $668567 is tied to actions/services in the LCAP and $11,814,335 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

A handful of state programs were intentionally left out of the LCFF during its implementation to ensure targeted tracking or because they are constitutionally separate:
Special Education - State: State Assembly Bill (AB) 602 funding allocated through Special Education Local Plan Areas (SELPAs).
State Child Nutrition: State matching funds for school meals.
California State Lottery: Specifically, the portion mandated by Proposition 20 for instructional materials.

3. Local Revenue Sources
Any funding generated locally outside of standard property taxes does not count toward or mix with LCFF calculations: All other local revenues, which include local grants, corporate partnerships, philanthropic donations, and fees collected for the use of school facilities.

4. Non-LCAP General Operational & Administrative Costs
When assessing school budgets from an accountability standpoint, certain expenditures are part of the school's general fund but are not included in the Local Control and Accountability Plan (LCAP). The LCAP specifically maps out LCFF supplemental and concentration grant spending intended to improve services for high-need students. Excluded from this plan are:

Core basic operational costs (e.g., district-wide utilities, standard legal/audit fees, generic administrative overhead).

Debt service payments (such as interest and principal on modified accrual bases).

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

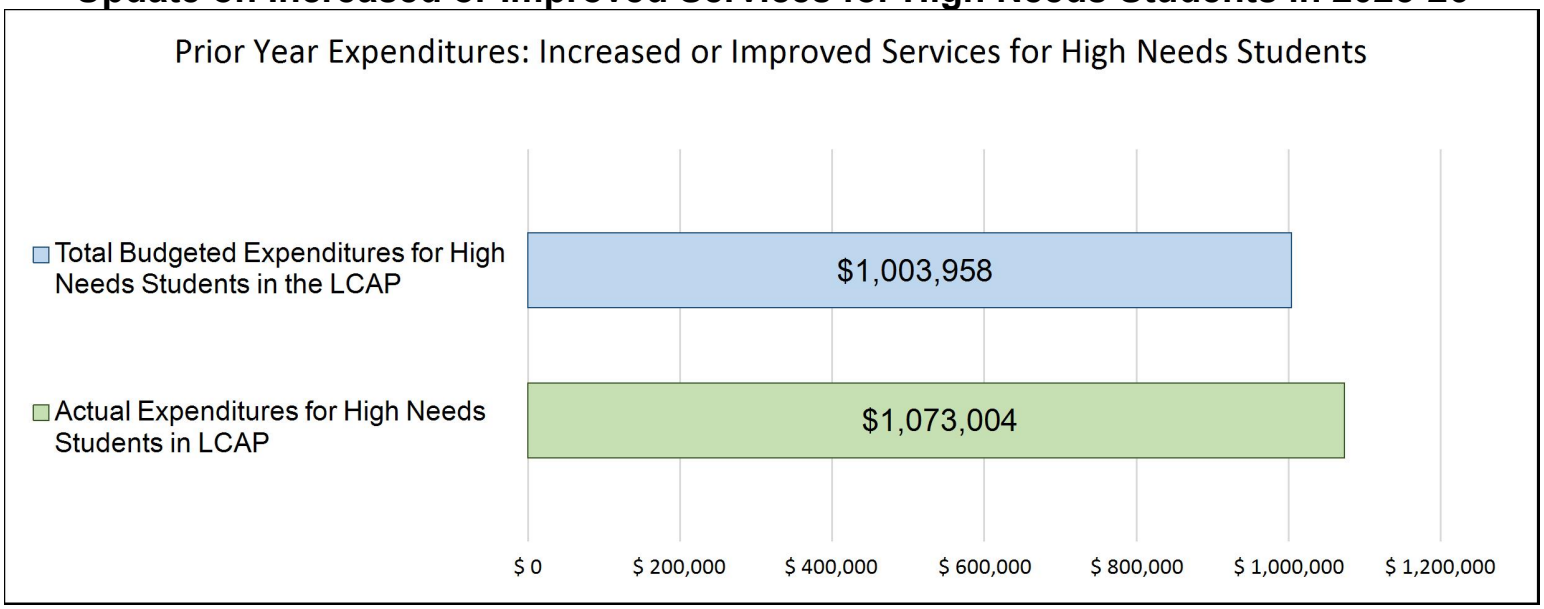
In 2026-27, Valley Life Charter Schools is projecting it will receive $9312294 based on the enrollment of foster youth, English learner, and low-income students. Valley Life Charter Schools must describe how it intends to increase or

improve services for high needs students in the LCAP. Valley Life Charter Schools plans to spend $661567 towards meeting this requirement, as described in the LCAP.

Valley Life has found that many of the services provided to high needs students, are beneficial to all students. Therefore many of the items are included for all student groups.

LCFF Budget Overview for Parents

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



This chart compares what Valley Life Charter Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valley Life Charter Schools 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, Valley Life Charter Schools's LCAP budgeted $1003958 for planned actions to increase or improve services for high needs students. Valley Life Charter Schools actually spent $1073004 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
Valley Life Charter Schools	Lori Lackey, Ed. S. Superintendent/Principal	llackey@vlcs.org 559.625.8527

Plan Summary [2026-27]

General Information

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

The mission of Valley Life Charter School (VLCS) is to provide a rigorous education program emphasizing academics, leadership, and visual and performing arts. VLCS will provide authentic opportunities for students to apply the academics, leadership principles, and life skills taught to make good decisions. Students will encounter evidence-based academics, along with leadership opportunities in the classroom, in the school, and in the community. VLCS began in 2011 in one location and outgrew the facility, requiring an additional campus. Starting in 2015, VLCS moved one grade level per year to the new campus until all TK-3rd-grade levels were placed there. By the 2018-19 school year, VLCS had finished splitting the campus into two schools; the transitional kindergarten through 3rd-grade classrooms are located at 3737 S. Akers in Visalia, and the 4th-8th and Independent Study Program is located at 3737 W. Walnut Ave. in Visalia. Each grade level, except transitional kindergarten and middle school, has three classes with approximately 24 students each. VLCS demographic data reflects a growing student population since the opening of the school in 2011. VLCS currently has two TK classrooms and three of all other grade levels.

With an emphasis on developing leaders and quality visual and performing arts, VLCS is attracting more middle school students passionate about VAPA. In 2025-2026, at Valley Life Charter School, our vision has always been a dual commitment to rigorous academics integrated with leadership and the visual and performing arts. This year, that vision was validated on a national stage as we were officially honored with the 2026 Best Communities for Music Education Award from the NAMM Foundation—a testament to the synergy of our community and the transformative power of an arts-integrated education.

During the 2025-2026 lottery, 265 students applied for 82 seats (TK-8th). When the 25-26 Lottery was held in March 2025, 253 students were enrolled in the lottery. As of May 22, 2025, 344 students have either applied during the lottery or have been recently added to the

waitlist. With this information, and the need to balance the budget (especially in light of deferrals and possible cuts), VLCS is adding 8 seats to TK (20:1) and 6 seats to Kindergarten (24:1). VLCS is also opening some additional seats for Middle School. The start of 25-26, our enrollment was 708.74, and our ADA was 692.38

In mid-2025-2026, due to financial constraints, Valley Life opened additional seats. 1st-6th Grade: 3 more seats per grade level were opened (18), plus more in Independent Study. This increased our Enrollment to 732.64, and our ADA to 702.03. The anticipated enrollment for 2026-2027 is 770 students, with an average ADA of 740.79

We prioritize providing a safe, caring environment for all Valley Life Students. Students can experiment with learning, develop their potential, and grow as leaders. Although our enrollment consists of 30.8%(2023-2024), 34.62% (2024-2025), and 36.79% (estimated for 25-26) of our students participating in the Free and Reduced-Price Meals (FRPM) program, Valley Life enrolls on a lottery system. Since our conception, we have always had more students attempt to enroll than the number of available seats. California law specifically permits charter schools to allow a preference to students who reside in the attendance area of a district elementary school in which at least 50% of the enrollment qualifies for free and reduced-price lunch may give preference to pupils currently enrolled in that school and to pupils who reside in the elementary school attendance area where the charter school is located. Valley Life gives preference to students enrolled within the Cottonwood Creek and Crestwood school boundaries.

Reflections: Annual Performance

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

Valley Life Charter School (VLCS) has demonstrated significant growth across academic performance, school culture, family engagement, and operational stability over the 2024–2025 and 2025–2026 periods.
1. Academic Proficiency and Acceleration
Data from both state and local assessments show that students are not just making progress but are often accelerating:
NWEA Proficiency Gains: Within a single academic year, the school saw "massive growth" in the percentage of students reaching proficiency:
Mathematics: Increased by 17% (from 30% in the fall to 47% in the spring)
.
English Language Arts (ELA): Increased by 12% (from 39% to 51%)
.
Reading: Increased by 8% (from 37% to 45%)
.
CAASPP Trajectory: (2025-2026 CAASPP scores are not available at this time) The school officially moved from "Orange" to "Yellow" status on the California School Dashboard for both ELA and Math
.

Math achievement increased by 8.2 points toward the standard
.
ELA achievement increased by 3.5 points toward the standard
.
National Percentiles: By Spring 2025, the median student at VLCS was performing above national norms, with Reading at the 63rd percentile and Math at the 62nd percentile
.
2. Measurable Results Assessment (MRA) Trends
The school's overall "Leader in Me" (LIM) score increased from 79 to 80, moving the campus into the "Effective" range
. Specific growth accelerators included:
Family Engagement: Saw a significant 5-point increase (from 76 to 81)
.
Academic Social Support: Rose by 4 points, indicating students feel more supported by teachers in their learning
.
Staff Leadership: Increased to a score of 83, driven by a 2-point rise in Interpersonal Effectiveness
.
Instructional Efficacy: Teachers' confidence in using evidence-based practices rose by 3 points (74 to 77)
.
3. Family and Community Engagement
VLCS has made measurable progress in building its home-school partnership:
Technical Reach: The school achieved 100% parent contactability through the ParentSquare platform
.
Volunteerism: Families recorded over 4,707 volunteer hours (excluding large events), with 64% of parents now fingerprinted to help on campus
.
Attendance: Chronic absenteeism dropped dramatically from 11.3% to 6.5%, a 4.8% improvement that earned the school a "Green" status on the state dashboard
.
4. Operational Stability and Staff Effectiveness
The LEA has seen substantial improvements in personnel retention and quality:
Turnover Reduction: The teacher turnover rate dropped from a high of 27% in 2023–2024 to 11% entering 2024–2025, and further improved to 7% by the end of the year
.
Credential Alignment: Through strategic hiring and audits, the percentage of teachers considered "ineffective" (due to provisional permits) decreased from 20% to just 7% within one year
.
5. Population Growth and Demand
The school continues to experience high demand, leading to expansion:
Waitlist and Enrollment: As of May 2025, there were 344 students on the waitlist or in the lottery
.

Seat Expansion: To meet this demand and balance the budget, VLCS has increased it's capacity by adding approximately 50 seats to the program. This is supported by the current waitlist, after the lottery, which is 338 students.
.

Reflections: Technical Assistance

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

Valley Life Charter School dashboard indicators for 22-23 indicated a need for assistance in the area of special education. Valley Life is part of the Tulare County Selpa. . VLCS hired a full-time psychologist for the 23-24 school year. VLCS Has also began focusing on specific curriculum and progress monitoring for students in the MTSS and Special Education Programs. 25-26 VLCS will continue with the full-time psychologist, a 3/4 time psych intern, progress monitoring, and specific curriculum.

Using the 24-25 data, VLCS is not in need of assistance in the area of special education. However, VLCS is contracting with TCOE for oversight of the special education program.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	Added a staff member to be a board liason. This person attends all board meetings, and reports back after the superintendent has sent out the board update. All staff are then kept in the loop on all governance items.
Staff	LCAP Survey, Curriculum Survey,
Parents	LCAP Survey
Students	LCAP Survey, invited a student to be on the interview panels.
Staff	MRA Survey,
Parents	MRA Survey
Students	MRA Survey
Community Members	MRA Survey
Parent Lighthouse	Attendance at all Parent Lighthouse meetings, including an Admin update and goal progression.
Parents	Volunteer Training - reviews important information regarding VLCS
Board Members	Presentation of LCAP Assessment and MRA for LCAP Development
Staff	Presentation of LCAP Assessment and MRA for LCAP Development
Student Lighthouse	LCAP Survey, MRA Survey, additional survey's and input on future goals.

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

Each spring, VLCS administers the MRA assessment from Leader in Me. After reviewing the results, the key elements are incorporated into the annual LCAP survey, which is distributed to staff, families, and students in grades 4–8. The combined data from both the MRA and LCAP survey are then used to create a comprehensive presentation shared with staff, parents, and the VLCS Board. Input from the 2023–24 LCAP, California School Dashboard, FastBridge assessments, staff feedback, the MRA, and LCAP survey results are then synthesized to inform the development of the new LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Rate of teacher misassignment as relates to: Equity Professional Learning Resource Alignment Teachers, Student access to standards-aligned instructional materials as relates to: Curriculum Instruction Resource Alignment, Facilities in good repair as relates to: Culture and Climate Resource Alignment - To decrease the rate of teacher misassignments, or ineffective teachers (as identified by the CDE Teacher Equity matrix). This also means to increase teacher retention.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educational Partners were asked which goals should be priorities for the 24-25 school year. Basics - was the top goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Equity - To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE). Teacher Equity Matrix.	23-24 Certificated Staff total 51; 10 without full credentials, 20% are considered ineffective as identified by the CDE Teacher Equity Matrix,	2024-2025 Certificated staff total 55. PIPP/STPS Credential (Ineffective) 4; Teaching outside of their teaching credential = 2. Currently at 7% considered ineffective as identified by the CDE, Teacher Equity Matrix	2025-2026; 45 teachers are considered effective, 6 are on teacher on assignment, board apprpoved, and 1 was considered ineffective until December 2025. - 2% are considered ineffective	2% or less to be considered ineffective as identified by the CDE, Teacher Equity Matrix	4% above the baseline!

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	To ensure continuity and stability in the teaching staff at VLCS the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 24-25 school year.	VLCS Hired 14 new teachers for the 23-24 school year. Two of the 14 were an addition to the teaching staff. This is 27% of the certificated staff. For the 24-25 school year, 6 teachers resigned, which is an 11% change rate.	Three teachers were released from their duties at the end of the 24-25 school year. One teacher resigned. This is a 7% change rate, which is 4% better than last year.	2025-2026 1 teacher was non-relected, one teacher retired, two teachers resigned to move out of the area. In the Indepenedent study program, one teacher resigned, and one is moving schools. This is a 10% change rate.	5% or less turn over	2%
1.3	Professional Learning - Staff feedback indicated a need to focus on specific curriculum training and utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with Tulare County Office of Education to train staff in "building thinking classrooms." Thinking classrooms	Currently, at least one fourth-grade teacher is trained in "Thinking Classrooms." Utilizing fastbridge aMath data, fourth grade came the closest to the end of year goal score. Short of growth goal by grade: 2nd - 3.4 points; 3rd - 5.4 points; 4th - .09 points; 5th - 11.3 points; 6th - 10.3 points; 7th - 3 points; 8th - 1 point.	24-25 During the 2024–25 school year, VLCS partnered with the Tulare County Office of Education (TCOE) to provide professional development centered on “Building Thinking Classrooms.” In addition, the MTSS team and several lead teachers joined the TCOE CCLA grant to further support instructional growth. VLCS also empowered staff by allowing them to select	Based on the NWEA MAP Growth reports for the period from Fall 2025 to Spring 2026, Valley Life Charter School showed strong academic growth across all core subjects, with the highest overall growth occurring in Mathematics. Mathematics Growth The school-wide growth median for Math was at the 65th percentile . Highest Growth Grade: Grade 3	Using data from NWEA Assessments, all grades will meet their growth goals. Students with disabilities and low socioeconomic status will grow by 1 year or more in math and will be at a level for reading. (25-25 Update - Special Education, 504, FRL, ELL students groups will grow at or exceed their non specialized peers).	Special Groups Math -6% from goal Special Groups Reading - Met goal Special Groups ELA - 2% from goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional development opportunities outside the organization that aligned with their individual goals and roles. As a result, staff participated in a diverse range of trainings, including: Annual Inclusion, CCIS Winter Conference, CALPADS Leadership Training, CJIS Training, Counselor Network, CSU Bakersfield Kodachrome Institute Level 1, Defend, Detect, and Respond, Enhanced English Learner Success through Designated ELD K–5, Making Sense of Mathematics (6th Grade), Navigating the Maze: Implementing New	demonstrated the most significant growth in the school with a growth median at the 83rd percentile . Other High-Performing Grades: Grade 4 also showed strong progress with a growth median at the 77th percentile, followed by Kindergarten at the 71st percentile and Grade 2 at the 69th percentile . Language Usage Growth The school-wide growth median for Language Usage was at the 62nd percentile . Highest Growth Grade: Grade 2 led this category with a growth median at the 76th percentile .		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Current Employee Laws, Planning Your ELA Block (Grades 3–5), Tremaine Dance Convention, Reading Difficulties Risk Screener Adoption Toolkit, School AI, School Safety Symposium, TCOE/UPK Training, and the TKCCC Annual Counselor Conference. NWEA - Math All Students Fall 30% proficient, Spring 47% proficient, 17% growth. Special Groups; Fall 24% proficient, Spring 35% proficient, 11% Growth Reading All students - Fall 37% proficient, Spring 45% proficient, 8% growth	Other High-Performing Grades: Grade 7 followed closely with a growth median at the 69th percentile, and Grade 4 recorded growth at the 68th percentile . Reading Growth The school-wide growth median for Reading was at the 58th percentile . Highest Growth Grades (Large Cohorts): Among the primary and middle school grades (which have approximately 70 students each), Kindergarten saw the most growth with a median at the 69th percentile . Other High-Performing Grades: Grade 1 achieved a growth median at the 64th percentile, while		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Special Groups - Fall 28% proficient, Spring 36% proficient, 8% growth ELA All students - Fall 39% proficient, Spring 51% proficient, 12% growth Special Groups - Fall 28% proficient, Spring 38% proficient, 10% growth	Grade 3 and Grade 4 both showed solid growth at the 63rd and 60th percentiles, respectively . Note: While Grade 12 showed a 79th percentile growth median, this represents a cohort of only two students . Summary of Top Growth Grades Subject Grade with Most Growth Growth Median Percentile Mathematics Grade 3 83rd Language Usage Grade 2 76th Reading Kindergarten 69th		
1.4	Professional Learning - HmH Curriculum	25-26 Teachers have indicated the need for more training on HmH Reading products.			Teachers to be fully trained in HmH Into Reading and Into Literature. RSP and MTSS to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					be fully trained in Math 180.	

Goal Analysis [2025-26]

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

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

During the 2023–2024 school year, Valley Life Charter School employed 51 certificated staff members. Of these, 10 did not hold full credentials, and 20% were considered ineffective based on the California Department of Education's (CDE) Teacher Equity Matrix. The primary implementation focus was on improving credentialing and aligning assignments with teacher credentials. By the start of the 2024–2025 school year, certificated staffing increased to 55. Improvements were made in aligning teacher credentials and placements. Only 4 teachers currently hold Provisional Intern Permits (PIP) or Short-Term Staff Permits (STSP), and 2 are teaching outside of their credential area. As a result, the percentage of ineffective teachers, as defined by the CDE, decreased significantly to 7%. Substantive Differences and Relevant Challenges/Successes: One substantive difference between planned and actual implementation was the pace at which credential alignment and reductions in ineffective staffing occurred. While the goal was gradual improvement over two years, targeted support, collaboration with credentialing agencies, and revised hiring practices helped accelerate progress. Challenges: Recruiting fully credentialed candidates for specialized and rural teaching assignments. Delays in credential processing at the state level, particularly for PIP/STSP transitions. Retaining newer educators through the credentialing pipeline. Successes: A 13% reduction in ineffective teachers within one year. Stronger induction and mentoring systems helped support teachers moving toward full credentials. Streamlined HR procedures improved compliance and credential tracking. This implementation reflects a focused and strategic effort to improve teacher effectiveness, equity, and overall instructional quality across all school sites.

During the 2023–2024 school year, Valley Life Charter School (VLCS) hired 14 new teachers, representing 27% of the total certificated staff. Of these, two were additional positions added to meet growing instructional needs, while the remaining hires replaced outgoing staff. This level of turnover presented both onboarding challenges and opportunities to strengthen instructional practices through targeted hiring. Entering the 2024–2025 school year, the school experienced a notable improvement in staff retention. Six teachers resigned, representing an 11% turnover rate. By the end of the 2024–2025 school year, three teachers were released from their positions, and one teacher resigned—resulting in a 7% total change rate, a 4% improvement compared to the previous year. Substantive Differences in Planned vs. Actual Implementation: VLCS originally aimed for greater stability in staffing between the 2023–2024 and 2024–2025 school years. While retention efforts improved outcomes in 2024–2025, unexpected staff releases and resignations required adaptive planning. Staffing shifts slightly exceeded projections for new hires in 2023–2024, but deliberate recruitment efforts helped maintain program continuity. Challenges: High turnover in 2023–2024 required a significant investment in onboarding and professional development. Mid-year transitions and early-year resignations posed challenges in maintaining instructional consistency. Limited availability of fully credentialed applicants, particularly in specialized subject areas. Successes: A reduced staff change rate in 2024–2025 (7%) reflects progress in retention and hiring alignment. More strategic hiring practices led to better credential alignment and reduced the percentage of ineffective teachers. Increased administrative focus on teacher support and mentoring contributed to improved stability and professional growth. Overall, VLCS made meaningful progress

in strengthening the stability and effectiveness of its certificated staff, with year-over-year improvement in both retention and credential alignment.

During the 2024–2025 school year, Valley Life Charter School (VLCS) implemented several strategic professional development initiatives designed to strengthen instructional practices and improve student outcomes. A central focus of the year was a partnership with the Tulare County Office of Education (TCOE) to provide targeted training in Building Thinking Classrooms. This initiative aimed to support a more inquiry-based, student-centered approach to mathematics instruction. At least one fourth-grade teacher received training in this model, and preliminary data suggests a positive impact—fourth grade came within 0.09 points of meeting its end-of-year growth goal on the FastBridge aMath assessment, closer than any other grade level. In addition to the Thinking Classrooms initiative, VLCS supported multi-tiered system of support (MTSS) development through participation in the TCOE CCLA (California Collaborative for Learning Acceleration) grant. MTSS staff and lead teachers engaged in this work to strengthen Tier 1 instruction and build capacity across grade levels. VLCS also prioritized professional autonomy by encouraging staff to pursue external professional development opportunities that aligned with their individual roles and growth goals. Substantive Differences, Challenges, and Successes: While professional development in Thinking Classrooms was originally intended for broader implementation, only one fourth-grade teacher was fully trained during this cycle. However, the positive data from fourth grade suggests that even limited implementation can influence academic outcomes when done with fidelity. Challenges: Scaling innovative practices like Thinking Classrooms across all grades proved difficult due to scheduling, capacity, and training availability. Ensuring consistency in instructional strategies across grade levels remains an area for continued growth. Gaps in achievement for special student groups, while narrowed, still persist and require targeted supports. Successes: Fourth grade showed the most progress toward goals, reflecting early success of Thinking Classrooms. Across all grade levels and subjects, NWEA data reflected meaningful gains in proficiency. Empowering staff through personalized PD opportunities fostered a culture of ownership and professional growth. MTSS and CCLA participation provided structural supports that contributed to stronger tiered interventions. Overall, implementation in 2024–2025 demonstrated progress in instructional innovation and professional growth, with early evidence of impact on student learning and achievement. Continued expansion of successful practices and data-driven instruction will remain priorities for the next academic year.

Goal Analysis: [2025-26]
Overall Implementation
During the prior school year, Valley Life Charter School (VLCS) focused heavily on improving teacher credentialing alignment, stabilizing staffing retention, and introducing targeted professional development models.
Teacher Equity: Certificated staff expanded to 55. Strategic partnerships and targeted hiring successfully reduced the percentage of "ineffective" teachers (as defined by the CDE Teacher Equity Matrix) from a 20% baseline down to just 7%.
Staff Stability: Retention efforts yielded significant progress. The school improved its total staff change/turnover rate down to 7%, a marked 4% improvement over the prior year's 11% change rate.
Professional Learning: VLCS partnered with the Tulare County Office of Education (TCOE) to launch Building Thinking Classrooms (math instruction) and participated in the TCOE CCLA grant to strengthen Tier 1 Multi-Tiered System of Supports (MTSS).

Substantive Differences Between Planned Actions and Actual Implementation
Pace of Credentialing: The alignment of teacher credentials moved at a faster, more proactive pace than originally projected due to accelerated HR tracking and enhanced agency collaboration.
Scale of Math PD: While Building Thinking Classrooms was planned for a broader school-wide rollout, scheduling constraints and training availability limited full initial implementation to a smaller pilot cohort (including at least one fourth-grade teacher).

Relevant Challenges Experienced
Recruitment Pipelines: Confronted ongoing difficulties recruiting fully credentialed candidates for highly specialized or rural teaching assignments.
State Delays: Experienced external administrative bottlenecks and delays in credential processing at the state level when transitioning teachers from PIP/STSP tracks.

Implementation Gaps: Scaling innovative instructional practices across all grade levels simultaneously was hindered by scheduling and capacity limitations.

Relevant Successes Experienced
Dramatic Equity Gains: Achieved a notable 13% school-wide reduction in ineffective teacher placements within a single instructional cycle.
Data-Validated Methods: The targeted implementation of Building Thinking Classrooms proved highly effective; the participating 4th-grade cohort finished within a razor-thin 0.09 points of their end-of-year FastBridge aMath growth goal, outperforming other grade levels.
Personalized Growth: Granting staff autonomy to select external professional development aligned to their individual roles successfully fostered a stronger culture of professional ownership.

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.

Action 1.1: Teacher Equity ($38,000 Budgeted)
Narrative: Budgeted expenditures for Action 1.1 were earmarked for intern support, TIPS mentoring, and teacher professional development.

[If actuals matched budget]: Estimated actual expenditures closely aligned with the budgeted allocation of $38,000, as mentoring stipends and tracking resources were fully deployed to support the accelerated reduction of ineffective teacher placements.

[If actuals differed]: A material variance occurred because [insert reason, e.g., fewer teachers required PIP/STSP tracking than anticipated, resulting in lower stipend costs / or conversely, state delays required extended credential counseling costs], resulting in an estimated actual expenditure of $[Insert Amount].

Action 1.2: Staff Stability & Retention ($575,458 Budgeted)
Status: [Select: Met as Expected / Minimal Variance / Material Variance]

Narrative: This action accounted for the step-and-column salary increases over a three-year cycle to preserve a low staff turnover rate.

[If actuals matched budget]: The estimated actual expenditures closely tracked the budgeted amount of $575,458, successfully keeping our school-wide turnover rate within stable margins.

[If actuals differed]: A material variance was observed due to mid-year staffing transitions, including [insert reason, e.g., un-elected positions, retirements, and resignations moving out of the area], which shifted actual personnel costs to $[Insert Amount].

Action 1.3: Professional Learning ($15,000 Budgeted)
Status: [Select: Met as Expected / Minimal Variance / Material Variance]

Narrative: Budgeted funds were allocated between the EL Consortium ($7,000) and general math/instructional professional development ($8,000).

[If actuals matched budget]: Actual expenditures matched projections, balancing the scaling of the Building Thinking Classrooms pilot alongside autonomous external professional development tracking.

[If actuals differed]: A material variance occurred because the Building Thinking Classrooms framework was scaled down to a smaller pilot cohort than originally projected, [Select: reducing total consultant costs / or: shifting funds toward localized MTSS/CCLA grant implementation support], bringing estimated actual expenditures to $[Insert Amount].

Planned vs. Estimated Actual Percentages of Improved Services
Narrative: The school's planned percentages of improved services for unduplicated student groups (Low Income, English Learners, and Foster Youth) were [Select: fully realized / marginally modified]. While specific math actions like Building Thinking Classrooms were isolated to smaller grade-level cohorts, the school-wide data via NWEA MAP reports validated that the quality of services successfully met or neared growth targets for specialized student groups LEA-wide.

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

Here is a structured synthesis analyzing the effectiveness or ineffectiveness of your specific actions to date. This is designed to pull directly from your 2025–2026 NWEA MAP data, FastBridge metrics, and HR data to fulfill the LCAP requirement for Goal 1:Effectiveness and Ineffectiveness of Specific ActionsAction 1.1: Teacher Equity (Provisional & Intern Support)Assessment of Effectiveness: Highly EffectiveEvidence of Progress: This action has proven highly successful in moving the school toward its ultimate target of $\le$ 2% ineffective teacher placements. By strengthening induction, mentoring, and monitoring systems, Valley Life Charter School reduced its ineffective teacher rate from a 20% baseline down to 7% in the 2024–2025 cycle, and down further to 2% in the 2025–2026 school year.Ineffectiveness/Gaps: While highly effective overall, state-level administrative processing delays for PIP/STSP transitions mean that some teachers remained technically misaligned longer than necessary, despite completing local requirements.Action 1.2: Staff Stability & Retention (Step & Column Salary Increases)Assessment of Effectiveness: Moderately EffectiveEvidence of Progress: The implementation of strategic salary adjustments and enhanced teacher onboarding initially saw excellent results, driving the staff turnover rate down from an 11% baseline to a historic low of 7% at the close of 2024–2025. This validated that the localized support structures were working.Ineffectiveness/Gaps: Ineffectiveness in long-term staff insulation surfaced during the 2025–2026 school year, as the turnover rate ticked back up to 10%. Reflections indicate that while local salary schedules are competitive, uncontrollable external factors—such as teachers relocating completely out of the geographic area, non-reelections, and retirements—prevented the school from maintaining its $\le$ 5% turnover target.

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

The Rationale: While our autonomous professional development approach was highly rated by staff, our NWEA MAP data revealed that specialized student groups (including Students with Disabilities, English Learners, and Low-Income students) finished 6% away from their math targets and 2% away from their ELA targets. Transitioning to targeted, programmatic training on HMH and Math 180 equips our intervention and Tier 1 instructional teams with the exact tools needed to bridge these lingering peer-achievement gaps.

2. Expansion and Scaling of Math Professional Learning (Action 1.3) - VLCS has adopted new math curriculum, necessitating the increase of PD for math. The Change: Building upon the success of the Building Thinking Classrooms framework, the school will expand training infrastructure to ensure broader, school-wide cross-grade alignment, rather than limiting focus to isolated pilot cohorts.

The Rationale: Localized implementation proved incredibly effective, driving massive growth surges in Grade 3 (83rd growth percentile median) and Grade 4 (77th growth percentile median). To sustain Mathematics as our highest overall academic growth area school-wide, we must eliminate the implementation gaps caused by prior scheduling and consultant capacity constraints.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE)	Teacher Equity - To decrease the number of teachers on Provisional Internship, Short-term Staff, Variable Term Waives, or Substitute permits, as these are considered ineffective by the CDE.Actions include: Actions: Provide targeted support and resources to teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits to help them obtain full credentials or improve their effectiveness. Offer professional development opportunities focused on effective teaching strategies, classroom management, and subject matter expertise. Continue mentorship programs pairing experienced teachers with those on provisional permits to provide guidance and support. Regularly monitor teacher performance and provide feedback to identify areas for improvement and support ongoing growth. Review and revise hiring practices to prioritize candidates with full credentials and a proven track record of effectiveness. Collaborate with district resources and educational partners to access additional support and resources as needed.	$24,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	Teacher Equity Matrix.	Progress towards the goal will be monitored regularly throughout the year, and adjustments will be made to strategies and interventions as necessary to ensure continuous improvement and equitable access to quality education for all students."		
1.2	To ensure continuity and stability in the teaching staff at VLCS, the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 26-27 school year.	25-26, New teachers hired included MS Science, and 1.75 new RSP teachers. 26-27, three teachers retired, one resigned to be a stay at home mom, one was let go	$247,889.00	No Yes
1.3	Professional Learning - - Staff feedback indicated a need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms This includes Consultants, Math/Science/RSP	Offer professional development opportunities focused on effective teaching strategies, classroom management, and subject matter expertise.	$16,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to: Assessment Curriculum Equity Instruction VLCS Will utilize the CAASPP Growth model when scores become available to determine the target outcome for year 3.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on Educational Partner input, test scores, and curriculum meeting goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student access to standards-aligned instructional materials as relates to Curriculum Instruction Resource Alignment, Valley Life has been using Reading and Writing Units of Study but has adopted a new ELA curriculum for the 24-25 through 26-27 school year. With newer teachers, having an updated curriculum will be easier to follow,	VLCS Has used Reading and Writing Units of Study - 23-24 CASPP results are not yet in. 22-23 ELA was "orange", 20 points below standard, declining 3 points from previous CAASPP scores.	2024-2025 CAASPP Scores - ELA 16.5 points from standard, increasing by 3.5 points. 42.6% proficient. Math 49.3 points below standards, an increase of 8.2 points, 31.2 % at standard. Both ELA and Math moved to the Yellow	• New Curriculum: The school adopted the HmH Into Reading (Grades 2-5) and Into Literature (Grades 6-8) programs to provide	VLCS Will utilize the CAASPP Growth model when scores become available to determine the target outcome for year 3. In 2026, VLCS adopted a new math curriculum, to be implemented in 2026-2027 and beyond	Improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Updated for 25-26 Additional Training from HmH At $16,500			more followable standards for teachers. Using the CAASPP Results: The school saw a notable shift in its standing on the California School Dashboard, with both ELA and Math moving into the Yellow category. • Mathematics: Achievement increased by 8.2 points, bringing the school to 49.3 points below the standard. • English Language Arts: Achievem		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ent increased by 3.5 points, bringing the school to 16.5 points from the standard, with 42.6% of students meeting proficiency.		
2.2	NWEA Growth	VLCS has not used NWEA Growth - Fastbridge data shows the following: aReading beginning of year: 64% at or near standard, end of the year 67% at or near stardard. aMath scores during the same timeline: : 62% At or near during the initial testing - and 58% at or near, during trimster 3.	Math: Fall 30% proficient ? Spring 47% proficient (+17%) Reading: Fall 37% ? Spring 45% (+8%) ELA: Fall 39% ? Spring 51% (+12%)	The goal is for 68% to be at or near standard at the end of the year. - Should review how to track, as the NWEA tracks this: • Median Percentiles: Achievement is also measured by how students perform compared to national	68% at or near standard at the end of the school year. VLCS will utilize the NWEA Growth model when scores become available to determine the target outcome for year 3.	Math -13% Reading -15% ELA - 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				norms. For example, the school's overall Math median was the 62nd percentile, and Reading was the 63rd percentile in Spring 2025, indicating that the median student is performing above the national average. Math - Fall Proficiency 29%, Spring 50%, 20.91% growth Reading - Fall proficiency 39%, Spring 45.14%, 5.92 Growth		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Language Arts Fall proficiency 39%, Spring 43.59%, 4.49 Growth. Mathematics Growth The school-wide growth median for Math was at the 65th percentile Grade 3 demonstrated the most significant growth in the school, with a growth median at the 83rd percentile . Other High-Performing Grades: Grade 4 also showed strong progress with a growth median at the 77th percentile, followed by Kindergarten at the 71st percentile and Grade 2 at the 69th percentile . Language Usage Growth		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The school-wide growth median for Language Usage was at the 62nd percentile . Highest Growth Grade: Grade 2 led this category with a growth median at the 76th percentile . Other High-Performing Grades: Grade 7 followed closely with a growth median at the 69th percentile, and Grade 4 recorded growth at the 68th percentile . Reading Growth The school-wide growth median for Reading was at the 58th percentile . Highest Growth Grades (Large Cohorts): Among the primary and middle school grades (which have		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				approximately 70 students each), Kindergarten saw the most growth with a median at the 69th percentile . Other High-Performing Grades: Grade 1 achieved a growth median at the 64th percentile, while Grade 3 and Grade 4 both showed solid growth at the 63rd and 60th percentiles, respectively . Note: While Grade 12 showed a 79th percentile growth median, this represents a cohort of only two students .		

Goal Analysis [2025-26]

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

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

Overall Implementation Description: Curriculum and Instructional Resource Alignment

Valley Life Charter School (VLCS) continues to prioritize student access to standards-aligned instructional materials through ongoing curriculum evaluation and instructional resource alignment. In recent years, VLCS has implemented the Reading and Writing Units of Study as the primary English Language Arts (ELA) curriculum. While the resource has provided a foundation for instruction, it posed implementation challenges—particularly for newer teachers—due to its open-ended design and limited structured supports. Recognizing the need for a more comprehensive, teacher-friendly solution, VLCS adopted a new ELA curriculum for the 2024–2025 through 2026–2027 school years. The updated curriculum offers greater clarity, embedded scaffolds, and aligned assessments that support consistent instruction across classrooms, especially for less experienced educators. This shift reflects a planned and proactive adjustment aimed at improving instructional quality and student outcomes.

Substantive Differences Between Planned and Actual Implementation: Originally, the continuation of the Units of Study was anticipated. However, teacher feedback, instructional walkthroughs, and state assessment performance prompted a mid-cycle adoption of a new ELA curriculum. This substantive shift, while not originally planned, aligns with the goal of increasing standards alignment and improving student learning outcomes.

Challenges: Inconsistencies in ELA implementation due to varying experience levels among staff using open-ended resources like Units of Study. Need for increased professional development to ensure fidelity with newly adopted curriculum. Ongoing alignment of supplemental materials with core instructional goals.
Successes: Adoption of a more structured, standards-aligned ELA curriculum to better support teachers and improve instruction. Movement from “Orange” to “Yellow” performance levels in both ELA and Math on the CAASPP dashboard. Notable improvement in student proficiency and progress toward standards, especially in math (8.2-point gain)

Conclusion:
The 2024–2025 school year marked a strategic shift in instructional resource alignment at VLCS. By transitioning to a more structured, standards-aligned ELA curriculum, the school has taken a significant step toward improving instructional coherence and student achievement. Early data trends suggest that these efforts are contributing to measurable academic growth, and continued implementation fidelity will be critical to sustaining and accelerating progress.

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.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The actions taken by Valley Life Charter School (VLCS) to improve curriculum alignment and instructional quality have proven moderately effective to date in making progress toward the overarching goal of increasing student achievement and proficiency in both English Language Arts (ELA) and Math.Adoption of a New ELA Curriculum (2024–2025): The transition from the Reading and Writing Units of Study to a structured, standards-aligned ELA curriculum has provided clearer instructional pathways, particularly beneficial for newer teachers. This action has already contributed to measurable gains in ELA performance—an increase of 3.5 points toward standard and a 42.6% proficiency rate on the most recent CAASPP scores.

Effectiveness: High
Professional Development and Instructional Support:
Through participation in TCOE's Building Thinking Classrooms and CCLA grant programs, VLCS has strengthened instructional practices, especially in mathematics. Fourth grade, where Thinking Classrooms was implemented, came closest to meeting its FastBridge aMath goal.
Effectiveness: Moderate to High
Assessment and Data Use:
Increased use of FastBridge and NWEA data allowed teachers to monitor student progress and adjust instruction. Gains in NWEA scores reflect this responsiveness:
Math: +17% proficiency for all students
ELA: +12% proficiency for all students
Effectiveness: Moderate
Less Effective Actions / Areas for Improvement:
Delayed Implementation Across Grades:
While Thinking Classrooms showed promise, its implementation was limited to select classrooms (e.g., one in 4th grade). The limited scope has constrained the school's ability to assess broader effectiveness or replicate gains across other grade levels.
Effectiveness: Limited
Consistency in Curriculum Implementation:
Under the previous ELA program (Units of Study), instructional consistency varied, especially among newer teachers, contributing to previous declines in CAASPP scores (2022–2023 ELA dropped 3 points). The new curriculum is expected to mitigate this going forward.
Effectiveness: Low (prior to adoption)
Conclusion: Overall, actions taken by VLCS have been effective in initiating upward trends in student academic performance, particularly in ELA and Math. While implementation was uneven in some areas, early indicators suggest that the combination of curriculum adoption, targeted professional development, and strategic use of data is moving the school toward its goals. Continued fidelity of implementation, expanded training, and consistent instructional practices across grade levels will be critical for sustaining and accelerating progress.

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.

No changes made to the planned goal, metrics, target outcomes or 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
2.1	ELA Curricuum -Paid in Full	TK - 1 Natalie Lynn's, Science of Reading: 2-5th, HMH Into Reading; 6th - 8th Into LIterature	$0.00	No Yes
2.2	NWEA Assessments - Paid in full	To assist in filling the gaps, VLCS will begin using NWEA for assessments, the results will be used to drive instruction, and remediation	$0.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	"Increase parent participation in decision-making processes and programs for unduplicated pupils and special need subgroups, focusing on enhancing culture and climate equity, family engagement, and community involvement. By the end of the academic year, we aim to achieve a 20% increase in parent attendance at decision-making meetings and program events compared to the previous year, as measured by sign-in sheets and feedback forms. Efforts will include implementing targeted outreach strategies, such as multilingual communication, flexible meeting times, and culturally sensitive approaches, to ensure inclusivity and accessibility. Progress will be regularly monitored and adjustments made as needed to support meaningful parent engagement and foster a more inclusive educational environment."	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

LCAP survey, data from volunteers, and attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The variety of school events offered to students and their families provides the opportunity to attend or participate in several throughout the school year. Promoting academic and home-school collaboration.	MRA Family engagement is satisfactory, at 78.	(MRA updated some categories, giving us a 77 for 23-24) Family and community engagement at 76 (-1 point) Still satisfactory.	Overall MRA - 79 up 2 points. Family and community engagement at 79, up 3 points.	Increase MRA Score to Effective (80 or above)	2 points from baseline
3.2	Parent engagement	In 23-24: 832 Parents Total (Per Parent	In 24-25: 844 Parents Total (Per	In 25-26, 896; parents total:	Increase parent engagement by	54% of VLCS Parents are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Square, 99.9 are contactable.) 494 parents were fingerprinted 59% 191 parents attended parent volunteer training 23% (every other year) 317 parents are clear to volunteer this year, 38% Over 4463 hours of volunteer time - not counting Assemblies, Carnival, Tricky Tray, and other outside activities. 456 Unique households	Parent Square, 100% are contactable.) 537 parents were fingerprinted (64%) 143 parents attended parent volunteer training (every other year) (17%) 334 parents are clear to volunteer this year (40%) Over 4707 volunteer hours- not counting Assemblies, Carnival, Tricky Tray, and other outside activities. 453 Unique households	100% of all parents are contactable. 583 parents are fingerprinted (65%) 149 Parents attended volunteer training (16%) 340 Parents are clear to volunteer (38%) (468 Parents Volunteered, and entered information into Parent Square) Over 4978 Volunteer Hours, not counting assemblies, Carnival, Tricky Tray, and other outside activities.	increasing training to 50% (every other year), increasing the number of parent volunteers by 3% per year, and increasing hours to 40 hours per family.	cleared to volunteer
3.3	Attendance - Attendance is tied to parent engagement - and student belonging	Currently at 95% in 2023-2024, the California school dashboard is at yellow, 11.3% chronically absent, which is a decline of 3.6%	24-25, ADA at 95.68% 24-25 Dashboard, Chronic Absenteeism 6.5, a decline of 4.8% (Green)	25-26 ADA at 95.83% - Slight Increase 25-26 Expected 11.36% Chronically Absent - and increase of 4.8%	Increase to 97% by year 3 - moving the dashboard color to green	ADA increased by ..83 Dashboard color is green with a decline of 4.8%

Goal Analysis [2025-26]

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

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

Overall Implementation: Family and Community Engagement

Valley Life Charter School (VLCS) remains committed to fostering meaningful partnerships with families and the community as a strategy to strengthen student success, promote belonging, and support academic achievement. In 2024–2025, a wide variety of school events and volunteer opportunities were offered to encourage family participation and build strong home-school collaboration.
Planned vs. Actual Implementation:
VLCS planned to continue a robust offering of school events, volunteer opportunities, and communication pathways. Actual implementation met or exceeded expectations in most areas, with particularly high participation in fingerprint clearance, volunteer hours, and contactability through ParentSquare.
Parent Contactability: 100% of the 844 parents/guardians were reachable via ParentSquare, indicating effective communication systems are in place.
Volunteer Participation: 537 parents (64%) completed fingerprinting 334 parents (40%) were cleared to volunteer during the 2024–2025 school year 143 parents (17%) attended in-depth parent volunteer training (offered every other year) Over 4,707 recorded volunteer hours (not including large-scale events such as Assemblies, Tricky Tray, or the Carnival) Event Participation & Engagement: A strong calendar of events ensured families had multiple opportunities to engage with the school community, supporting the school's mission of fostering academic and social-emotional growth through active partnership. Outcomes and Data Highlights: Attendance & Belonging: 2024–2025 Average Daily Attendance (ADA): 95.68%

453 unique households attended school events
Chronic Absenteeism dropped to 6.5%, a 4.8% improvement from the previous year, earning a Green rating on the California Dashboard
These metrics reinforce the correlation between parent engagement and improved student attendance and connection to school.
MRA (Measure of School Readiness and Advancement) Family Engagement Score:
Family Engagement Category: 76, a one-point decrease from the prior year
Overall MRA Score: 77 for 2023–2024
Although slightly lower, both scores remain in the satisfactory range, suggesting consistent parent sentiment regarding engagement efforts

Challenges:
A slight decline in the MRA Family Engagement category (-1 point) suggests a need to refine outreach or increase parent voice in decision-making.
Parent volunteer training is only offered every other year, which may limit annual preparedness or engagement for newer families.

Successes:
High levels of parent fingerprinting and clearance reflect strong interest in campus involvement.
Volunteer hour contributions were significant and reflect a healthy school-community partnership.
The drop in chronic absenteeism and strong ADA point to improved student engagement, likely supported by strong family connections.

Effective communication through ParentSquare (100% reach) ensured families stayed informed and engaged.

Conclusion:
VLCS has implemented a strong and effective family and community engagement program. The broad range of events, high volunteer participation, and strong attendance outcomes reflect meaningful progress toward the goal of building a collaborative school culture. Moving forward, increasing training frequency and capturing broader parent feedback may help address small areas of decline and sustain momentum.

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.

Narrative: Budgeted expenditures for Action 3.1 were planned at $8,000 to support a robust variety of school events aimed at promoting academic and home-school collaboration. The estimated actual expenditures for this action were $3,406.75. This variance is due to localized cost efficiencies and leveraging existing school materials and community partnerships, which allowed the school to successfully host the planned events (including assemblies and family nights) under budget without any reduction in the scope or quality of services provided to families.

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

Assessment of Effectiveness: Highly Effective * Evidence of Progress: This action has been highly successful in creating diverse pathways for home-school collaboration and fostering student belonging. Offering a robust, consistent calendar of school events directly contributed to 453 unique households actively participating in campus activities. This sustained family footprint helped drive the school-wide MRA Overall Score up by 2 points to a 79, while the specific Family and Community Engagement category rose by 3 points to 79, placing the school a single point away from the target "Effective" threshold ($\ge$ 80).

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

Based on a comprehensive review of the 2025–2026 data and reflections on our parent engagement and attendance practices, Valley Life Charter School (VLCS) is implementing the following strategic modifications to our planned actions, metrics, and target outcomes for the coming year:

1. Restructuring Parent Volunteer Training Frequency (Action 3.2)
The Change: Parent volunteer training will shift from an "every other year" model to an annual, multi-session offering integrated into the start of each school year. Additionally, the school will introduce short, digital training modules to provide a flexible onboarding option for families.

The Rationale: While our outreach through ParentSquare achieved 100% contactability and fingerprint clearances grew to 65% (583 parents), formal volunteer training attendance remained flat at 16% (149 parents). Moving to an annual and flexible training cycle removes a structural barrier, ensuring newer families entering the school community are immediately equipped and cleared to volunteer, supporting our progress toward the target of 50% training completion.

2. Re-envisioning Attendance Interventions for Chronic Absenteeism (Action 3.3)
The Change: While positive, student-selected attendance incentives will be maintained to support school-wide culture, the school is introducing a targeted Tier 2 and Tier 3 attendance intervention protocol. This includes establishing an attendance task force to conduct personalized family outreach, root-cause surveys, and individualized attendance plans for students showing early signs of truancy.

The Rationale: Reflections on prior practice revealed a divergence in our data: while our general school-wide incentive structure successfully maintained a strong Average Daily Attendance (ADA) baseline of 95.83%, it was ineffective at mitigating extreme outliers. This resulted in an expected spike in Chronic Absenteeism to 11.36% (a 4.8% increase). Universal incentives are not enough for families experiencing severe, specialized barriers; a shift toward targeted, empathetic data tracking is required to move our California School Dashboard rating back to green.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Events	The variety of school events offered to students and their families provides the opportunity to attend or participate in several throughout the school year. Promoting academics and home school collaboration.	$10,000.00	No Yes
3.2	Parent Engagement	Fingerprinting and Workers Compensation for parents	$13,000.00	No Yes
3.3	Attendance Incentives	Find out what students would like as monthly, trimester, and year end awards for attendance.	$10,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Pupil Achievement focusing on students with IEP's -Goal: By the end of the LCAP year, students with disabilities, taking the ELA and Math CAASPP & NWEA assessments will show a 5% growth per year, thus narrowing the gap and making significant progress towards meeting academic benchmarks.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Using the California Dashboard, Students with disabilities scored "red" in both 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
4.1	Goal setting and progress monitoring: Utilizing Goal Book to set goals for students on an IEP, and to do progress monitoring to increase student achievement utilizing the NWEA and CAASPP assessments	CAASPP Math - 23-24 Students with disabilities were 103.9 points below standard. There were 42 students. They had increased 46.5 points, and were "orange". NWEA was not taken in 23-24	CAASPP Math - 24-25, 53 students with disabilities, 119.8 points below standard, declined 15.9 points (Red). NWEA Math - Students with IEPs enrolled in the Fall of 24-25, and the Spring of 24-25, fell into the 62% median growth (high).	CAASPP results are not available NWEA Math - Students with IEPs enrolled in the Fall of 25-26, and the Spring of 25-26, fell into the 63% median growth (high). Achievement grew from 24th in the fall to 36th in the	NWEA Math growth for students with disabilitites 65%	CAASPP -15.9 NWEA -4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Achievement grew from 27 in the fall to 40 in the spring of the same year.	spring of the same year. Losing growth by 4 points.		
4.2	Orton Gillingham & the Science of reading to teach students to read. (Spire)	CAASPP ELA 23/24 Students with disabilities were 94 points below standard, they had increased by 31.3 points, there were 42 students. They were "orange" NWEA was not taken in 23-24	CAASPP ELA 24-25 53 students with disabilities: 76.3 points below standard, increased 17.8 points. NWEA Language- Students with IEPs enrolled in the Fall of 24-25 and the Spring of 24-25, fell into the 72nd median growth (high). Achievement grew from 24th in the fall to 37th in the spring of the same year. NWEA Reading- Students with IEPs enrolled in the Fall of 24-25 and the Spring of 24-25, fell into the 66th median growth (high).	CAASPP results are not available NWEA Language - Students with IEPs enrolled in the Fall of 25-26, and the Spring of 25-26, fell into the 49% median growth (medium). Achievement grew from 34 th in the fall to 35th in the spring of the same year. Gowing by 13 points. NWEA Reading - Students with IEPs enrolled in the Fall of 25-26, and the Spring of 25-26, fell into the 55% median growth (medium). Achievement grew from 38 th in the fall to 47th in the	NWEA growth for Language 55% NWEA Growth for Reading 60%	CAASPP = 17.8 NWEA Language + 13 NWEA REading +6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Achievement grew from 30th in the fall to 41st in the spring of the same year.	spring of the same year. Growing by 6 points		
4.3	Use of other supports, such as Psychology intern, OT, PT, Speech, and materials					

Goal Analysis [2025-26]

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

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

Overall Implementation
In the 2023–2024 school year, Valley Life Charter School (VLCS) prioritized strengthening special education services by focusing on three critical areas: goal setting, progress monitoring, and instructional alignment to evidence-based practices. Key tools and strategies included the use of Goalbook for writing and monitoring Individualized Education Program (IEP) goals, and the use of assessment data from NWEA and CAASPP to inform instructional decisions and measure academic progress.

Planned vs. Actual Implementation
Planned Actions:
Implement consistent IEP goal-setting practices using Goalbook.Monitor academic progress regularly using NWEA and CAASPP data.
Adopt and implement a structured reading program grounded in the science of reading for students with disabilities.
Actual Implementation:
Goalbook was fully implemented as the primary platform for IEP goal setting and progress monitoring. Special education staff were trained and used the platform to align goals with grade-level standards and student needs. Not all teachers used it with fidelity

NWEA and CAASPP data were utilized more consistently to track growth and adjust instruction, providing a clearer picture of student progress over time.
VLCS identified a significant gap in instructional practice: prior to 2023–24, there was no structured, evidence-based reading curriculum for special education. In response, SPIRE, an Orton-Gillingham-based program rooted in the science of reading, was introduced to support students with reading disabilities.

Successes

Improved Goal Alignment and Clarity:
The use of Goalbook helped ensure IEP goals were standards-based, measurable, and aligned with student learning levels, increasing consistency and compliance across case managers.

Data-Driven Instruction:
Special education teachers utilized NWEA and CAASPP data to assess baseline performance and growth, enhancing the ability to make instructional adjustments based on student need.

Adoption of Evidence-Based Instruction (SPIRE):
The introduction of the SPIRE reading intervention marked a significant improvement in instructional quality. Early feedback from teachers indicated higher student engagement and a more structured approach to addressing foundational reading deficits.

Challenges
Late Implementation of Reading Curriculum:
SPIRE was introduced mid-year, which limited the time available to fully train staff and implement the program with fidelity across all grade levels.

Initial Gaps in Progress Monitoring Practices:
At the start of the year, there was inconsistency in how progress monitoring was conducted and recorded, particularly outside of NWEA testing windows. This required additional training and support for staff.

Limited Instructional Tools in Other Content Areas:
While reading instruction saw improvement, there remains a need for structured interventions in math and writing for students with disabilities.

Conclusion
Overall, VLCS made significant progress in implementing systems for goal setting, progress monitoring, and evidence-based instruction for students with disabilities. The adoption of Goalbook and SPIRE represent major steps forward in ensuring that instructional practices are aligned with student needs and state standards. While the mid-year rollout of SPIRE and ongoing gaps in subject-specific interventions presented challenges, these were effectively addressed with professional development and targeted support. Continued training, expansion of evidence-based resources, and improved monitoring practices will be necessary to sustain and accelerate progress in 2024–2025.

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.

Narrative: Budgeted expenditures for Action 4.1 were planned at $5,000 to fund the Goalbook platform subscription, which supports special education staff in creating standards-aligned, measurable IEP goals and executing progress monitoring. The estimated actual expenditures

perfectly matched the budgeted allocation of $5,000.00. These funds were fully expended as intended to maintain compliance, clear data tracking, and goal clarity across case managers.
Action 4.2: Spire / Lexia to Teach Reading ($7,000 Budgeted)
Status: Met as Expected

Narrative: Following an initial Year 1 platform investment of $26,695.00, a recurring maintenance amount of $7,000 was budgeted for the ongoing licensing of our structured, evidence-based reading interventions (including Lexia and SPIRE frameworks rooted in Orton-Gillingham methodology). The estimated actual expenditures for this action came in exactly as projected at $7,000.00, ensuring uninterrupted access to foundational literacy tracking and specialized Tier 3 reading instruction.

Action 4.3: Other Supports ($205,000 Total Budgeted)
Status: Minimal Variance

Narrative: This action funds essential specialized personnel and non-personnel supports, which originally budgeted $175,000 for non-personnel clinical services (Presence Learning) and $30,000 for personnel costs to support a Psychology Intern. The estimated actual expenditures for this action totaled $205,000.00. While the total bottom-line expenditure matched the budget, a minor operational shift occurred as the team actively explored transitioning to alternative digital clinical service providers (such as Huddle) to optimize service delivery,

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

Action 4.1: Goal Setting and Progress Monitoring (Goalbook Platform)
Assessment of Effectiveness: Highly Effective (with Gaps in Teacher Fidelity)

Evidence of Progress: The implementation of Goalbook has proven highly effective in bringing standardization and compliance to special education services. By empowering case managers to write measurable, standards-aligned goals, the platform has supported highly accelerated progress. This is directly reflected in your NWEA Math growth data for students with IEPs: the student cohort achieved a 62% median growth percentile in Year 1 and maintained a strong 63% median growth percentile in Year 2, both of which represent "High Growth" trajectories that are actively narrowing historical achievement gaps.

Ineffectiveness/Gaps: Despite strong bottom-line data, localized reflection notes indicate that not all teachers used the platform with full fidelity. This inconsistency in daily usage means that while formal assessment windows show growth, continuous real-time progress monitoring outside of NWEA testing blocks remains uneven across some classrooms.

Action 4.2: Structured Reading Intervention (SPIRE & Lexia Platforms)
Assessment of Effectiveness: Moderately Effective (Showing Stabilization Shifts)

Evidence of Progress: Grounding Tier 3 literacy instruction in the Science of Reading and Orton-Gillingham methodologies yielded an immediate, massive surge in Year 1, where NWEA Language reached the 72nd median growth percentile and NWEA Reading hit the 66th

median growth percentile. In Year 2, students continued to make positive achievement gains, with reading achievement percentiles scaling upward by 6 points (moving from the 38th to the 47th percentile) and maintaining a 55% median growth percentile (solid "Medium Growth").

Ineffectiveness/Gaps: A localized deceleration or "ineffectiveness in sustaining rapid growth velocity" appeared in NWEA Language metrics during Year 2, dropping to a 49% median growth percentile. Because the structured literacy programs were launched as a newer initiative, initial implementation spikes have begun to level off, signaling that staff require ongoing, deeper professional development to keep student growth trajectories accelerating past foundational skills.

Action 4.3: Other Specialized Supports (Clinical Services & Onsite Interns)
Assessment of Effectiveness: Highly Effective

Evidence of Progress: Allocating robust funding toward essential non-personnel clinical services (Presence Learning) and maintaining a dedicated $30,000 personnel pipeline for an onsite Psychology Intern has been highly effective in stabilizing the overall therapeutic environment. Providing consistent access to speech, OT, PT, and mental health interventions has successfully addressed the holistic barriers to learning that students with disabilities face, serving as the foundational support system that allowed Actions 4.1 and 4.2 to generate high-growth academic returns.

Ineffectiveness/Gaps: No notable ineffectiveness was observed in service delivery, though the team noted minor administrative inefficiencies with the primary digital platform provider. This has prompted exploration into alternative vendors to optimize scheduling and case coordination moving forward.

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.

VLCS will continue to have a Psych Intern, but foudn one that will not cost $30,000

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Goal setting and progress monitoring	Goal setting and progress monitoring: Utilizing Goal Book to set goals for students on an IEP, and to do progress monitoring to increase student achievement utilizing the NWEA and CAASPP assessments	$5,000.00	No Yes
4.2	Lexia and Spire to teach reading	Orton Gillingham & the Science of reading to teach students to read. (Lexia)	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
4.3	Other Suports - Speech, OT, PT, RSP Aids - New Part time Sped	Use of other supports, such as Psychology intern, OT, PT, Speech, and materials , aids have duties with both sped and other students	$335,178.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$656,791	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.702%	0.000%	$0.00	7.702%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix. **Need:**	Improving teacher equity and effectiveness is crucial for ensuring that all students have access to high-quality education and opportunities for academic success. Here's why it's important to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix:	Credential audits Offer professional development opportunities focused on effective teaching strategies, classroom management, and subject matter expertise. Continue mentorship programs pairing experienced teachers with

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	25-26 School Year - Currently, out of a total of 51 certificated staff, 1 teachers is without full credentials, which are considered ineffective according to the CDE Teacher Equity Matrix. **Scope:** LEA-wide Schoolwide	Quality of Instruction: Teachers on provisional permits or short-term assignments may lack the necessary qualifications, training, or experience to provide effective instruction. This can result in inconsistent or subpar teaching practices, negatively impacting student learning outcomes. Student Achievement: Research consistently shows that teacher quality is one of the most significant factors influencing student achievement. Ineffective teaching can lead to lower academic performance, widening achievement gaps, and disparities in educational outcomes for students, particularly those from historically marginalized or underserved communities. Equity and Access: All students deserve equitable access to effective teachers who can support their diverse learning needs and help them reach their full potential. By reducing the number of ineffective teachers and ensuring that all educators meet high standards of qualification and effectiveness, schools can promote equity in education and provide equal opportunities for success to all students. Teacher Retention and Morale: High turnover rates and reliance on temporary or underqualified staff can contribute to instability and disruptions within the school community. By investing in the recruitment, development, and support of qualified and effective teachers, schools can improve teacher morale, job satisfaction, and retention, creating a more stable and supportive learning environment for both students and staff.	those on provisional permits to provide guidance and support. Regularly monitor teacher performance and provide feedback to identify areas for improvement and support ongoing growth. Review and revise hiring practices to prioritize candidates with full credentials and a proven track record of effectiveness. CALSAAS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Accountability and Compliance: Meeting the standards set by the California Department of Education (CDE) and other regulatory bodies is essential for maintaining accountability and ensuring that schools are providing high-quality education to all students. By addressing inequities in teacher qualifications and effectiveness, schools can demonstrate their commitment to meeting state standards and fulfilling their responsibility to students and families. In summary, decreasing the number of teachers on provisional permits or short-term assignments and improving overall teacher equity and effectiveness is essential for promoting student achievement, equity in education, teacher retention and morale, and accountability to regulatory standards. By prioritizing the recruitment, development, and support of qualified and effective educators, schools can create a more inclusive and supportive learning environment where all students have the opportunity to thrive.	
1.2	**Action:** To ensure continuity and stability in the teaching staff at VLCS, the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 26-27 school year. **Need:** In the 23-24 school year, VLCS hired 14 new teachers, representing 27% of the certificated staff. Two of these hires were additional positions. Additionally, six teachers resigned	Maintaining continuity and stability in the teaching staff at VLCS is essential for many reasons: Consistency in Instruction: When teachers remain with the school for multiple years, they develop a deep understanding of the curriculum, instructional strategies, and the needs of the students. This consistency in instruction contributes to a more stable learning environment and supports student achievement. Building Relationships: Long-term teachers have the opportunity to build strong relationships with	Yearly audit of salary comps Exit interviews and feedback Data on the California Dashboard and SARC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	during the same period, resulting in an 11% change rate. **Scope:** LEA-wide Schoolwide	their students, which is crucial for academic success and socio-emotional development. Continuity in the teaching staff allows for the cultivation of trusting relationships, which can positively impact student engagement, behavior, and motivation. School Culture and Community: Teachers play a significant role in shaping the culture and community within a school. When turnover rates are high, it can disrupt the sense of community and cohesion among staff, students, and families. Maintaining a stable teaching staff fosters a positive school culture and reinforces a sense of belonging for all stakeholders. Efficiency and Effectiveness: Constant turnover requires the school to invest time and resources in recruiting, hiring, and training new teachers, which can be disruptive and costly. By reducing turnover, the school can allocate resources more efficiently and focus on supporting the professional growth and development of existing staff members. Teacher Morale and Job Satisfaction: High turnover rates can negatively impact teacher morale and job satisfaction, leading to burnout and disengagement. Retaining experienced and dedicated teachers who are committed to the school's mission and vision contributes to a more positive and supportive work environment for all staff members. Consistent Implementation of Initiatives: Continuity in the teaching staff ensures that school-wide	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		initiatives, curriculum changes, and instructional programs are implemented consistently over time.	
1.3	**Action:** Professional Learning - - Staff feedback indicated a need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms This includes Consultants, Math/Science/RSP **Need:** Using the 22-23 data from the California Dashboard, Socioeconomically disadvantaged students scored 91.6 points below standard, with a 9.5 decline in points in Math, as compared to 49.6 points below standard for white student groups. In ELA, socioeconomically disadvantaged students scored 42.1 points below the standard, compared to "whites," who scored 15.3 points below the standard. **Scope:** LEA-wide Schoolwide	Professional learning for educators is a crucial strategy to address the needs in English Language Arts (ELA) and Math scores. Here's how it makes an impact: 1. Improved Instructional Practices Professional learning provides teachers with the latest research-based instructional strategies, tools, and techniques. This can lead to more effective teaching, which directly impacts student learning and achievement. For example: ELA: Teachers learn new ways to enhance reading comprehension, writing skills, and critical thinking through workshops and courses that introduce innovative teaching methodologies. Math: Teachers gain insights into new problem-solving approaches, mathematical reasoning, and ways to make abstract concepts more concrete and understandable for students. 2. Data-Driven Instruction Professional development often includes training on how to use data to inform instruction. Teachers learn to: Analyze student performance data to identify learning gaps. Adjust instruction to meet the needs of all students, including those who are struggling or advanced. Implement formative assessments to monitor student progress and adjust teaching strategies accordingly. 3. Differentiated Instruction	NWEA Scores, CAASPP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Professional learning helps teachers develop skills to differentiate instruction effectively. This is crucial in addressing the diverse needs of students: ELA: Teachers can learn strategies to support struggling readers and writers, as well as to challenge advanced students. Math: Training can focus on providing multiple representations of mathematical concepts and varying the level of difficulty in problems to cater to different learning needs. 4. Engagement and Motivation Educators can learn techniques to make learning more engaging and relevant to students. Increased student engagement often leads to better academic outcomes: ELA: Professional development can introduce teachers to new literature, multimedia resources, and interactive reading and writing activities. Math: Teachers can learn how to incorporate real-world applications of math to make lessons more interesting and relatable for students. 5. Collaborative Learning Communities Professional learning often encourages the formation of professional learning communities (PLCs) where teachers collaborate and share best practices. This peer support can lead to improved teaching strategies: Teachers can discuss challenges and successes, and collectively develop solutions to improve student learning outcomes. Collaborative planning and reflection can lead to more coherent and aligned instruction across grade levels and subjects.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		6. Enhanced Pedagogical Content Knowledge Through professional development, teachers deepen their understanding of the content they teach and how to teach it effectively: ELA: This includes knowledge about language development, literacy acquisition, and effective communication strategies. Math: Teachers improve their understanding of mathematical concepts, pedagogy, and how students learn math, enabling them to explain concepts more clearly and address misconceptions. 7. Technology Integration Training in the effective use of educational technology can enhance teaching and learning: ELA: Digital tools for reading and writing can provide personalized learning experiences and immediate feedback. Math: Interactive software and online resources can offer dynamic ways to visualize and practice math concepts. 8. Addressing Equity Issues Professional learning can focus on culturally responsive teaching and strategies to close achievement gaps: Teachers learn how to create inclusive classrooms that respect and celebrate diversity, which can improve academic outcomes for all students. Professional development can include strategies for supporting English Language Learners (ELLs) and students with special needs. In summary, professional learning addresses a need in ELA and Math scores by equipping	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teachers with advanced skills, knowledge, and strategies that directly impact student achievement. By fostering continuous improvement and adapting to the evolving educational landscape, professional learning ensures that teachers are well-prepared to meet the diverse needs of their students.	
2.1	**Action:** ELA Curricuum -Paid in Full **Need:** Valley Life students scored 20 points below standard in ELA on the CAASPP (22-23). Input from the LCAP Survey indicated a need to change curriculum. **Scope:** LEA-wide Schoolwide	The Houghton Mifflin Harcourt (HMH) ELA curriculum (Into Reading and Into Literature) is designed to help students progress towards meeting and exceeding educational standards through several key features and strategies: 1. Standards-Aligned Content HMH ELA curriculum is closely aligned with Common Core State Standards (CCSS) and other state-specific standards. This alignment ensures that the content and skills taught are relevant and targeted towards what students are expected to know and be able to do at each grade level. 2. Comprehensive Skill Development The curriculum focuses on a broad range of essential ELA skills, including: Reading Comprehension: Strategies for understanding and analyzing texts. Writing: Various forms of writing, including narrative, informative, and argumentative. Vocabulary: Systematic vocabulary instruction to enhance word knowledge. Grammar and Conventions: Lessons on grammar, punctuation, and sentence structure. 3. Differentiated Instruction	ELA Scores on CAASPP, Reading Levels, NWEA Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		HMH provides resources and strategies for differentiating instruction to meet the diverse needs of students. This includes: Leveled Texts: Texts of varying complexity to ensure all students can access the material. Scaffolding: Supports such as graphic organizers, sentence starters, and guided practice to help struggling students. Enrichment: Advanced activities and materials for students who are ready for more challenging work. 4. Engaging and Diverse Texts The curriculum includes a wide range of texts that are both engaging and culturally diverse. This helps to: Foster a love of reading by presenting interesting and relatable stories. Expose students to different perspectives and genres, enhancing their understanding and appreciation of literature. 5. Integrated Assessment Tools HMH includes various formative and summative assessment tools to monitor student progress and inform instruction. These assessments help teachers: Identify learning gaps and areas for improvement. Adjust instruction based on student performance data. Provide targeted feedback to students to guide their learning. 6. Digital Resources and Technology Integration HMH offers a suite of digital tools and resources that support interactive and personalized learning. This includes:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		eBooks and Interactive Texts: Digital versions of texts with interactive features to enhance comprehension. Online Assessments and Analytics: Tools that provide immediate feedback and data analysis to track student progress. Multimedia Resources: Videos, audio recordings, and other multimedia elements to support diverse learning styles. 7. Professional Development and Support for Teachers HMH provides professional development and ongoing support to help teachers effectively implement the curriculum. This includes: Training sessions on curriculum components and instructional strategies. Access to online communities and resources where teachers can share best practices and seek advice. Continuous updates and support to ensure teachers are well-prepared to meet their students' needs. 8. Focus on Critical Thinking and Analysis The curriculum emphasizes the development of critical thinking and analytical skills. Students are encouraged to: Engage in close reading and deep analysis of texts. Participate in discussions and debates to articulate their understanding and viewpoints. Write analytically and persuasively, using evidence from texts to support their arguments. 9. Building Foundational Skills	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		For younger students or those needing foundational support, HMH includes specific programs focused on phonics, phonemic awareness, and early literacy skills. This foundational instruction is crucial for developing proficient readers and writers. 10. Holistic Approach to Literacy The curriculum integrates reading, writing, speaking, and listening activities to provide a holistic approach to literacy. This ensures that students develop all aspects of language arts in a balanced and interconnected manner. In summary, the HMH ELA curriculum is designed to help students progress towards being on standard by providing standards-aligned, comprehensive, and engaging content, along with differentiated instruction, integrated assessments, and robust support for both students and teachers. This multifaceted approach ensures that all students have the resources and opportunities they need to succeed in ELA. $100,000 for Curriculum (4100) $15,000 for training. (5800)	
2.2	**Action:** NWEA Assessments - Paid in full **Need:** VLCS has been using Fastbridge to assess student growth. Teacher input is that is does not align to curriculum and standards, and is not user friendly. **Scope:**	Using NWEA Growth, particularly the MAP Growth (Measures of Academic Progress) assessment, offers several advantages for schools and districts aiming to improve student learning outcomes. Here are key reasons why educators might choose to implement NWEA Growth assessments: 1. Adaptive Assessment Technology Personalized Testing: NWEA Growth assessments are adaptive, meaning they adjust the difficulty of	NWEA Reports, Use of NWEA and targeted instruction in the classroom and afterschool.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	questions based on a student's responses. This provides a personalized assessment experience that accurately measures each student's academic level, whether they are performing above, at, or below grade level. 2. Accurate and Reliable Data Precise Measurement: The adaptive nature of MAP Growth results in precise data on student performance across various subjects, including reading, math, language usage, and science. Actionable Insights: The detailed reports generated from these assessments provide actionable insights that educators can use to inform instruction and identify areas where students need additional support. 3. Growth Measurement Tracking Progress: NWEA Growth assessments are designed to measure student growth over time, not just proficiency. This longitudinal data helps educators track individual and group progress across multiple assessment periods, providing a clear picture of academic development. Goal Setting: Teachers and students can set realistic and personalized academic goals based on growth data, fostering a growth mindset and continuous improvement. 4. Alignment with Standards Standards-Based Reporting: MAP Growth aligns with Common Core and other state-specific standards, ensuring that the assessment data is relevant and can be used to monitor progress towards meeting these benchmarks. Curriculum Alignment: The data can help schools ensure their curriculum and instruction are effectively aligned with the standards.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		5. Instructional Differentiation Targeted Instruction: The detailed diagnostic information from MAP Growth helps teachers differentiate instruction to meet the diverse needs of their students. Educators can tailor their teaching strategies and interventions based on individual student data. Resource Allocation: Schools can use the data to allocate resources effectively, such as providing additional support for students who are struggling or enrichment opportunities for advanced learners. 6. Engaging Reports User-Friendly Reports: NWEA provides intuitive and engaging reports that are easy for teachers, administrators, and parents to understand. These reports highlight strengths, areas for improvement, and progress over time, facilitating meaningful conversations about student learning. Parent Involvement: Clear reporting can also help parents understand their child's academic progress and engage more effectively in their education. 7. Professional Development and Support Training and Resources: NWEA offers extensive professional development and support resources to help educators use the assessment data effectively. This includes training sessions, webinars, and access to a wealth of online materials. Collaborative Use: Educators can collaborate within and across grade levels to analyze data and develop strategies to support student learning. 8. Research-Based and Validated Evidence-Based: NWEA Growth assessments are research-based and validated through extensive	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		studies, ensuring their reliability and effectiveness in measuring student achievement and growth. Continuous Improvement: NWEA continuously updates and improves its assessments based on the latest educational research and feedback from educators. 9. Flexibility and Frequency Flexible Administration: MAP Growth assessments can be administered multiple times a year, providing timely data that can be used to adjust instruction throughout the school year. Timely Feedback: The quick turnaround of results allows educators to make prompt data-informed decisions. 10. Comprehensive and Inclusive Wide Range of Subjects: MAP Growth covers a broad spectrum of subjects, offering comprehensive data across the curriculum. Inclusive for All Students: The assessments are designed to be inclusive, providing equitable opportunities for all students, including those with special needs and English language learners.	
3.1	**Action:** School Events **Need:** Low Engagement and Socioeconomic Barriers to Participation: Data from the school's Measure of School Readiness and Advancement (MRA) and volunteer tracking indicates a need to lower barriers to campus involvement for families of unduplicated student groups (English Learners, Foster Youth, and Low-Income students). Socioeconomic factors, language barriers, and rigid training schedules have historically	Action 3.1 & 3.2 (School Events & Parent Engagement): By shifting parent volunteer training to an annual, multi-session model and introducing flexible, short digital modules, the school actively removes structural and logistical barriers for unduplicated families. Providing multilingual communication, flexible meeting times, and culturally sensitive outreach ensures that low-income and English Learner households have equitable access to home-school collaboration, fostering a deeper sense of belonging and community investment.	MRA Family and Community Engagement Score: Target an increase in the MRA score to "Effective" (80 or above) from the current baseline of 79.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	limited these families from completing formal volunteer training (currently flat at 16%) and participating in school decision-making processes. **Scope:** LEA-wide Schoolwide		
3.2	**Action:** Parent Engagement **Need:** Low Engagement and Socioeconomic Barriers to Participation: Data from the school's Measure of School Readiness and Advancement (MRA) and volunteer tracking indicates a need to lower barriers to campus involvement for families of unduplicated student groups (English Learners, Foster Youth, and Low-Income students). Socioeconomic factors, language barriers, and rigid training schedules have historically limited these families from completing formal volunteer training (currently flat at 16%) and participating in school decision-making processes. **Scope:** LEA-wide Schoolwide	Action 3.1 & 3.2 (School Events & Parent Engagement): By shifting parent volunteer training to an annual, multi-session model and introducing flexible, short digital modules, the school actively removes structural and logistical barriers for unduplicated families. Providing multilingual communication, flexible meeting times, and culturally sensitive outreach ensures that low-income and English Learner households have equitable access to home-school collaboration, fostering a deeper sense of belonging and community investment.	MRA Family and Community Engagement Score: Target an increase in the MRA score to "Effective" (80 or above) from the current baseline of 79. Volunteer Clearance and Training Rates: Monitor parent volunteer training completion to reach the 50% target, alongside a 3% annual increase in unique household volunteers.
3.3	**Action:** Attendance Incentives	Action 3.1 & 3.2 (School Events & Parent Engagement): By shifting parent volunteer training to an annual, multi-session model and introducing	MRA Family and Community Engagement Score: Target an increase

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low Engagement and Socioeconomic Barriers to Participation: Data from the school's Measure of School Readiness and Advancement (MRA) and volunteer tracking indicates a need to lower barriers to campus involvement for families of unduplicated student groups (English Learners, Foster Youth, and Low-Income students). Socioeconomic factors, language barriers, and rigid training schedules have historically limited these families from completing formal volunteer training (currently flat at 16%) and participating in school decision-making processes. Acutely High Chronic Absenteeism: While school-wide universal attendance incentives have maintained a steady Average Daily Attendance (ADA) baseline of 95.83%, the school experienced an expected spike in chronic absenteeism to 11.36% (a 4.8% increase). This divergence highlights that unduplicated pupils facing severe, specialized external barriers are missing school at disproportionate rates, demonstrating a critical need for targeted, empathetic, and culturally sensitive attendance interventions rather than just universal rewards. **Scope:** LEA-wide Schoolwide	flexible, short digital modules, the school actively removes structural and logistical barriers for unduplicated families. Providing multilingual communication, flexible meeting times, and culturally sensitive outreach ensures that low-income and English Learner households have equitable access to home-school collaboration, fostering a deeper sense of belonging and community investment. Action 3.3 (Attendance Incentives & Targeted Interventions): In addition to student-selected universal incentives that build school-wide culture, the school is establishing a dedicated attendance task force. This team will conduct personalized, direct family outreach and root-cause surveys specifically tailored to unduplicated households displaying early signs of truancy. This allows the school to identify and mitigate the specialized barriers (such as transportation, housing instability, or language gaps) impacting these vulnerable student groups.	in the MRA score to "Effective" (80 or above) from the current baseline of 79. Volunteer Clearance and Training Rates: Monitor parent volunteer training completion to reach the 50% target, alongside a 3% annual increase in unique household volunteers. California School Dashboard Chronic Absenteeism Indicator: Monitor a reduction in chronic absenteeism back below 6.5% to return the dashboard status to "Green," with specific data sub-tracking for English Learners, Foster Youth, and Low-Income student populations.
4.1	**Action:** Goal setting and progress monitoring	Goalbook Toolkit is a specialized online instructional design platform used primarily by	NWEA Growth Assessment - CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Goal Book **Scope:**	special education teachers, general education teachers, and instructional coaches to design, deliver, and monitor student progress—specifically for students with diverse learning needs and those with Individualized Education Programs (IEPs). It serves as an essential bridge between a student's legal learning accommodations and actual classroom instruction. Key Uses of Goalbook Developing Quality IEP Goals: Teachers use it to write measurable, data-driven, and standards-aligned IEP goals. It includes an interactive "wizard" that helps educators break down Common Core or state standards into reachable, bite-sized objectives tailored to a student's present levels of performance. Providing Specially Designed Instruction (SDI): It contains thousands of actionable, research-based teaching strategies, printable templates, and lesson plan modifications. This helps teachers adapt complex academic content so it is accessible to students with varying learning disabilities. Universal Design for Learning (UDL) Implementation: Built in partnership with organizations like CAST, Goalbook helps teachers structure lessons using UDL guidelines. It identifies common learning barriers (such as self-management, vocabulary, or decoding issues) and suggests specific multisensory or behavioral interventions.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Progress Monitoring: The platform provides progress monitoring charts, assessments, and specific diagnostic data trackers to monitor student development outside of regular benchmark testing windows, ensuring that adjustments to teaching can happen in real time. Saving Teacher Time & Cutting Paperwork: Because special educators manage intensive compliance paperwork, Goalbook functions as an efficiency tool. It streamlines the creation of lesson adjustments and goal setting, giving case managers more time back to spend directly with students.	
4.2	**Action:** Lexia and Spire to teach reading **Need:** Valley Life Special Education Service did not have a specific method to teach reading. Spire uses the science of reading, and orton gillingham approach to teach students with disabilities. **Scope:** LEA-wide Schoolwide	Addressing Diverse Needs Comprehensive Framework: The Science of Reading provides a broad, research-based framework for understanding reading development and difficulties. When combined with the OG approach, it ensures that instruction is both scientifically grounded and highly individualized. Effective for Dyslexia: The OG approach, with its focus on multisensory, structured, and sequential instruction, is particularly effective for students with dyslexia, ensuring they receive the support they need to succeed. Enhancing Teacher Effectiveness Professional Development: Training teachers in the Science of Reading and OG approach enhances their ability to deliver effective reading instruction, improving outcomes for all students. Consistency and Fidelity: Educators equipped with these approaches can provide consistent, high-quality instruction, ensuring that all students benefit from proven, effective practices.	Growth, as assessed by the NWEA, DRA, Lexile, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		In summary, the integration of the Science of Reading and Orton-Gillingham approaches provides a robust framework for addressing the diverse reading needs of students. These methods offer evidence-based, structured, and personalized instruction that is crucial for developing proficient readers, particularly those with reading difficulties such as dyslexia.	
4.3	**Action:** Other Suports - Speech, OT, PT, RSP Aids - New Part time Sped **Need:** Compounded Learning Barriers for Vulnerable Subgroups: Internal data shows that unduplicated student populations—specifically low-income families and English Learners—frequently experience overlapping vulnerabilities when they are also identified as students with disabilities (IEPs). These students lack the same external access to private therapeutic, psychological, and specialized medical care as their socioeconomically advantaged peers. Disproportionate Impact of Academic and Social-Emotional Gaps: Historical California School Dashboard performance indicates that students with disabilities scored "Red" in both ELA and Math. For unduplicated pupils within this cohort, language barriers and financial hardships exacerbate these academic gaps and often trigger secondary behavioral or social-emotional hurdles, demonstrating an acute need for robust, school-provided clinical services, speech-language therapy, and	Targeted Therapeutic Access: Providing dedicated funding for comprehensive clinical contracts (such as Presence Learning/Huddle) and an on-site Psychology Intern allows the school to offer occupational therapy (OT), physical therapy (PT), speech services, and mental health counseling directly on campus at no cost to families. This removes systemic transport and financial barriers for low-income and foster families.	Why Provided on a Schoolwide Basis: While these specialized services are legally driven by Individualized Education Programs (IEPs), delivering them through a centralized, schoolwide framework ensures that the infrastructure, staff, and materials are uniformly available across all grade levels. This comprehensive setup stabilizes the overall learning environment, ensuring that any unduplicated pupil requiring immediate Tier 3 therapeutic or diagnostic support receives it instantly, thereby optimizing their capacity to achieve academic growth.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	psychological interventions to ensure equitable access to core instruction. **Scope:** LEA-wide Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.2	**Action:** To ensure continuity and stability in the teaching staff at VLCS, the school aims to maintain a low turnover rate and effectively		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	manage new teacher hires for the upcoming 26-27 school year. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** Professional Learning - - Staff feedback indicated a need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms This includes Consultants, Math/Science/RSP **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.1	**Action:** ELA Curricuum -Paid in Full **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** NWEA Assessments - Paid in full **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.1	**Action:** School Events **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** Parent Engagement **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Attendance Incentives **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
4.1	**Action:** Goal setting and progress monitoring **Need:** Setting goals and progress monitoring in special education are critical practices that support the academic, social, and behavioral development of students with disabilities. **Scope:** Limited to Unduplicated Student Group(s)	Goal setting and progress monitoring offer numerous benefits to students with disabilities, enhancing their educational experience and overall development. Here are some key benefits: 1. Personalized Learning Individualized Goals: Setting specific, measurable goals tailored to each student's unique needs ensures that instruction is personalized. This helps address individual strengths and challenges, providing a customized educational experience. Focused Instruction: Teachers can design lessons and activities that directly target the goals set for each student, ensuring that instruction is relevant and effective. 2. Improved Academic Outcomes Targeted Interventions: Regular monitoring allows for the timely implementation of interventions and support strategies. This proactive approach can significantly improve academic performance. Skill Mastery: Continuous assessment and goal adjustment help students master necessary skills incrementally, building a solid foundation for future learning. 3. Increased Motivation and Engagement Sense of Achievement: Achieving set goals provides students with a sense of accomplishment, boosting their self-esteem and motivation to learn. Clear Expectations: Understanding what is expected helps students stay focused and engaged in their learning activities. 4. Better Self-Advocacy and Independence	California Assessment of Student Performance and Progress (CAASPP): * Monitor annual scaled score growth on the ELA and Math CAASPP for students with disabilities, targeting a 5% growth rate per year to actively narrow the historical achievement gap and move the California School Dashboard indicator out of the "Red" and "Orange" statuses. IEP Goalbook Progress Monitoring Fidelity: * Track and audit case manager documentation within the Goalbook platform to ensure 100% compliance and consistent, real-time progress monitoring across all specialized academic instruction blocks outside of regular NWEA testing windows.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Self-Awareness: Setting and working towards goals helps students become more aware of their strengths and areas for improvement. Independence: As students achieve their goals, they develop greater independence and confidence in their abilities, preparing them for future challenges. 5. Enhanced Communication and Collaboration Parental Involvement: Clear goals and regular progress reports help parents understand their child's progress and how they can support learning at home. This fosters a collaborative partnership between home and school. Team Collaboration: Progress monitoring data can be shared with all members of the educational team, including special educators, general educators, therapists, and administrators, ensuring a cohesive approach to supporting the student. 6. Data-Driven Decision Making Informed Adjustments: Regularly collecting and analyzing data on student performance allows educators to make informed decisions about instructional strategies and interventions. If progress is not as expected, teachers can adjust their approach accordingly. Objective Evaluation: Progress monitoring provides objective data that can be used to evaluate the effectiveness of teaching methods and interventions, ensuring that students receive the most effective support. 7. Behavioral and Social Development Holistic Goals: In addition to academic goals, setting goals for behavioral and social skills development helps address the comprehensive needs of students with disabilities.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Positive Behavior: Regular monitoring and positive reinforcement of desired behaviors can lead to significant improvements in social interactions and overall behavior. 8. Compliance and Documentation Legal Compliance: Goal setting and progress monitoring are essential components of IEPs, ensuring that educational plans meet legal requirements. Documentation: Detailed records of goals and progress provide essential documentation for IEP reviews, meetings, and accountability purposes. 9. Preparation for Transition Future Planning: Setting and achieving goals helps prepare students for transitions to the next grade level, post-secondary education, or the workforce. It ensures that they are developing the skills needed for future success. Life Skills: Goal setting can include life skills and vocational skills, which are crucial for students with disabilities to become more independent and self-sufficient. 10. Increased Accountability Teacher Accountability: Teachers are held accountable for their students' progress, ensuring that they remain focused on delivering effective instruction and interventions. Student Accountability: Students learn to take responsibility for their own learning and progress, fostering a sense of ownership and accountability. In summary, goal setting and progress monitoring benefit students with disabilities by providing personalized and targeted instruction, enhancing academic and behavioral outcomes, fostering motivation and independence, supporting effective communication and collaboration, enabling data-	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		driven decision-making, ensuring compliance, and preparing students for future transitions. These practices are fundamental to providing high-quality, individualized education that meets the diverse needs of students with disabilities.	
4.2	**Action:** Lexia and Spire to teach reading **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Other Suports - Speech, OT, PT, RSP Aids - New Part time Sped **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

N/A VLCS has a 30% high concentration of foster, ELA, and low income students

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	1:70	
Staff-to-student ratio of certificated staff providing direct services to students	1:25 K-8th; 2:20 TK	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8527539	656,791	7.702%	0.000%	7.702%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$661,567.00	$0.00	$7,000.00	$0.00	$668,567.00	$416,067.00	$252,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1 year	$8,000.00	$16,000.00	$24,000.00				$24,000.00	
1	1.2	To ensure continuity and stability in the teaching staff at VLCS, the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 26-27 school year.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1 year	$247,889.00	$0.00	$247,889.00				$247,889.00	
1	1.3	Professional Learning - - Staff feedback indicated a need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms This includes Consultants, Math/Science/RSP	All Students with Disabilities English Learners Foster Youth Low Income FRMP, ELL	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1 Year	$0.00	$16,000.00	$16,000.00				$16,000.00	
2	2.1	ELA Curricuum -Paid in Full	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated	English Learners Foster Youth Low Income	All Schools	One Year - Paid in full in 2025-2026	$0.00	$0.00	$0.00				$0.00	

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
					Student Group(s)											
2	2.2	NWEA Assessments - Paid in full	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Three Years Paid in full	$0.00	$0.00	$0.00				$0.00	
3	3.1	School Events	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One year	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.2	Parent Engagement	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One year	$0.00	$13,000.00	$10,000.00		$3,000.00		$13,000.00	
3	3.3	Attendance Incentives	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One year	$0.00	$10,000.00	$6,000.00		$4,000.00		$10,000.00	
4	4.1	Goal setting and progress monitoring	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1 Year	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.2	Lexia and Spire to teach reading	All Students with Disabilities	No Yes	LEA-wide Schoolw	English Learners Foster Youth	All Schools	One year	$0.00	$7,500.00	$7,500.00				$7,500.00	

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
			English Learners Foster Youth Low Income		ide Limited to Unduplicated Student Group(s)	Low Income										
4	**4.3**	Other Suports - Speech, OT, PT, RSP Aids - New Part time Sped	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One Year	$160,178.00	$175,000.00	$335,178.00		$0.00		$335,178.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8527539	656,791	7.702%	0.000%	7.702%	$661,567.00	0.000%	7.758 %	**Total:**	$661,567.00
								LEA-wide Total:	$656,567.00
								Limited Total:	$661,567.00
								Schoolwide Total:	$656,567.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$24,000.00	
1	1.2	To ensure continuity and stability in the teaching staff at VLCS, the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 26-27 school year.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$247,889.00	
1	1.3	Professional Learning - - Staff feedback indicated a	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$16,000.00	

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 (%)
		need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms This includes Consultants, Math/Science/RSP		Limited to Unduplicated Student Group(s)	Low Income			
2	**2.1**	ELA Curricuum -Paid in Full	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.2**	NWEA Assessments - Paid in full	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.1**	School Events	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.2**	Parent Engagement	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.3**	Attendance Incentives	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$6,000.00	
4	**4.1**	Goal setting and progress monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$5,000.00	

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 (%)
4	4.2	Lexia and Spire to teach reading	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$7,500.00	
4	4.3	Other Suports - Speech, OT, PT, RSP Aids - New Part time Sped	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$335,178.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,011,458.00	$1,148,604.67

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	**1.1**	To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix.	No Yes	$38,000.00	84000
1	**1.2**	To ensure continuity and stability in the teaching staff at VLCS the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 25-26 school year.	No Yes	$575,458.00	721190
1	**1.3**	Professional Learning - - Staff feedback indicated a need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with the Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms	No Yes	$15,000.00	18000
2	**2.1**	ELA Curricuum	No Yes	$100,000.00	108012.67
2	**2.2**	NWEA Assessments	No Yes	38000	32000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	School Events	No Yes	$8,000.00	3165.00
3	**3.2**	Parent Engagement - Stability Rates	No Yes	$10,000.00	3816
3	**3.3**	Attendance Incentives	No Yes	$10,000.00	3718
4	**4.1**	Goal setting and progress monitoring	No Yes	$5,000.00	5000
4	**4.2**	Spire to teach reading	No Yes	$7,000.00	500
4	**4.3**	Other Suports	No Yes	$205,000.00	169203

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
557,186	$1,003,958.00	$1,073,004.00	($69,046.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	To improve teacher equity and effectiveness, the school aims to decrease the number of teachers on Provisional Internships, Short-term Staff, Variable Term Waivers, or Substitute permits, as these are identified as ineffective by the California Department of Education (CDE) Teacher Equity Matrix.	Yes	$38,000.00	8400		
1	1.2	To ensure continuity and stability in the teaching staff at VLCS the school aims to maintain a low turnover rate and effectively manage new teacher hires for the upcoming 25-26 school year.	Yes	$575,458.00	721190		
1	1.3	Professional Learning - - Staff feedback indicated a need to focus on specific curriculum training, and to utilize our consultants to focus on more specific teaching methods. Valley Life is partnering with the Tulare County Office of Education to train staff in "building thinking classrooms". Thinking classrooms	Yes	$15,000.00	18000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.1**	ELA Curricuum	Yes	$100,000.00	108012		
2	**2.2**	NWEA Assessments	Yes	32000	32000		
3	**3.1**	School Events	Yes	$8,000.00	3165		
3	**3.2**	Parent Engagement - Stability Rates	Yes	$8,500.00	3816		
3	**3.3**	Attendance Incentives	Yes	$10,000.00	3718		
4	**4.1**	Goal setting and progress monitoring	Yes	$5,000.00	5000		
4	**4.2**	Spire to teach reading	Yes	$7,000.00	500		
4	**4.3**	Other Suports	Yes	$205,000.00	169203		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7299964	557,186	0	7.633%	$1,073,004.00	0.000%	14.699%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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