LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Crescent View South II
CDS Code: 10-62547-0136523
School Year: 2026-27
LEA contact information:
Shacola Green
Principal
principal@cvsouth2.org
(559) 389-7270

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

Projected Revenue by Fund Source

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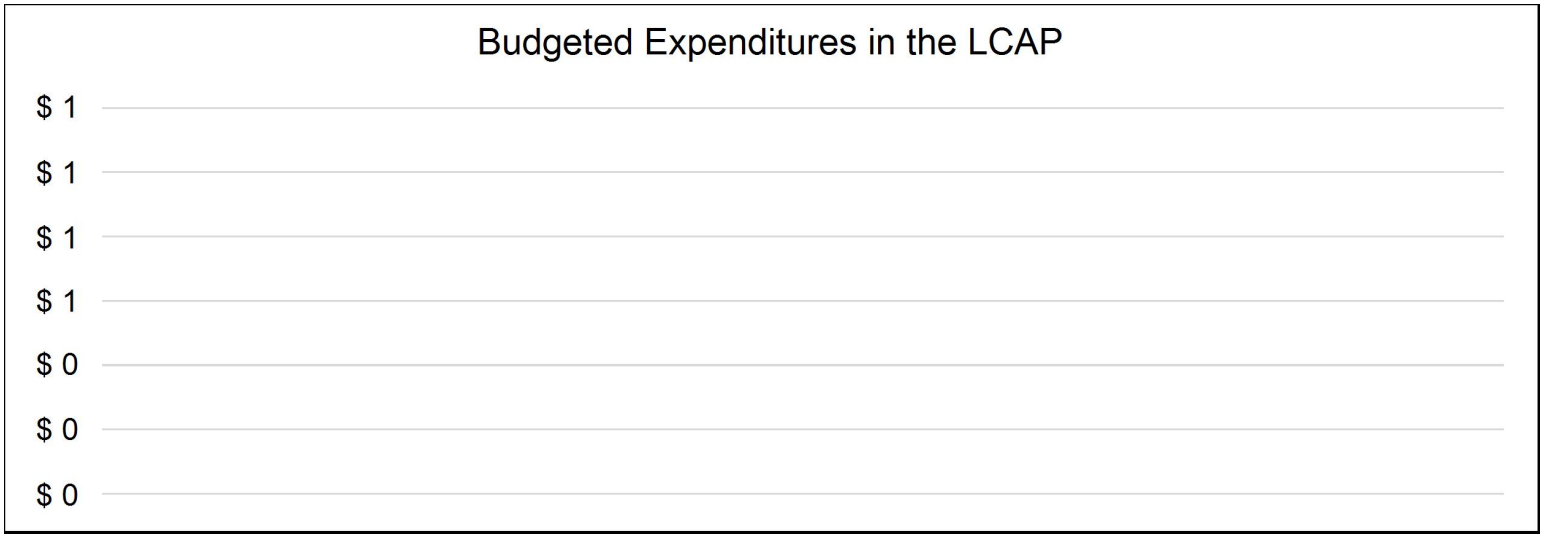
Total LCFF funds
$0
0 %

This chart shows the total general purpose revenue Crescent View South II 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 Crescent View South II is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Crescent View South II 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: Crescent View South II plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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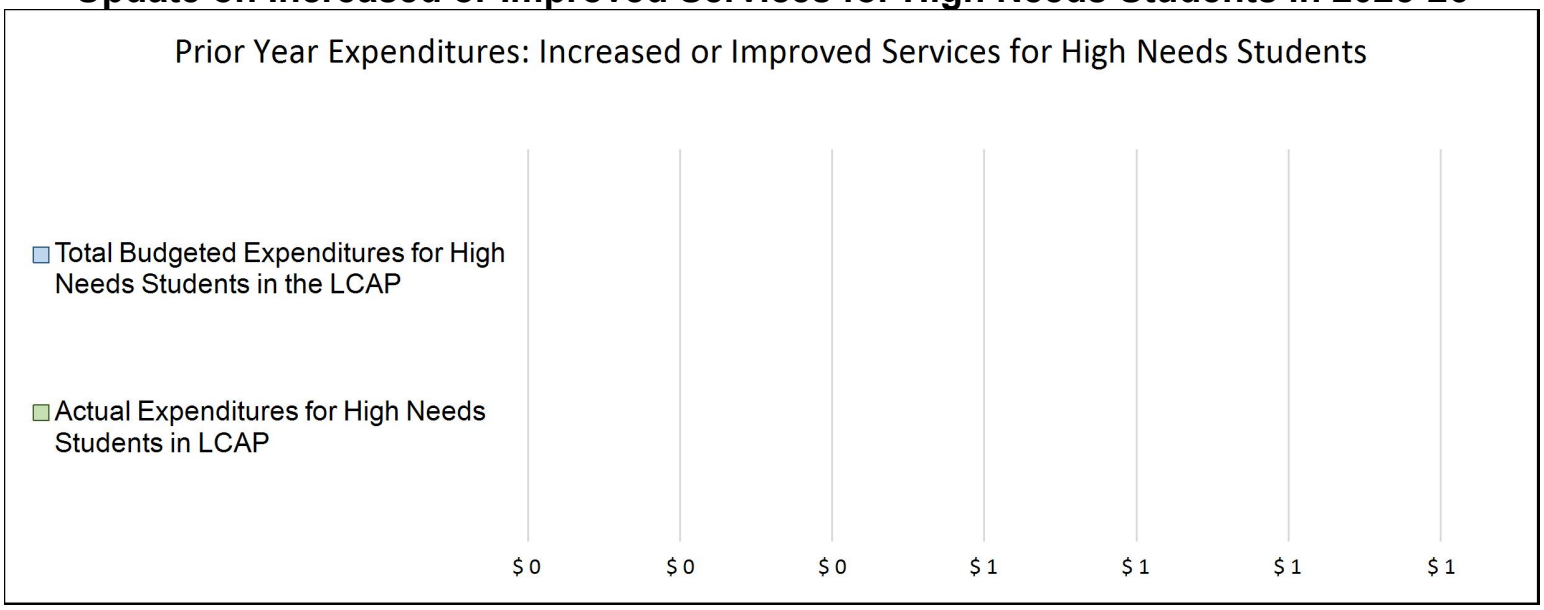
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

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

LCFF Budget Overview for Parents

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



This chart compares what Crescent View South II budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Crescent View South II 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, Crescent View South II's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Crescent View South II actually spent $ for actions to increase or improve services for high needs students in 2025-26.

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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
Crescent View South II	Shacola Green Principal	principal@cvsouth2.org (559) 389-7270

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.

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Crescent View South II (CVSII) is an independent study program with Dashboard Alternative School Status (DASS), serving 1418 students in grades 9–12 in Fresno County. We serve both urban and suburban communities, with a student population that includes 12.8% English Learners, 88.29% socioeconomically disadvantaged students, 1.7% foster youth, and 13.7% students with disabilities. We remain steadfast in our mission to engage learners who are no longer enrolled in traditional classroom settings or who seek a personalized education in an alternative environment. We will not deviate from this mission and will continue to focus on meeting the evolving needs of our students for the foreseeable future.

CVSII is committed to effectively preparing students for college and career readiness through a comprehensive program that integrates job-readiness coursework with a standards-based curriculum. Many of our students require the flexibility of an independent study model to balance family responsibilities such as employment or childcare. Our diverse student body, largely from low-income backgrounds and often comprised of English Learners, may face academic challenges or have previously struggled in traditional school settings. We provide an alternative pathway designed to foster renewed engagement and academic success.

To meet students' varied needs, we offer multiple instructional models, including site-based learning, independent study, online coursework, and Small Group Instruction (SGI) for those who benefit from interactive, personalized support. We also provide targeted online intervention programs and on-site intensive small-group instruction for students requiring additional academic assistance. As a year-round credit recovery program structured into 13 Learning Periods (LPs), we offer flexibility and continuous opportunities for student progress.

Our professional educational staff remains unwavering in its commitment to continuous growth and improvement. We consistently develop innovative programs, implement best practices, and refine instructional strategies to ensure our students receive the highest quality education and support. Through ongoing professional development and data-driven decision-making, including detailed learning records, student work samples, state-mandated assessments, and NWEA measures, we tailor instruction and course placement to optimize student achievement.

We recognize that our community continues to experience significant challenges, including unemployment, housing instability and affordability concerns, and food insecurity, particularly within our immigrant populations. CVSII responds with trauma-informed practices and provides essential resources such as counseling and food support to ensure students' basic needs are met so they can focus on learning.

Our comprehensive counseling program addresses academic achievement, A–G completion, college and career planning, and social-emotional well-being. With a low student-to-counselor ratio, we provide individualized guidance and meaningful support. Strong community partnerships further connect students and families to critical services and resources. Our staff builds and maintains professional, supportive relationships that help students navigate challenges and crises.

At CVSII, we uphold high academic and behavioral expectations within a diverse, student-centered environment. We emphasize parental involvement, one-on-one teacher-student engagement, access to technology, and student voice in the learning process. Our personalized learning model combines individualized learning plans with resource center-based instruction, allowing students to progress at their own pace while remaining actively engaged.

We will continue to strengthen our programs, refine our practices, and focus on student-centered innovation to ensure that every learner is empowered to become self-motivated, competent, and prepared for lifelong success.

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Reflections: Annual Performance

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

Reflections: Successes

We analyzed our school data using the CA Dashboard, DataQuest, our SARC, and our LCAP Annual Data Report, which aligns with the 8 state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, and for Differentiated Assistance for student groups in the red, there were significant successes as shared in the key metrics below.

Graduation Rate

Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 96.1%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is about the same as last year. 100% of our students with disabilities and African American students graduated. 98.5% of our English learners and LTELs graduated in 2025. Also above the All-

student groups was the low-income student group at 96.3%. The White and Hispanic groups were at 96.8% and 94.2%. The Asian group was also just below the All-student group at 85.7%, respectively. Our foster youth and homeless student group did not have enough in the population to warrant a calculation. These findings demonstrate alignment between our mission and our LCAP goals of meeting students' academic and social-emotional needs. To further strengthen student outcomes, we will continue expanding support, including increased access to tutoring for all seniors.

English Learner Progress

The CA Dashboard ELPI is yellow and shows 42.5 % making progress towards English. Although this is an increase of +8.7% points from the previous year, we will continue to implement strategies to further improve these results. Our LTEL group was also yellow, showing 43.7%, making a 9% increase. This met our expected outcome, which is moderate growth. We feel that we are closing in on the English Learner Progress Indicator for the state average, which was 46.4% for all EL students who made progress last year. The strategies we have implemented are leading to improving results. We will maintain close monitoring of both implementation and student outcomes, making data-informed adjustments to sustain progress for all students.

CA Dashboard English Language Arts

Our Academic Indicator for English Language Arts showed the All student group performing at 64.7 points below standard and received an orange status. This meets our target, which is orange or higher. This was a big increase from the previous year of 15.6 points. Our English learners, LTELs, low-income, and students with disabilities made significant gains this year and were in the orange. Our Hispanic students earned yellow with a 25-point increase. Our African American, Asian, Filipino, White, foster youth, homeless, and all other groups did not have enough students for a status to be calculated.

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CAASPP English Language Arts

The CAASPP scores also showed that 30% of our 11th graders were meeting or exceeding standards. This was a small increase of 3% from last year, and meets the expected outcome of 30%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. English learners, students with disabilities, and African American students were far below the All-student group at 2%, 5%, and 11%, respectively. Hispanic students scored above the All-student group at 32%. Low-income students were at 31%. The White student group was at 30%. The Asian students and Homeless students were at 25%. Our foster youth group did not have enough students for a calculation. This reflects the needs of the students we serve, many of whom enter significantly below grade level. In response, we have implemented targeted systems of support and intervention to accelerate learning for students who are academically behind.

CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All-student group is an orange status, and met our expected outcome of orange or higher. The All-group was below standard by 150.7 points. In the red were our Hispanic and students with disabilities. In the orange were English learners. LTELs and socioeconomically disadvantaged student groups who increased by 46.2, 37.7, and 14.9 points, respectively. Our students and groups maintained their red status. Our African American, Asian, homeless, foster youth, and all other student groups did not

have enough students to warrant a calculation. There were no other groups that were two or more performance levels below the “all student” group.

CAASPP Mathematics

Our 11th graders scored 9% meeting standards on the CAASPP for Mathematics. This is a +5 point increase from the previous year and meets our expected outcome. Students who enroll with us are typically 3-4 grade levels behind in their schooling. The low-income and White student groups were also at 9%. Our Hispanic and student group was at 10%. The English learners and students with disabilities scored at 2%, which is just below the All-student group. Our and Asian student groups were above the All-student group at 25%. African American, foster youth, homeless, and all other student groups, did not have enough students to warrant a calculation.

Science CAASPP and CA Dashboard

The CAASPP Science scores also showed that 24% of our high school students were meeting or exceeding standards. This was about a +5% points increase from the previous year, and met our expected outcome of 22%. 100% of our Asian and Homeless students were proficient. Our low-income students and White students were at 22%, and English learner students were at 25%. African American, Hispanic, foster youth, and students with disabilities, and all other student groups did not have enough students to warrant a calculation. The CA Dashboard showed a yellow status for Science. We serve students who typically enter our school performing three to four grade levels below standard, highlighting the need for targeted academic support and interventions.

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Attendance

Our attendance rate is high at 90.98 % and is +5.98 percentage points above our expected outcome of 85%. We believe that the re-engagement strategies we implemented to support students and families contributed to increased average attendance. Our teachers and retention support staff worked diligently to address students’ needs, helping them remain enrolled and attend school consistently.

Success Rate

Another important measure for us is our success rate, which is the percentage of students who graduate, along with the percentage that are retained or returned to their local school district. This metric was recalibrated to be an end-of-year measurement. Our success rate was running high at the end of last year and is 87.82%. This is +7.82 points above the target outcome. It’s been high over the last three years and shows that our mission of meeting students’ academic and social-emotional needs continues to be effective.

Credit Completion

Our credit completion rates is a very important local metric that helps to monitor progress towards graduation. It has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn on average, +18% more credits compared to the baseline. Our low-income students earned +17% higher credit completion rate than in the baseline year. Students in the low-income and special education groups earned +.67 and +.25 points higher, respectively, in credit completion compared to the baseline year. The foster youth student group also increased a lot by +1.05. The English learner group was +1.16 points and above the All student group. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

Suspension and Expulsion Rate

Suspension rate was green, which is "Low" on the CA Dashboard. It was 0.4% for the All-student group. The English learners and LTELs earned a yellow. Hispanic, low-income, students with disabilities, and White student groups were green, while the other groups were blue. African American, Asian, Foster youth, homeless, and all other student groups had 0% suspensions. Expulsions were low at 0.0%.

School Survey Results

Our school survey data shows that 97% of our students felt connected this year. This is the same as last year and is over our expected outcome. This is a key metric for our school, and we aim to sustain these results each year. We will continue to closely monitor this data to assess and strengthen student engagement, recognizing that consistent, face-to-face interactions with caring adults are essential to helping students feel connected. Additionally, 99% of the students surveyed said that they feel safe at school.
It is very important to us to ensure that we are doing everything possible to provide students with the time and attention to support them during their time with us. Teachers also reported that 100% are feeling safe and 97% feel connected to the school. We are committed to high standards of safety and connectedness, ensuring a welcoming and inclusive environment for all students, staff, and families. We will closely monitor climate data and continuously refine our practices to deepen student connectedness and foster a strong sense of belonging.

Parents are encouraged to participate in their students' education as well as school activities, events, and celebrations. Parent participation continues to increase annually, with this year's PAC and ELAC meetings drawing significantly more parents than the previous year. On the school survey, 98% said that they feel encouraged to participate this year, which is a +14-point increase from the previous year.

Standards were met for the following state indicators:
* Parent Engagement,
* Local Climate Survey,
* Access to a Broad Course of Study,
* Basic Teacher and Instructional Materials, and
* Implementation of Academic Standards.

How will we maintain our success?

We plan to maintain and build on our success by implementing our LCAP actions with fidelity, carefully monitoring our progress, and discussing our results within our professional learning community (PLC). We will continue to grow in our capacity as we engage in a process of continual improvement based on the Plan-Do-Study-Act model (PDSA). Ongoing data discussions between teachers and administration will be grounded in established (PLC) protocols, with a focus on improving student outcomes. These regular PDSA cycles of collaboration will ensure continued alignment with and commitment to our LCAP actions.

The goals and actions articulated in our LCAP support our personalized learning model, and adequate funding is provided to ensure that effective strategic supports, such as tutors, student retention services, and trauma-informed trained teachers, continue. We monitor the progress of our students through multiple measures around engagement and academic performance. LCAP and other relevant student data

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will be analyzed and discussed quarterly, with findings shared with educational partners, including the school board. This process promotes transparency, accountability, and continuous evaluation of progress toward improved student outcomes.

Due to the nature of our credit recovery, independent study, and Dashboard Alternative School Status (DASS) program, certain data points are not included in the LCAP. Students do not take Advance Placement, or pass EAP in any amount greater than 11, and the CDE prohibits any potentially identifying student data. The federal calculation for the 4–5-year cohort graduation rate and the chronic absenteeism rate metrics are also not a match for our program, because the calculations are for seat-based programs and not short-term independent study programs that have students with high mobility. We utilize alternative metrics such as the one-year DASS graduation rate and local attendance rates to monitor and report our students' progress towards graduation. Furthermore, our dropout rate is calculated as our non-completer rate, which tracks any student who does not report to us that they have continued with another program to complete their education.

Reflections: Identified Need

Our school is participating in Differentiated Assistance, and we are working with county experts. We did a robust needs analysis for student groups in the red on the CA Dashboard. We also used additional data State and local metrics to identify student groups' performance gaps and resource inequities. We used student outcomes data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking. The data shows that multiple areas must be addressed as goals and actions in the LCAP. Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. As a professional network, we used a fishbone protocol for our needs assessment around our low graduation results. This revealed that multiple causes play into the graduation rate that needs to be managed, such as credit completion, attendance, student motivation, parent engagement, and tutoring.

Our school was identified for Comprehensive Support and Improvement (CSI), as the result of a low federal 4–5-year cohort graduation rate. Each year we engage in a cycle of improvement and examine the school data to determine if we will need to take action in the areas of graduation, credit completion, EL reclassification, and academic indicators by increasing tutoring support for students who are in line to graduate. This section describes our needs assessment, to meet the federal requirement for CSI.

State performance indicators from the California School Dashboard show the following indicators were very low:

5-Year Cohort Graduation Rate

The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 41.7% in 2025, 36.9% in 2024, and 34.6% in 2023. This is far below the 68% threshold, but it is an increase of +4.8 points. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Our English learners and LTELs were 51.1% and 53.4%, respectively, and were above the All-student group. Homeless students were at 50.9% and increased by 29% points. The White student group was below the All-student group at 32.2%. Students with disabilities were at 41.7%, which is an increase of 16.1 points. Additionally, our socioeconomically disadvantaged increased by 5.2 points and were at 41.6%. There were not enough students in the following groups to warrant a performance color for African American, Asian, two or more races, foster youth, and Filipino. We recognize the inequities between the highest student group and the other student groups, and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

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Retention Rate

One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify, early on, which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. This metric was recalibrated to be an end-of-year measurement. At the end of 2025, our retention rate was 69.44%, which is 14.5 points below our target outcome. We will continue to ensure that teachers, tutors, student retention support staff, and counselors work collaboratively as a coordinated team to support student retention and success. We will strengthen these systems of support to ensure every student receives the attention and resources needed to succeed.

Non-Completer Rate

This metric was recalibrated to be an end-of-year measurement. As a result, we saw an increase in our non-completer rate to 12.18%, which is close to our 10% threshold, but still above. We will continue to ensure that teachers, tutors, counselors, and retention support staff collaborate to promote student success. All staff work closely with students and families to address potential risks of dropping out and identify solutions to keep students engaged in school. Building strong relationships and maintaining consistent connections has been essential in sustaining a low non-completer rate, and we will continue these efforts to provide every student with the support needed to succeed.

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Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White.
English Learner Performance Indicator: English Learners
Academic Indicator -English Language Arts: English Learners, Hispanic, and Socioeconomically Disadvantaged,
Academic Indicator -Mathematics: English Learners, Hispanic, and Socioeconomically Disadvantaged,
College and Career Indicator: English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White.

Learning Recovery and Emergency Block Grant

Our school had unexpected LREBG funds for the 2025-26 school year. The LREBG funded action results may be found in Goal 1, Action 8, prompt #2. See action for description of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Reason for Technical Assistance:

Initially, our collaborative DA team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified the student groups in the red were our Hispanic and Socioeconomically Disadvantaged (SED) students in ELA, and we identified the student groups in

the red were our English Learners, Hispanic, and SED students in Math. We have done a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. We have decided to build our capacity to better implement our LCAP Action 1.2, English Intensive, Math Intensive, and IXL Learning program in a blended learning model. We expect this adjustment to have a positive impact on our student groups' performance on the Dashboard.

Summary of the work underway as part of receiving technical assistance:

This year, we continued to collaborate closely with our partners at the Fresno County Superintendent of Schools (FCSS), receiving ongoing technical assistance as part of our Differentiated Assistance (DA) efforts. Our DA team has met with them on-site and participated in Network in Common (NIC) meetings, fostering effective dialogue, data analysis, and the successful implementation of the actions outlined in our agreement. This year, as part of our technical support, we worked with FCSS to analyze the 2023, 2024, and 2025 CA Dashboard Academic Performance Indicator results. We identified several student groups in need of improvement. In ELA, LTEL's, SED and Students with Disabilities were all in the orange performance zone.

In Mathematics, Hispanic students and Students with Disabilities were in the red performance zone. Additionally, English Learners, Long-Term English Learners (LTEL's), and SED were in the orange zone.

In response to this, we reviewed our needs assessment to identify root causes and collaborated with the county to develop strategies aimed at improving student outcomes. As a result, we focused on building our capacity to better implement our English Intensive, Math Intensive, and IXL Learning programs within a blended learning model. These interventions were incorporated into Action 1.2 of the 2026-27 LCAP to address the identified needs and provide additional support. Early results from these interventions are beginning to show progress, with overall NWEA scores increasing by approximately +111.93 points from the baseline in Reading. There was a 110.67 point increase for SED students in Math.

Moving forward, one key next step will be the development of our MTSS framework to enhance our comprehensive approach and establish a system of continual support and improvement.

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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.

Crescent View South II is a single-school Local Education Agency.

Support for Identified Schools

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

We are a single-school LEA with Dashboard Alternative School Status (DASS). This is a summary of how we supported ourselves in the development of the Comprehensive Support and Improvement Plan. With guidance and training from the CDE, the county, and our local professional network, we did the following:

• We assigned our State and Federal Programs coordinator to provide leadership for the school in conducting a needs assessment. By analyzing the 2023, 2024, and 2025 CA Dashboard 5-year cohort graduation data to identify gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. Our framework is based on Carnegie's Improvement Science, and our model is the Plan-Do-Study-Act process for achieving continual improvement.
• The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.
• The data informed the CSI plan by guiding the root cause analysis towards intensive tutoring, as a viable research-based strategy that would increase student math skills, credit completion, and therefore graduation rates. The data revealed that students who participated in tutoring earned more credits than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for intensive tutoring.
• The educational partners were engaged in the process through meetings held by leadership, sharing the data, and eliciting consultation from ELAC, PAC, staff, and student groups. Our discussions centered on equity for all students with regard to learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support, such as tutoring. Additionally, as a professional network of DASS independent study schools, we reviewed graduation data using the fishbone protocol. This helped to reveal root causes. A deeper dive was done with the fishbone protocol with our admin team around credit completion rates, and the potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified, and administration, in the analysis of the data. This led to their support for Goal 1 Action 3, which assigns intensive tutoring to students as a means to improve the graduation rate.

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Evidence-Based Intervention – Intensive Tutoring

The State and Federal Programs coordinator supported the school by leading the principal's team through the needs assessment, identifying the evidence-based strategies, and then leading the school improvement team through the selection of evidence-based strategies at their team meeting.

The process for matching the selected intervention with the identified need was a collaborative endeavor through our professional network. We met regularly to study the data. From our needs assessment, we saw that those who attended tutoring earned 50% more credits, and we came to believe that tutoring could potentially close credit completion gaps. We then investigated other best practices for improving graduation.

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) provide evidence-based research focused on high-impact tutoring (also known as high-dosage tutoring). Their resources emphasize that tutoring is one of the most effective interventions for accelerating learning, particularly for students performing below academic thresholds. With guidance from CDE and county offices, we searched for solutions to improve our graduation rate, and we were guided to the following evidence-based research. In

determining the selection of strategies to improve graduation, we considered and identified the following evidence-based research interventions from these sources:

The CCEE, in partnership with J-PAL North America (MIT), provides a "Learning Path" on implementing evidence-based tutoring. Key Principles of Effective Tutoring: The CCEE highlights that to be effective, tutoring should be:
o High-dosage/Frequency: Three or more sessions per week.
o Integrated into the school day: Tutoring is most effective when done during school hours.
o Trained Personnel: Tutoring is more effective when conducted by teachers or professional tutors rather than volunteers.
o Small Group/1-on-1: Specific ratios are recommended (no more than 1:4 for middle/high school).

• CCLA (California Collaborative for Learning Acceleration): CCEE administers this initiative, providing an online repository of professional learning for mathematics, literacy, and language development.
• The impact of high-impact tutoring on student attendance: Evidence from a state initiative: Lee, M. G., Loeb, S., & Robinson, C. D. (2025). Ed Working Paper No. 24-1107, Annenberg Institute at Brown University.
• Personalized Learning Initiative Research Team. (2024). Realizing the promise of high dosage tutoring at scale: Preliminary evidence for the field. University of Chicago Education Lab & MDRC.
• Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J. M. V., Dodge, K., Farkas, G., Fryer, R. G., Jr., Mayer, S., Pollack, H., Steinberg, L., & Stoddard, G. (2023). Not too late: Improving academic outcomes among adolescents. American Economic Review, 113(3), 738–765.
• Anger, S., Christoph, B., Galkiewicz, A., Margaryan, S., Sandner, M., & Siedler, T. (2025). Online tutoring, school performance, and school-to-work transitions: Evidence from a randomized controlled trial (Discussion Paper No. 18307). IZA Institute of Labor Economics.
• Evidence-Based Resources Keeping Students on Track to Graduation: (2012) – Center for Equity and Excellence in Education (LACOE Resource).
• Department of Education: Using Evidence to Strengthen Education Investments (2016).
• What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator's Practice Guide, (2017): https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf
• Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute (2021). Found at https://fordhaminstitute.org/national/commentary/addressing unfinished-learning-targeted-help-and-high-dosage-tutoring.
• High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Loss: Pamela Fong, REL West (2021). Found at https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34.
• The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
• Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan May Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late._improving_ academic_outcomes_for_disadvantaged_youth_2015.pdfin.

This research on math tutoring, using a randomized controlled trial, involved 2,718 males in the ninth and tenth grades, from the south and west sides of Chicago. They were 90% on free and reduced lunch programs, and 95% were either African American or Hispanic. They demonstrated an increase in math scores by 0.19 to 0.31 standard deviations, as well as increases in math grades by 0.50 standard

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deviations. The positive impact of tutoring is also supported by the meta-analysis of the studies listed above, with one study in particular stating that there was an effect size for this practice above a 0.33 standard deviation (Nickow, Oreopoulos, Quan, 2020). This is a match for our demographics as well.

The intervention was chosen for three main reasons. First of all, our students are very low in math skills, which inhibits their capacity to earn credits towards graduation. Second, education research points to intensive tutoring as a viable means to increase math performance, which in turn will increase credit completion. Third, increasing students' capacity to earn credits through intensive tutoring will yield higher graduation rates.

Therefore, our professional network team and our educational partners selected the following research-based strategies to implement:
* We will provide one-on-one intensive tutoring in math, ELA, and other core subjects as needed.
* We will provide positive social incentives for good attendance.
* We will track specific data for our seniors through site teams of teachers, counselors, and student retention support staff.
* We are going to continue seeking educational partner involvement and input.

We will address the low performance in the areas of graduation, ELA, and mathematics by assigning intensive tutoring to students who demonstrate low scores as determined by their NWEA diagnostic results. These low scores reveal that there are inequities that must be resolved through the implementation of our plan.

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Resource Inequities Analysis (Based on data using the 2023, 2024, and 2025 Dashboards as stated in the Reflections – Annual Performance section)

The State and Federal Program coordinator provided guidance to the school through a resource inequities analysis. This showed that funds should be principally directed into LCAP Goal 1 Action 3, because the following groups had significant gaps between the highest student group's graduation rate and other student group rates. Additionally, all of our student groups are below the 68% threshold. The 5-year graduation rate was 41.7% in 2025, 36.9% in 2024, and 34.6% in 2023. This is far below the 68% threshold, but it is an increase of +4.8 points. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Our English learners and LTELs were 51.1% and 53.4%, respectively, and were above the All-student group. Homeless students were at 50.9% and increased by 29% points. The White student group was below the All-student group at 32.2%. Students with disabilities were at 41.7%, which is an increase of 16.1 points. Additionally, our socioeconomically disadvantaged increased by 5.2 points and were at 41.6%. This data shows that there are inequities in performance, and our LCAP with its CSI plan is designed to address them in a comprehensive manner with research-based strategies such as intensive tutoring.

We are a DASS charter school, and as a single school LEA, we do not take the federal CSI funds because the LCFF funding for our LCAP is sufficient. Our State and Federal Program coordinator provided support by discussing with school leadership to address the resource inequities and analysis, and agreeing to increase the funding for LCAP Goal 1 Action 3. The guiding framework was from The Alliance for Resources Equity at www.educationresourceequity.org. We also used the Dimensions of Resource Equity – School-level Diagnostic Questions to determine key resource levers that create equitable learning experiences for all students.

Additionally, the inequities rubric, provided by the Los Angeles County Office of Education, was used to help identify if there were any

barriers to the following:
• Access to Highly Qualified Teachers
• Access to Counselors
• Access to Student Retention Services
• Access to Tutors
• Access to Interventions, both social-emotional and academic
• Access to Incentives for attendance, graduation, and retention
• Access to Support for high needs English Learners, foster youth, special education, and homeless
• Access to Technology and instructional materials

The resource inequities are being addressed by using LCFF funds to adequately support our LCAP Goal 1 Action 3 for intensive tutoring. This goal provides funding for the tutoring support that will be provided to students as the action is implemented at the school site. Students are identified for tutoring based on NWEA diagnostic results, teacher referral, and self-referral. Tutors connect with students daily and provide academic support in math and other subjects to help students learn and earn credits towards graduation.

All of our students receive a personalized learning program that is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns a supervising teacher to each student, who develop a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.

Furthermore, the framework for guiding our process was based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network will help our school improve its outcomes on multiple metrics. Through our professional network, we used a fishbone protocol to determine root causes behind the conditions and drivers that lead to the outcome of a graduation metric. This helped us to define the problem we would like to address. Our discussion focused on what changes we wanted to introduce and why. We plan to collect and share data regularly around credit completion, attendance, and senior graduation progress to help answer the question: “How will we know which change is an actual improvement?”
The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:
1) Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
2) Variation in performance is the core problem to address: What works, for whom and under what set of conditions?
3) See the system that produces the current outcomes: What are the drivers that yield change?
4) We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
5) Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? “How will we know which change is an actual improvement?”
6) Accelerate improvements through networked communities: How can we accomplish more together?

These guiding principles will be utilized in our professional network throughout the year as we meet to discuss progress and next steps.

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Monitoring and Evaluating Effectiveness

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

The State and Federal Programs coordinator will support the school team and work with them in monitoring and evaluating the effectiveness of their improvement plan throughout the school year.

The process, including metrics, used for monitoring the implementation of the CSI plan is that the State and Federal Programs coordinator will collaborate with the school team to collect tutoring participation data and share it with teachers and school leadership. This will be done every learning period (which is four weeks).

The process, including metrics, used for evaluating the implementation of the CSI plan is to pull tutoring participation counts every learning period and determine if there is an increase in those who have received tutoring. The target is to increase tutoring participation by 50% at the end of the 7th learning period.

The process, including metrics, used for monitoring the effectiveness of the interventions to improve student outcomes, is to pull and analyze credit completion for all students who participated in tutoring. This will be done every learning period.

The process, including metrics, used for evaluating the effectiveness of the interventions to improve student outcomes, is to analyze the credit completion data to determine if it has increased. The target for the credit completion rate is 4.0 credits per learning period. Additionally, we expect that the graduation rates will increase by at least 1% each year.

Additionally, we will collaborate with our professional learning community network and implement the Plan-Do-Study-Act (PDSA) model as our process for continuous improvement. Through a collaborative team of school educators, we will use school data, such as tutoring participation, credit completion rates, attendance, and graduation rates, to inform our inquiry and help focus on results. By monitoring our evidence-based interventions, we can see how seniors and others are utilizing the one-on-one tutoring and social incentives for good attendance. We will also continue to monitor our key metrics, such as credit completion rates and NWEA results, to identify the needs of struggling students who could benefit from additional one-on-one tutoring.

Again, the measure of success for the plan will be based on key indicators such as credit completion, attendance, tutoring contacts, the DASS one-year graduation rate, and the federal 4-5 year graduation rate. Since each student is assigned one-on-one time with an individual teacher, all students who are identified in the system as 12th graders are monitored closely by their teacher for progress toward graduation. Completed coursework and credits earned are monitored every learning period. In addition, counselors monitor all seniors for credits earned. We plan to monitor students early and often so that we can be proactive in responding to students' academic needs. We also plan to do the following: provide support staff to work with students falling behind regularly to address their specific needs; ensure that students in need participate in tutoring with a tutor they can connect to regularly; and promote participation in small group instruction when possible.

To help ensure that we have the whole school community mobilized to support our Comprehensive Support and Improvement plan, we will report results back to teachers, students, parents, and the school board. We will share our progress on our CSI plan at least twice a year. We can build the capacity of our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) by sharing the school data progress with them at their meetings and eliciting their feedback as part of our PDSA model. Our school board learns about student progress

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towards graduation regularly, but with the CSI plan in place, we will ask for their feedback and input as part of our process. We have regular data reports that we can share with teachers and parent groups throughout the year, and we will continue to collaborate and celebrate as students make progress towards graduation.

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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
PAC/Parent Advisory Committee	August 13, 2025 Discussed with parents the following topics: Reviewed approved 2025–2026 LCAP (3-year strategic plan; adopted June 2025, reviewed annually) LCAP aligns with state funding requirements and focuses on closing achievement gaps Key data reviewed: attendance, credit completion, graduation rate Identified needs tied to CSI designation and data analysis Key programs: CSI (Plan–Do–Study–Act model) and Intensive Tutoring (increase participation) Continued focus on transportation and student support strategies LCAP goals: academic progress, college/career readiness, student retention, partner engagement Supplemental & Concentration funds support academics, counseling, and student engagement Plan includes targeted support for EL, LTEL, low-income, and foster youth Developed with input from students, staff, families, and community Ongoing progress monitoring and reporting on student groups and state priorities All 8 state priorities met in most recent reporting cycle Feedback from educational partners was collected and encouraged for ongoing improvement November 5, 2025

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Educational Partner(s)	Process for Engagement
	Presented to parents: LCAP, CSI, and DA updates Reviewed LREBG funding to support learning recovery, tutoring, SEL, credit completion, and graduation Ongoing focus on LCAP implementation and monitoring key data (attendance, credit completion, assessments, engagement) CSI plan: intensive tutoring and SMART goals to improve graduation rates DA status: targeted support for EL, Hispanic, and socioeconomically disadvantaged students Established SMART goals with COE support; progress shared through reports and meetings LCAP Mid-Year Report will include data, expenditures, and goal progress Increased tutoring participation and improved credit completion noted Shared LCAP budget, goals, and school data highlights SARC overview: school performance, staffing, facilities, and student outcomes (to be posted Feb 2026) Collected parent feedback and confirmed consensus on goals and expenditures January 27, 2026 Shared with parents: Fall 2025 LCAP, CSI, and DA updates All LCAP goals and actions are being implemented across departments LREBG funding requirements met; Action 1.8 implemented for academic and SEL support Needs assessment completed: Fishbone analysis, academic, attendance, behavioral data Mid-year reporting: Action 1.2 (DA) and Action 1.3 (CSI) progress Educational partner input continues to guide LCAP implementation and improvement Spring 2026 focus: report student achievement, subgroup progress, and gather feedback for 2026–27 LCAP LCFF self-reflection to assess progress in: Basic Services, State Standards, Parent Engagement 2025–26 LCAP goals fully implemented: Academic Progress, College/Career Readiness, Student Retention, Stakeholder Engagement

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Educational Partner(s)	Process for Engagement
	Parent consensus confirmed via acknowledgment of thumbs up April 1, 2026 Shared with parents: 2025–2026 LCAP updates, Annual Survey results, and feedback for 2025–26 revision Survey results: increased participation; parents generally pleased with school progress LTEL & EL student progress reviewed (LP1–7); interventions in place for academic growth Goal 1 – Academic Progress: EL support, differentiated instruction, intervention programs, CSI tutoring (50% increase by LP7), improved credit completion Goal 2 – College & Career Readiness: CTE, dual enrollment, professional skills programs Goal 3 – Student Retention: re-engagement plans, counseling, social-emotional supports Goal 4 – Stakeholder Engagement: increased participation in school events and meetings Expanded supports: high-dosage tutoring, virtual tutoring, small groups, Saturday School, SEL and mental health supports, increased counseling for EL, SED, Foster, and SPED students CSI & DA: monitoring, SMART goals, focus on math improvement, credit completion, and graduation rates Parent/educational partner input requested on EL support, tutoring, interventions, and college/career programs Consensus confirmed with thumbs up on agreement with goals 2026–2027 LCAP draft to be posted online for review and feedback
ELAC/ English Learner Advisory Committee	August 13, 2025 Discussed with parents the following topics: Reviewed approved 2025–2026 LCAP (3-year strategic plan; adopted June 2025, reviewed annually) LCAP aligns with state funding requirements and focuses on closing achievement gaps Key data reviewed: attendance, credit completion, graduation rate Identified needs tied to CSI designation and data analysis

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Educational Partner(s)	Process for Engagement
	Key programs: CSI (Plan–Do–Study–Act model) and Intensive Tutoring (increase participation) Continued focus on transportation and student support strategies LCAP goals: academic progress, college/career readiness, student retention, partner engagement Supplemental & Concentration funds support academics, counseling, and student engagement Plan includes targeted support for EL, LTEL, low-income, and foster youth Developed with input from students, staff, families, and community Ongoing progress monitoring and reporting on student groups and state priorities All 8 state priorities met in most recent reporting cycle Feedback from educational partners was collected and encouraged for ongoing improvement November 5, 2025 Presented to parents: LCAP, CSI, and DA updates Reviewed LREBG funding to support learning recovery, tutoring, SEL, credit completion, and graduation Ongoing focus on LCAP implementation and monitoring key data (attendance, credit completion, assessments, engagement) CSI plan: intensive tutoring and SMART goals to improve graduation rates DA status: targeted support for EL, Hispanic, and socioeconomically disadvantaged students Established SMART goals with COE support; progress shared through reports and meetings LCAP Mid-Year Report will include data, expenditures, and goal progress Increased tutoring participation and improved credit completion noted Shared LCAP budget, goals, and school data highlights SARC overview: school performance, staffing, facilities, and student outcomes (to be posted Feb 2026) Collected parent feedback and confirmed consensus on goals and expenditures January 27, 2026

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Educational Partner(s)	Process for Engagement
	Shared with parents: Fall 2025 LCAP, CSI, and DA updates All LCAP goals and actions are being implemented across departments LREBG funding requirements met; Action 1.8 implemented for academic and SEL support Needs assessment completed: Fishbone analysis, academic, attendance, behavioral data Mid-year reporting: Action 1.2 (DA) and Action 1.3 (CSI) progress Educational partner input continues to guide LCAP implementation and improvement Spring 2026 focus: report student achievement, subgroup progress, and gather feedback for 2026–27 LCAP LCFF self-reflection to assess progress in: Basic Services, State Standards, Parent Engagement 2025–26 LCAP goals fully implemented: Academic Progress, College/Career Readiness, Student Retention, Stakeholder Engagement Parent consensus confirmed via acknowledgment of thumbs up April 1, 2026 Shared with parents: 2025–2026 LCAP updates, Annual Survey results, and feedback for 2025–26 revision Survey results: increased participation; parents generally pleased with school progress LTEL & EL student progress reviewed (LP1–7); interventions in place for academic growth Goal 1 – Academic Progress: EL support, differentiated instruction, intervention programs, CSI tutoring (50% increase by LP7), improved credit completion Goal 2 – College & Career Readiness: CTE, dual enrollment, professional skills programs Goal 3 – Student Retention: re-engagement plans, counseling, social-emotional supports Goal 4 – Stakeholder Engagement: increased participation in school events and meetings Expanded supports: high-dosage tutoring, virtual tutoring, small groups, Saturday School, SEL and mental health supports, increased counseling for EL, SED, Foster, and SPED students

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Educational Partner(s)	Process for Engagement
	CSI & DA: monitoring, SMART goals, focus on math improvement, credit completion, and graduation rates Parent/educational partner input requested on EL support, tutoring, interventions, and college/career programs Consensus confirmed with thumbs up on agreement with goals 2026–2027 LCAP draft to be posted online for review and feedback
Teachers and Staff	August 13, 2025 – LCAP Introduction & Key Goals Reviewed LCAP purpose: strategic plan guiding student success, equity, and resource allocation. Staff role: implement goals, actions, and support high-needs students. Discussed key goals: Academic Progress – Support EL, LTEL, low-income, and foster youth. College & Career Readiness – CTE, dual enrollment, and skill-building opportunities. Student Retention – Monitor engagement, credit completion, and graduation. Stakeholder Engagement – Include parents, students, and staff in feedback. Required Actions: 1.2 DA – Support underperforming students; track interventions and outcomes. 1.3 CSI – Intensive tutoring to increase credit completion and graduation. 1.8 LREBG – Targeted interventions using emergency recovery funds. Data & Decision-Making: Analyze tutoring, assessments, attendance, and subgroup data to adjust instruction and interventions; document outcomes for accountability. Collaboration: Share progress and feedback with colleagues and educational partners. November 5, 2025 – Data Dive & LCAP Progress Discussed key findings: CSI (1.3) tutoring programs are increasing student credit completion and engagement.

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Educational Partner(s)	Process for Engagement
	DA (1.2) interventions show progress supporting underperforming student groups, particularly in Math and EL. Most LCAP actions are on track, positively impacting targeted student groups. Data highlights gaps requiring continued focus for LTEL, low-income, and foster youth students. Next Steps: Continue implementing CSI SMART Goal and monitor tutoring participation. Maintain DA SMART Goal: track interventions for Red/Orange student groups and adjust as needed. Share Mid-Year LCAP Report with staff and educational partners to highlight progress and gather feedback. Use data to guide instructional adjustments and ensure alignment with LCAP goals. Importance: Adhering to CSI and DA SMART Goals ensures accountability, measurable progress, and improved student outcomes. Transparent data analysis strengthens collaboration with staff, parents, and the community. February 11, 2026 – LREBG & Year-End LCAP Focus Discussed key points: LREBG funds are supporting intervention programs and additional personnel for academic and social-emotional support. Dashboard data is regularly reviewed to track progress on LCAP goals and actions. Focus on Goal 1.3 (CSI) – tutoring and credit recovery to keep students on track for graduation. Goal 1.2 (DA) interventions continue for underperforming student groups in Math and EL. Social-emotional well-being is prioritized through counseling, SEL programs, and wellness supports. Monitoring credit completion and preparing students for upcoming CAASPP testing ensures academic success and on-time graduation. Next Steps: Maintain and document interventions tied to LREBG funding. Continue data review to adjust strategies and supports.

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Educational Partner(s)	Process for Engagement
	Share progress via LCAP Mid-Year Reports with staff and educational partners. Ensure students receive targeted academic, social-emotional, and college/career readiness supports through year-end. Importance: Aligning interventions with LCAP goals ensures transparency, accountability, and measurable outcomes while supporting academic and social-emotional success, CAASPP readiness, credit completion, and graduation.
Administrators/Principals	August 8, 2025 Reviewed LCAP 2025–2026: school's 3-year strategic plan guiding resource allocation, student supports, and accountability Informed by input from families, staff, students, and community; aligned with state priorities and funding requirements LCAP Goals: Increase Academic Progress, Improve College & Career Readiness, Increase Student Retention, Expand Educational Partner Engagement Key Programs: CSI (Comprehensive Support & Improvement) using Plan–Do–Study–Act model, Intensive Tutoring (50% participation target by LP7) Supplemental & Concentration funds support academic interventions, SEL, counseling, college/career programs, and student engagement Monitoring & Evaluation: data dashboards, infographics, site-specific expenditure trackers, ongoing educational partner feedback Next Steps: share LCAP info with teams, prepare BOP materials for families, track site-level budgets CSI meetings scheduled: Aug , 2025 (LP2) and March, 2026 (LP7) to review tutoring and progress September 29, 2025 Discussed the new LREBG funds in Q2 PAC/ELAC agenda before December board meeting; share purpose, expenditures, and obtain parent feedback/approval LCAP Mid-Year Reports to be presented December 2025, including progress, expenses, and metrics (L1–LP5) Draft SARC reports shared with site admin for review

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Educational Partner(s)	Process for Engagement
	Site leadership to align actions, resources, and communication with LCAP goals; reflect on successes, challenges, and staff engagement Key discussion questions for site leaders: LCAP goals shared with staff and method of sharing Recent decisions supporting LCAP goals and outcomes Tracking progress and evidence/metrics Alignment of site expenditures with LCAP goals and expected student outcomes Staff involvement and feedback in LCAP process Strategies to support underperforming student groups LCAP Goals & Action Implementation (July–Oct 2025): CSI Tutoring (Action 1.3) SMART Goal: 50% increase LP2–LP7; data review and protocol meetings Differentiated Assistance (Action 1.2) SMART Goal: AIMS Statement for Red/Orange student groups; collaboration with County Office of Education November 10, 2025 SARC Report: Sent to Board, posted on school website by Feb 2026 (2023–24 data). Includes staffing credentials, student demographics, achievement data, counseling ratios, PD; narrative draft coming soon. LCAP Mid-Year Report: Shows implementation of Strategic Plan and impact on student outcomes. Metrics include credit completion, tutoring, graduation, NWEA; expenses tied to LCAP goals. Key LCAP Actions: 1.2 DA: SMART Goal supporting EL, LTEL, Low-Income, Foster Youth in Math 1.3 CSI: SMART Goal for intensive tutoring to increase credit completion, graduation, and engagement 1.8 LREBG: Intervention programs and support personnel; targeted use of funds to enhance learning and student outcomes LCAP Survey: Board reviews participation and feedback; informs goal-setting LREBG Needs Assessment (Oct 13, 2025): Fishbone activity to identify students in greatest need and align interventions (ELA, Math, Chronic Absenteeism, NWEA). Supports use of LREBG funds for tutoring, SGI, SRS support, and engagement incentives

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Educational Partner(s)	Process for Engagement
	Next Steps: Action 1.8 added to Mid-Year LCAP Report after review by Charter admin teams March 2, 2026 LCAP Drafts & Ed Partner Collaboration: Share drafts with educational partners before Board approval; dates: May 2026 Annual Survey window closes March 5, 2026; results to be shared with partners. Progress Updates – Fall 2025: Goals and actions implemented across departments LREBG Funds requirement met; Action 1.8 added (intervention programs/support personnel) Mid-year reporting completed for Action 1.2 (DA) and 1.3 (CSI) Needs assessment completed via Fishbone Activity; educational partner input collected Upcoming Spring 2026 Requirements: Report student & school progress, Dashboard data, and educational partner feedback Gather authentic input from students, staff, and parents to inform 2026–27 LCAP Narrative required to show how partner input influenced continuation of goals/actions LCAP Required Actions & Focus Areas: Goal 1.1: EL Program progress (ELPI, LTEL, NWEA Reading/Math) Goal 1.2: DA SMART Goal – Math interventions Goal 1.3: CSI SMART Goal – tutoring for credit completion & graduation Goal 1.7: EL Professional Development (CABE) Goal 1.8: LREBG interventions/support personnel LCFF Self-Reflection Priorities: Priority 1: Teachers, curriculum, facilities Priority 2: State Academic Standards implementation Priority 3: Parental involvement & family engagement (relationships, partnerships, input) Documentation & Review: Local Indicator Reports (24–25) reviewed for all Charters

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Educational Partner(s)	Process for Engagement
Students	August 13, 2025 A student meeting was held to share the 2025–2026 LCAP, including updates on Comprehensive Support & Improvement (CSI) and CCSPP Grant initiatives. Discussions focused on Educational Partner Engagement and emphasized the importance of collecting student feedback to help shape school goals, priorities, and services. November 5, 2025 A student meeting was held to review LCAP progress and Academic Recovery efforts, including Improvement Plans for CSI and Differentiated Assistance (DA). The school's focus on increasing graduation rates and supporting targeted student groups was reaffirmed. Updates were also provided on Accountability and Reporting, as well as Community School supports through the CCSPP Grant. Students were encouraged to participate in the Annual LCAP Survey, launched in November 2025. February 11, 2026 A student meeting was held to share LCAP milestones from Fall 2025 and review California School Dashboard data. Meaningful student feedback was gathered to inform the 2026–2027 LCAP. Updates were provided on the CCSPP Grant plan and the Golden State Pathway Program. The posting of the 2024–2025 School Accountability Report Card (SARC) on the school website in February, 2026, was noted. The importance of student input regarding school progress and the allocation of grant funds was further emphasized.
SELPA/Special Education Local Plan Area	Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. The Fresno County Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. The Fresno County Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members.

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Educational Partner(s)	Process for Engagement
	Dropout (and Graduation), post-secondary outcomes data for special education students are reviewed in a collaborative process with the Fresno County Charter SELPA. Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the Fresno County Charter SELPA. Classified and Certificated Staff training related to special education students is provided by the Fresno County Charter SELPA as needed and requested. The Fresno County Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC). The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.
School Board	August 28, 2025 Presented Finance Update and Financial Reporting for the 2025–2026 school year School is starting in a strong financial position, able to support educational programs, resources, and staffing Budget planning is aligned with LCAP goals and student needs Ongoing monitoring of ADA funding and expenditures to ensure fiscal responsibility Funds are being strategically allocated to sustain academic programs, interventions, and student services Continued focus on transparency, accountability, and compliance with fiscal guidelines Financial outlook supports long-term stability and continued student success Principal shared a positive start to the school year, with systems and supports in place

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Educational Partner(s)	Process for Engagement
	Staff are prepared, trained, and ready to deliver instruction aligned to LCAP goals Emphasis on implementing key goals and actions to support student achievement and engagement School is focused on creating a strong learning environment from the start of the year Continued commitment to student success, engagement, and academic progress Looking forward to a successful school year with clear direction and aligned efforts across all staff December 4, 2025 Financial Report was presented, including an overview of student ADA funding and current availability Confirmed that funds are being allocated and monitored in alignment with fiscal guidelines and compliance requirements Expenditures are strategically planned to support LCAP goals and student outcomes Ongoing budget tracking ensures transparency, accountability, and responsible use of resources The school remains in good financial standing, with resources aligned to support academic programs and student services Principal Report provided updates on student enrollment and ADA, reflecting current attendance trends Reviewed progress on credit completion and graduation rates, highlighting ongoing efforts to keep students on track Shared updates on student activities, programs, and sports, promoting engagement and school connectedness Emphasized that student engagement remains a priority to support academic success and retention Confirmed that LCAP funds are being used appropriately to support academic programs, interventions, and student services aligned to school goals Overall focus remains on supporting student achievement, engagement, and successful graduation outcomes Presented Mid-Year 2025–2026 LCAP Monitoring Report, highlighting that overall progress on LCAP goals and actions is on track

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Educational Partner(s)	Process for Engagement
	Narrative reflects how implementation of the Strategic Plan (LCAP) is positively impacting student outcomes Reviewed key mid-year metrics: credit completion, tutoring participation, graduation progress, and NWEA performance Shared updates on expenditures aligned to LCAP goals, ensuring responsible and strategic use of funds Action 1.2 (DA): Ongoing support for EL, LTEL, Low-Income, and Foster Youth students, with focus on improving Math outcomes Action 1.3 (CSI): Intensive tutoring efforts increasing student engagement, credit completion, and progress toward graduation Action 1.8 (LREBG): Funds supporting intervention programs and additional personnel to enhance academic achievement and student supports Overall, LREBG funds are being planned to strategically utilized to enrich learning opportunities and strengthen student success February 26, 2026 Financial Report was presented, including an overview of student ADA funding and current availability Progress is on track and meeting expectations, with the school positioned to meet all financial obligations Funds are being allocated and monitored in alignment with fiscal guidelines and compliance requirements Expenditures are strategically planned to support LCAP goals and student outcomes Ongoing budget tracking ensures transparency, accountability, and responsible use of resources The school remains in stable financial standing, supporting academic programs and student services aligned to priorities Principal Report highlighted that student success continues, with staff maintaining strong efforts to support achievement and keep students on track Provided updates on student enrollment and ADA, reflecting ongoing attendance trends Reviewed progress on credit completion and graduation rates, emphasizing continued support for student success Shared updates on student activities, programs, and sports, promoting engagement and school connectedness

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Educational Partner(s)	Process for Engagement
	Reinforced that student engagement remains a priority to support retention and academic progress Confirmed that LCAP funds are being used appropriately to support academic programs, interventions, and student services WIOA Report: The school continues to effectively meet the academic needs of adult students, providing flexible support as they balance responsibilities such as work and family, ensuring they remain on track toward their educational goals Presented California Dashboard Report, reviewing key performance metrics and student outcomes Dashboard data is regularly shared with educational partners to ensure transparency and accountability Noted growth across multiple metrics, demonstrating progress in key areas Acknowledged that while progress is evident, performance has not yet met state standard levels Emphasized that the school is closely analyzing Dashboard data to identify areas of need Data is used to inform LCAP goals, actions, and targeted interventions to improve student outcomes Continued focus on closing achievement gaps and supporting all student groups toward meeting state standards
Public Comment	5-4-26 through 5-22-26, the public comment period provided parents and members of the public the opportunity to submit comments regarding specific actions and expenditures proposed in the 2026-2027 LCAP.
Public Hearing	5-28-26 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	5-28-26 The governing board adopted the 2026-2027 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.
Budget Adoption and Local Indicator Report	5-28-26 The governing board adopted the 2026-2027 Budget, and they were presented with the Local Indicators Report.

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

Educational Partner Influence on the 2026–2027 LCAP

The 2026–2027 LCAP was developed through a collaborative and interactive process with educational partners, ensuring that goals, actions, and LCFF fund allocations reflect student needs as identified through metrics, local indicators, and ongoing feedback. Communication throughout the year has been two-way, open, and supportive, allowing parents, students, staff, administrators, and board members to actively contribute to the plan's development and updates.

Parents: Feedback gathered through ELAC, PAC, parent meetings, and the Annual LCAP Survey affirmed strong support for the school's decisions and direction. Parents expressed appreciation for staff dedication and support, and highlighted the need for expanded math support, tutoring, extracurricular activities, and Spanish-language resources. These insights shaped LCAP Goals #1.1, #1.2, #1.3, and #1.5.

Students: During Student Voice meetings and the Annual Survey, students expressed appreciation for staff collaboration, accountability, and academic support, noting that teachers foster positive connections while guiding student progress. Students also shared suggestions for extracurricular activities, culinary programs, and better communication about field trips, which informed Goals #1.5 and #2.1.

Administration: Administrators regularly review data and metrics, engaging in open discussions to address challenges such as credit completion and attendance, and collaboratively develop action plans. Their commitment is reaffirmed by Annual Survey results and ongoing collaboration with staff and parents, influencing Goals #1.2 (Differentiated Assistance) and #1.3 (CSI Tutoring).

Teachers: Staff meetings, professional development, and PLCs provided opportunities for teachers to give input and support school improvement. Teachers feel appreciated, valued, and engaged, contributing to decisions that enhance student outcomes. Their feedback on SEL, student engagement, and instructional programs informed Goals #1.2, #1.3, and #2.1.

School Board: Board members provided oversight through regular updates, asking important questions to hold administration and staff accountable, while expressing strong support for the school's programs. They were encouraged by the progress in student outcomes, including English Learner supports, credit completion, and post-secondary readiness, supporting Goals #1.1, #1.8, and #2.1.

Public Input: Opportunities for public feedback were provided at board meetings, reinforcing transparency and accountability. While no formal public comments were submitted, the process remains open to community participation.

Conclusion: The adopted LCAP reflects the collective input of all educational partners, demonstrating a shared commitment to student achievement, social-emotional well-being, credit completion, and college/career readiness. Feedback from parents, students, staff, and board members directly influenced updates, additions, and resource allocation, ensuring the plan is responsive and actionable.

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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Progress: This is a focus goal for increasing academic progress for all students, especially our English Language learners, low-income and foster youth, who struggled during the previous year. In the next three years, we will have mitigated the negative impact learning loss had on our students, and we will see improvement in our NWEA, EL reclassification, credit completion and graduation rates.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

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An explanation of why the LEA has developed this goal.

As a result of our CSI status and our analysis on key state and local data, we determined the need for a focus goal on academic performance for all our unduplicated students. This new goal specifically addresses low key metrics such as the English Learner reclassification rate, credit completion, and graduation for our student groups. We looked at our student group data, which reveal performance gaps between the "All Student Group," and the unduplicated students. Our students also take the NWEA MAP assessment, and we measure academic growth from year to year in this way. This year, performance gaps among student groups were also revealed, using that assessment. We understand the gaps that need to be closed for our students, and this focus goal was carefully designed to support their academic needs with targeted interventions and tutoring.

We sought the consultation of our educational partners, and involved them the LCAP process, which we believe promotes positive engagement, buy-in and trust. We know that additional tutoring, interventions, and counseling support will help address the learning loss over the next few years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers are highly qualified– Priority 1	89%	95%	95%	100%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	Data Year: 2024-25 Data Source: Internal HR Tracking	Data Year: 2024-25 EOY Data Source: Internal HR Tracking	Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	
1.2	Teachers are appropriately assigned – Priority 1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Trackin	100% Data Year:2024-25 Data Source: Internal HR Tracking	100% Data Year:2024-25 EOY Data Source: Internal HR Tracking	100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference
1.3	Reading – Lexile Growth – local metric	All: 966.65 EL: 774.22 LTEL: 766.26 FY: 839.03 LI: 956.98 SWD: 785.68 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 969.39 EL: 810.21 LTEL: 828.32 FY: 862.20 LI: 973.01 SWD: 778.05 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1078.58 EL: 871.29 LTEL: 881.28 FY: 943.03 LI: 1078.54 SWD: 919.77 Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1120 EL: 1120 LTEL:1120 FY: 1120 LI: 1120 SWD: 1120 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +111.93 EL: +97.07 LTEL: +115.02 FY: +104.00 LI: +121.56 SWD: +134.09
1.4	Mathematics -Quantile Growth - local NWEA	All: 834.87 EL: 644.48 LTEL: 600.99 FY:775.59 LI: 817.12 SWD:623.09 Data Year: 23-24 LPs 1-7	All: 803.25 EL: 623.49 LTEL: 631.63 FY: 738.13 LI: 808.98 SWD: 536.75 Data Year: 2024-25 LPs 1-7	All: 929.39 EL: 743.44 LTEL: 746.52 FY: 734.83 LI: 927.79 SWD: 702.83 Data Year: 2025-26	All: 820 EL: 820 LTEL:820 FY: 820 LI: 820 SWD: 820	All: +94.52 EL: +98.96 LTEL: +145.53 FY: -40.76 LI: +110.67 SWD: +79.74

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: NWEA reports on PowerBI	LPs 1-7 Data Source: NWEA reports on PowerBI	Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	
1.5	Average Credit Completion – local metric	All: 3.39 EL: 4.13 FY: 2.37 LI: 3.45 SWD: 3.42 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.70 EL: 4.28 FY: 3.65 LI: 3.71 SWD: 3.76 Data Year: 2024-25LPs 1-7 Data Source: Internal Data+Design	All: 4.13 EL: 5.29 LTEL: 5.37 FY: 3.42 LI: 4.12 SWD: 3.67 Data Year: 2025-26 LPs 1-7 Data Source: Internal Data+Design	All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.74 EL: +1.16 LTEL: (w/o comparison) FY: +1.05 LI: +0.67 SWD: +0.25
1.6	English Learner Reclassify - Priority 4	6% Data Year: 23-24 LPs 1-7 Data Source: Internal	3% Data Year: 2024-25 Data Source: Internal Calculation	9% Data Year: 2024-25 EOY Data Source: Internal Calculation	8.6% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	+3%
1.7	EL Annual Progress on ELPI -Priority #4	24.1% ELPI Red Data Year: 2023 Data Source: CA Dashboard	ELPI 33.8% Orange Status Increased 9.7% LTEL - 34.7%, Orange Status, Increased 9.8%	ELPI 42.5% Yellow Status Increased 8.7% LTEL - 43.7%, Yellow Status, Increased 9%	Moderate Growth on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Increased 8.7% LTEL - Increased 9%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: CA Dashboard 2024	Data Year: 2025 Data Source: CA Dashboard 2025		
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 95.8% EL: 97.0% FY: ** LI: 95.1% SWD: 100% Homeless: ** AA: ** AS: ** H/L: 96.2% WH: 93.1% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 95.5% EL: 98.2% FY: ** LI: 95.2% SWD: 89.5% Homeless: ** AA: ** AS: ** H/L: 97.7% WH: 94.3% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 96.1% EL: 98.5% FY: ** LI: 96.3% SWD: 100.0% Homeless: 85.7% AA: 100.0% AS: 85.7% H/L: 94.2% WH: 96.8% LTEL: 98.5% Data Year: 2025 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 96% EL: 96% FY: 96% LI: 96% SWD: 96% Homeless: 96% AA: 96% AS: 96% H/L: 96% WH: 96% LTEL:96% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +0.30% EL: +1.50% FY: (w/o comparison) LI: +1.20% SWD: No Difference Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: -2.00% WH: +3.70% LTEL: (w/o comparison)

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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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress in meeting the following goal: Increase academic progress.

Action 1.1: English Learners support staff, interventions, and materials.
Implementation Status: 4 - Full Implementation
CVSII carried out the planned actions for this goal by prioritizing targeted academic and language development support for English Learners (ELs) and Long-Term English Learners (LTELs). A Spanish-speaking EL paraprofessional, in collaboration with tutors and classroom teachers, provided Small Group Instruction (SGI) in ELA and Math, with lessons designed using the EDGE and CODE curricula to promote language acquisition and ensure access to grade-level content. Additional supports for LTEL students included individualized skill development through IXL, one-on-one academic assistance, and consistent progress monitoring to inform instructional adjustments. The school also sustained its investment in supplemental resources, including reference materials and technology, to enhance instructional support.
There were no substantive differences between the planned actions and the actual implementation.

Actions 1.2: All academic interventions and program materials.
Implementation Status: 4 - Full Implementation
CVSII implemented a targeted intervention program to support students needing additional assistance in English literacy and mathematics. Students receive Small Group Instruction (SGI) as well as on-campus intervention classes in Math and English, with curricula specifically designed to help them achieve grade-level proficiency. Additional resources, including computers and supplemental materials, have been provided to further enhance student learning. Tutors and paraprofessionals collaborate with classroom teachers to deliver focused, individualized support.
No substantive difference in the planned action compared to the actual implementation.

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Action 1.3: Tutoring and supports for students.
Implementation Status: 4 - Full Implementation
CVSII implemented the articulated goal by following our Comprehensive Support and Improvement (CSI) Plan and continues to improve strategies to increase participation in tutoring. Students receive Small Group Instruction (SGI) as well as on-campus intervention classes in Math and English, with curricula specifically designed to support grade-level proficiency. Additional resources, including computers and supplemental materials, have been provided to further enhance student learning. Tutors and paraprofessionals collaborate with classroom teachers to deliver targeted academic support.
No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 4 - Full Implementation
CVSII currently employs five counselors, a school psychologist, and four student retention support specialists. This team collaborates closely with each student’s supervising teacher to provide support in attendance, social-emotional development, credit completion, graduation planning, and post-secondary readiness. This year, counselors have focused particularly on 9th and 12th graders helping incoming 9th graders get on track for on-time graduation and ensuring 12th graders have individualized post-secondary plans.
No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: 4 - Full Implementation
CVSII implemented a successful incentive program designed to motivate students, foster ownership of their academic progress, and strengthen their connection to the school community. The program recognizes students who make progress toward earning 4.0 or more credits during each learning period and also supports the development of strong student-teacher relationships. Students have opportunities to participate in experiential learning trips across the United States and abroad, offering meaningful, real-world experiences. Throughout the year, the school hosts events such as Back-to-School Night, college support workshops, and seasonal celebrations. Seniors engage in annual traditions, including the graduation ceremony, Senior Day, and Grad Day, creating memorable milestones for their achievements. Students also have access to a variety of extracurricular activities, including sports clinics and on-campus student groups.
No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Implementation Status: 4 - Full Implementation
CVSII continues to hire fully credentialed teachers and monitors their assignments each year to ensure there are no mis-assignments. New teachers are paired with a mentor who provides guidance and support throughout the year.
No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Professional Development for English Learners.
Implementation Status: 4 - Full Implementation
CVSII achieved significant progress in implementing this goal. This year, several staff members supporting English Learners (ELs) attended workshops at the CABE Conference, bringing back effective strategies to share with the broader school team. All teachers, tutors, and paraprofessionals continue to apply SDAIE strategies to enhance EL student learning. In addition, staff have ongoing access to professional development opportunities, both internal and through the Fresno County Superintendent of Schools.
No substantive difference in the planned action compared to the actual implementation.

Action 1.8: LREBG - Intervention programs and support personnel to support students
Implementation Status: 3 - Initial Implementation
CVSII has received LREBG funds and is in the initial planning stages. We have reviewed student needs and analyzed relevant data to identify target areas for intervention. These funds will be used to provide additional professional development, strengthen instructional strategies and student engagement, expand tutor support, close learning gaps for EL, LTEL, FY, and LI students, and enhance intervention programs such as tutoring and small group instruction. Social-emotional supports will also be strengthened to ensure students are engaged, supported, and on track for on-time graduation.

Overall Successes: Our school continues to see successes in the actions outlined in this goal, with no substantive difference between the planned actions and their actual implementation. We provided a rigorous academic program with strong, built-in intervention supports and placed increased focus on both 9th-grade onboarding and post-secondary planning for 12th graders. Educational staff received targeted professional development in Professional Learning Communities (PLCs), literacy across content areas, and curriculum updates.
To support student success, we emphasized academic interventions and materials, with particular attention to strengthening Tier 1 support in grade-level Math and English Language Arts courses. This work is especially critical given the low number of students currently meeting A-G

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requirements. In addition to monitoring NWEA growth data, our ELA teams began integrating Interim Assessment Blocks (IABs) for 11th-grade students to identify learning gaps prior to state assessments.
As next steps, we plan to refine Tier 1 supports to help more students stay on the A-G track, building on the successful model developed in our math curriculum. These efforts have contributed to increases in both credit completion and daily attendance.

Overall Challenges: One of the challenges our school faced was ensuring the delivery of the most effective instructional strategies in ELA, Mathematics, and Science to provide students with high-quality, standards-based learning. Ongoing collaboration with FCSS, along with training in the PLC process, has helped foster a schoolwide shift toward a greater focus on student learning, collaborative practices, and results guided by shared decision-making. Past support has included exploring the Math, ELA, and NGSS Frameworks and participating in coaching sessions focused on effective pedagogical practices. As we work to build a shared understanding of the skills most relevant for the workforce, post-secondary education, or military service, a key challenge for 2026–2027 will be refining instructional practices to strengthen 21st-century skills. Challenges in recruiting and retaining highly qualified teachers further complicated our efforts. However, our dedicated team of teachers, tutors, and paraprofessionals responded quickly to fill gaps and meet students' needs. While earlier implementation of oversight systems to track key data points, such as graduation rates and EL student progress, could have been improved, we are now seeing positive outcomes as these systems are established and interventions are enacted promptly.

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.

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There were no real material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, because actual expenditures were greater than budgeted expenditures and principally directed towards our English Language Learners, low-income, and foster youth students. We were able to meet our budgeted expenditures, as shown in the 2025-2026 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF and LREBG funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1: English Learners support staff, interventions, and materials.
Effectiveness of Action: 3 –Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement: An in-depth review of this action and the data presented in the metric section above indicates positive growth for our English Learners (ELs) and Long-Term English Learners (LTELs). Our ELPI status improved to 'Yellow' at 42.5%, reflecting a 8.7% increase, while LTEL status rose to 'Yellow' at 43.7%, showing an increase of 9%. The reclassification rate increased by 3 percentage points to 9%,

and our EL student group demonstrated strong academic growth, with NWEA reading scores increasing by 97.07 points compared to the previous year. These outcomes indicate that our actions are having a meaningful and positive impact on student learning. Through a collaborative needs assessment, we identified that while the EDGE and CODE curricula are being implemented, more strategic and individualized use is needed to meet the specific needs of EL students. Additional professional development is expected to strengthen curriculum implementation and further improve outcomes for English Learners. There is a clear correlation between consistent interaction with highly qualified professionals and student success. To support this, EL paraprofessionals have been integrated into Small Group Instruction (SGI) classes to provide targeted academic support. EL staff offer individualized intervention appointments for both EL and LTEL students, with progress monitored through the Individualized English Language Development Plan (IEDLP) and Reclassified Fluent English Proficient (RFEP) Monitoring Forms. To further strengthen support structures, we have increased appointment availability and designated specific days for focused interventions. Additionally, our ELD Team meets regularly to review instructional practices, monitor student progress, and coordinate interventions that continue to promote EL achievement.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: 2 – Somewhat Effective
Metric: NWEA MAP
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows that our NWEA scores increased this year by 111.93 points in Reading and 94.52 points in Math. We've noticed that Small Group Instruction (SGI) continues to have a positive impact on student achievement due to its constructivist approach, fostering deeper learning through collaboration and individualized support. Research and our own data indicate a clear correlation between small-group learning and improved academic outcomes, and we expect these gains to be sustained or even accelerated through continued use of this effective intervention. Our team continues to refine and improve our strategies and approaches to address student learning, leveraging the structural and programmatic enhancements we've implemented to strengthen our academic program. At the core of this strategy is the consistent implementation and monitoring of evidence-based interventions, including one-on-one tutoring, differentiated instruction, and SGI, ensuring that all students receive targeted support tailored to their needs. We anticipate that these ongoing improvements will lead to measurable growth in student performance.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: 3 –Effective
Metric: Credit Completion Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows our credit completion rate increased by 22% compared to the baseline. This growth reflects meaningful progress, and we successfully met our target of 4.0 credits per Learning Period (LP). Moving forward, our focus is on maintaining this level of performance by continuing best practices. To support sustained success, our collaborative CSI/DA Team will continue implementing a SMART goal focused on increasing credit completion through intensive tutoring. Our CSI/DA PLC teams comprising tutors, paraprofessionals, and administrators continue to use the PDSA (Plan-Do-Study-Act) model to review data, assess current practices, and collaboratively refine interventions to improve credit completion and graduation rates. By strengthening our whole-school approach and functioning as a Professional Learning Community (PLC), we aim to make greater progress moving forward. Data shows that students who receive tutoring earn approximately 1–3 more credits per LP than those who do not, demonstrating the effectiveness of this targeted intervention. School leadership reviews PLC data each LP to ensure fidelity of implementation, and tutoring attendance data is shared with staff as well as presented to PAC/ELAC. This approach fosters a

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culture of data-driven continuous improvement and strengthens the delivery of individualized academic interventions that support increased credit completion and graduation rates.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: 3 –Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows that our one-year graduation rate is 96.1%, a 0.30-point increase from our baseline. The strategies outlined in this action have proven highly effective, and we will continue implementing them with fidelity while making targeted adjustments next year to further meet student needs. Many of our students enroll as adults or arrive more than a year behind, presenting unique academic and support challenges. To address these needs, School Counselors work closely with students in grades 9–12, providing academic planning, social-emotional support, and college and career readiness guidance. Counselors deliver individualized grade-level advice, help students develop personalized post-secondary plans, and actively engage seniors in our A-G Group, which provides step-by-step guidance through the college application process. Additionally, counselors lead financial aid workshops to ensure successful completion of the FAFSA and CA Dream Act applications. School Counselors collaborate strategically with administrators, Supervising Teachers, school psychologists, Student Retention Specialists, and Community Liaisons to deliver a comprehensive support system. Together, they plan and implement high-impact school-wide events such as College and Career Fairs, field trips, and guest speaker presentations. Counselors also respond proactively to crises and serve as Foster and Homeless Youth Liaisons, providing consistent support to these and other special populations, including pregnant and parenting youth, juvenile justice-involved students, and newcomers.

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Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: 3 –Effective
Metric: Credit Completion Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows a 22% increase in credit completion. We met our target of averaging 4.0 credits per Learning Period, demonstrating positive growth in student achievement. The Actions implemented, including a comprehensive incentive program with strong staff and student engagement, were effective in supporting this outcome. Moving forward, we will continue these best practices to maintain our performance and ensure sustained success in credit completion. Our team is committed to systematically monitoring which strategies most effectively motivate students to increase credit completion, particularly those tied to meaningful enrichment opportunities. While academic progress remains our top priority, we also recognize the critical role of fostering a strong sense of community and belonging. To support this, we organize engaging activities such as Back-to-School events, Spirit Week, and our annual Community events. The incentive program recognizes key academic milestones, including academic achievement, attendance, and graduation, ensuring students remain motivated and engaged. Additionally, we continue to expand experiential learning opportunities, including college tours, workforce and career development activities, and arts and music field trips, providing students with a well-rounded, enriching educational experience.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: 3 –Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: A thorough review of our staffing and supports confirms that all teachers are highly qualified and appropriately assigned. New teachers receive comprehensive, year-long support through mentorship, participation in Professional Learning Communities (PLCs),

and required LifeLong University training. They also have access to a wide range of internal and external professional development opportunities, ensuring they are fully equipped to meet the diverse needs of our students and deliver high-quality instruction.

Action 1.7: Professional Development for English Learners.
Effectiveness of Action: 3 –Effective
Metric: English Learner Progress Indicator
Analysis Statement: A thorough analysis of the action metrics outlined above shows that our ELPI status increased to 'Yellow' at 42.5%, reflecting a 8.7% growth. Additionally, our reclassification rate rose by 3 percentage points, exceeding our expected outcome of 8.6% by 0.4%. Through a collaborative needs assessment, we identified the need for a Professional Learning Community (PLC) task force focused on strategies to further improve EL student performance. Professional development targeting the needs of English Learners (ELs) remains a top priority. Within our PLC framework, staff engage in a continuous cycle of improvement, refining instructional practices, analyzing data, and participating in targeted professional learning. This includes a dedicated ELD PLC that meets regularly, annual attendance at the CABE Conference, and participation in the Multilingual and Multicultural Summit, which provides virtual training on newcomer support and data-informed instruction. To strengthen instructional support, we established an ELD Team composed of administrators, teachers, EL paraprofessionals, and tutors. This team regularly monitors student progress, evaluates instructional practices, and implements adjustments to ensure all EL students receive effective, targeted support.

Action 1.8: LREBG - Intervention programs and support personnel to support students
Effectiveness of Action: 2 – Somewhat Effective
Metric: 1.3 Reading Lexile and 1.4 Mathematics Quantile
Analysis Statement: We will support our students who struggle with academic performance by providing intervention programs and support personnel to address their learning gaps. LREBG funding is directed towards academic and socioemotional interventions for all students as needed. The needs assessment substantiated findings from the 2024 Dashboard related to low academic performance in mathematics and English Language Arts. A review of state and local data, such as NWEA Map results, indicates that our students have average initial NWEA MAP scores at the following grade level: 1078.58 = 6th grade level in Reading and 929.39 = 5th grade level in Mathematics. This action directly addresses the need to engage students with comprehensive interventions and academic support in order to improve their learning gaps. This action aligns with the allowable uses of LREBG funds in the areas of learning recovery programs to increase proficiency, tutoring, as well as others listed in the grant. Studies have shown that students who participate in tutoring and other socioemotional supports are more likely to realize gains in their academic performance. Additionally, research shows that students who engage in mathematics intensive tutoring demonstrate an increase in math scores by 0.19 to 0.31 standard deviations. We will monitor our students' participation in tutoring each learning period and use NWEA scores to assess performance.

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

Action 1.2: All academic interventions and program materials.
This action was limited in its effectiveness, based on the intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, we identified that student participation in the NWEA needs to be 95% or higher, and 60% of students will meet their annual growth target. The ineffectiveness of this action was due to students

not being placed in intervention programs and the need for Small Group Instruction Courses. Student NWEA performance will be used to place students in courses, and students will be tested twice per year to monitor growth.These modifications will ensure that Differentiated Assistance low performing subgroups on the ELA and Math are being supported in their coursework, graduating students are able to complete their courses to graduate, and students will be able to meet their post-secondary goals.

Action 1.8: LREBG - Intervention programs and support personnel to support students
Following a collaborative evaluation and needs assessment, we identified opportunities to strengthen the connection between NWEA MAP results and student performance in English Language Arts and mathematics. We recognize the importance of engaging students with comprehensive interventions and academic support in order to improve their learning gaps, including strengthening social-emotional supports to ensure students are engaged, supported, and on track for on-time graduation. Moving forward, possible adjustment will be to implement additional professional development, strengthen instructional strategies and student engagement, expand tutor support, close learning gaps for EL, LTEL, FY, and LI students, and enhance intervention programs such as tutoring and small group instruction. Next steps include monitoring students' participation in tutoring each learning period and use NWEA scores to assess performance.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Upon reviewing our local and state assessment data broken down by subgroup data, CVSII has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment CVSII has found that our English learner students need additional support and scaffolds to be successful. CVSII will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner in order to meet the linguistic and academic goals at their grade level as	$1,160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		identified by their level of proficiency. EL's participate in Newcomer programs, Structured English Immersion or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students. Using real time tracking, student language proficiency and academic progress will be monitored and we expect that their ELPAC scores, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.		
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. This action will address the following reds on the CA Dashboard: ELA: All students, Hispanic, low-income Math: All students, English learners, Hispanic, low-income Eligibility for Differentiated Assistance: EL: ELA, Math, (Priority 4) Hispanic: ELA, Math, (Priority 4) LI: ELA, Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level: Reading: EL: 774.22 = 4th grade level LI: 956.98 = 6th grade level Math: EL: 644.48 = 4th grade level LI: 817.12 = 6th grade level	$2,820,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		To meet these needs, the LEA will provide the following: • Professional development for targeted instruction in small group settings. • English Intensive, Algebra SGI, and an appropriate diagnostic Online Learning Platform. • Access to other effective intervention programs As demonstrated in the Identified Needs and Metrics sections, State and local assessments in ELA and Math indicate that some of our lowest performing students are the English Learners, low-income and foster youth student groups when compared to the All student group. Based on a local needs assessment and to address this gap, academic interventions will be provided for our English Learners, low-income and foster youth students struggling with academic proficiency in order to help them improve their skills. This will be done through targeted instruction in small group or individual settings with the use of effective intervention programs/curriculum. Local data shows that when the identified students participate in academic interventions, they see improvement in making their growth goals. We expect that these actions will be effective at increasing students' mathematics and reading scores on State and Local assessments. The intervention is designed to meet the most associated with the needs of LI, students. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect our NWEA scores to increase 5 points each year.		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan, • Tutors are available for additional support • Intensive tutoring for credit completion • Improve tutor-student relationship to increase participation. • Access to tutors is both virtual and in-person	$795,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Some of our lowest credit completion rates and graduation rates are among the low-income, foster youth, and English learner student groups, as demonstrated in the Identified Needs and Metric section. To address the achievement gaps, tutors will provide support for our English learners, low income and foster youth students who are also students with disabilities and credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in-person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards credit recovery and graduation. We expect that these actions will increase credit recovery and graduation rates for our English Learners, low income and foster youth student groups who are also students with disabilities. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase .75 points each year.		
1.4	Counseling students towards graduation and materials	Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment. • Provide additional training on the Multi-Tiered, Multi-Domain Systems of Support (MTMDSS). MTMDSS provides tiered levels of school counseling instruction and data-driven intervention services that help address the needs of students in the areas of academic, college/career, and social/emotional development. • Counselors help address obstacles to graduation. • Additional counselors reduce the counselor-to-student ratio and allow for equity and improved access to resources.	$595,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Some of our lowest graduation rates are among the English learners, low-income and foster youth student groups, who are also students with disabilities, when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. We examined the root causes for low graduation rate using a fishbone protocol and determined that counseling was a critical factor. To address these performance gaps, counselors will provide additional counseling and social-emotional supports for English Learners, low-income and foster youth students identified as students with disabilities. The additional counselors will be principally directed to promote high expectations and provide guidance towards graduation. Counselors will connect on a weekly basis with high needs students, to help meet social-emotional needs using training programs such as Hatching Results and Imago lessons, which promotes intrinsic motivation and guides students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis. This action will increase graduation rates for our English learners, low-income, foster youth and students with disabilities at the rate of 1% each year.		
1.5	Student activities that increase learning efforts	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the following: • Improve the relationships between staff and students to increase school participation and engagement. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress • Enrichment experiences and field trips.	$70,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		As demonstrated in the Identified Needs and Metrics sections, the English Learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited celebrations, field trips and enrichment experiences. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis. We anticipate from these actions and support services to see an increase up to 4 credits per learning period.		
1.6	Teachers and staff are qualified and appropriately assigned	All special education students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. All student groups will be served by this as well. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements. All students with disabilities will be provided a free, appropriate, public education, including all required designated instructional services outlined in their Individualized Education Plan as well as required by the education code and related regulations.	$0.00	No
1.7	Professional Development to Support English Learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Professional development for implementing the EL Tool Kit.	$5,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		• Professional development for effective EL strategies, such as SIOP. • Paraprofessionals in ELD SGI classes trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops and conferences for staff. Our English Language learners reclassification rate are below the state average, and will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. To address this need, they will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel.		
1.8	LREBG - Intervention programs and support personnel to support students	We will support our students who struggle with academic performance by providing intervention programs and support personnel to address their learning gaps. LREBG funding is directed towards academic and socioemotional interventions for all students as needed. The needs assessment substantiated findings from the 2024 Dashboard related to low academic performance in mathematics and English Language Arts. A review of state and local data, such as NWEA Map results, indicates that our students need support in the areas of English Language Arts and mathematics. This action directly addresses the need to engage students		No

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Action #	Title	Description	Total Funds	Contributing
		with comprehensive interventions and academic support in order to improve their learning gaps. This action aligns with the allowable uses of LREBG funds in the areas of learning recovery programs to increase proficiency, tutoring, as well as others listed in the grant. Studies have shown that students who participate in tutoring and other socioemotional supports are more likely to realize gains in their academic performance. Additionally, research shows that students who engage in mathematics intensive tutoring demonstrate an increase in math scores by 0.19 to 0.31 standard deviations. We will monitor our students' participation in tutoring each learning period and use NWEA scores to assess performance. LREBG Funds $128,336.00 per year through 2027-28.		

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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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An explanation of why the LEA has developed this goal.

This goal was developed with the special needs and interests of our unique student population. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the A-G requirements. Year after year, we expect these metrics to show improvement for all of our student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Standards–aligned materials – Priority 1	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: Dashboard Fall 2024	100% Data Year: 2025 Data Source: Dashboard Fall 2025	100% Data Year: 2026 Data Source: CA Dashboard	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implement state academic standards and EL access – Priority 2	4.44 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.39 out of 5.0 Data Year: 2024-25 Data Source: Dashboard Fall 2024	4.55 out of 5.0 Data Year: 2025-26 Data Source: CDE Rubric & CA Dashboard	5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	+0.11
2.3	Statewide Assessments: * English Language Arts – Priority 4 * Mathematics – Priority 4 * Science – Priority 4	Statewide Assessments: English Language Arts All: 29% EL: 2% FY: 17% LI: 27% SWD: 9% Homeless: 20% AA: 14% AS: 44% H/L: 26% WH: 59% Mathematics All: 5% EL: 0% FY: 0% LI: 4% SWD: 0% Homeless: 0% AA: 7% AS: 11% H/L: 5% WH: 7%	Statewide Assessments: English Language Arts All: 27% EL: 5% FY: ** LI: 25% SWD:3% Homeless: 50% AA: 5% AS: 38% H/L: 26% WH: 48% Mathematics All: 4% EL: 2% FY: ** LI: 3% SWD: 6% Homeless: ** AA: ** AS: 25% H/L: 4% WH: 4% Science	Statewide Assessments: English Language Arts All: 30% EI: 2% FY: 50% LI: 31% SWD: 5% Homeless: 25% AA: 11% AS: 25% H/L: 32% WH: 30% Mathematics All: 9% EI: 2% FY: ** LI: 9% SWD: 2% Homeless: ** AA: ** AS: 25% H/L: 10% WH: 9% Science	Statewide Assessments: English Language Arts All: 30% EL: 30% FY: 30% LI: 30% SWD: 30% Homeless: 30% AA: 30% AS: 30% H/L: 30% WH: 30% Mathematics All: 6% EL: 6% FY: 6% LI: 6% SWD: 6% Homeless: 6% AA: 6% AS: 6% H/L: 6% WH: 6% Science	Statewide Assessments: English Language Arts All: +1.0% EI: No Difference FY: +33.0% LI: +4.0% SWD: -4.0% Homeless: +5.0% AA: -3.0% AS: -19.0% H/L: +6.0% WH: -29.0% Mathematics All: +4.0% EI: +2.0% FY: (w/o comparison) LI: +5.0% SWD: +2.0% Homeless: (w/o comparison) AA: (w/o comparison) AS: +14.0% H/L: +5.0%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science All: 21% EL: 0% FY: 0% LI: 14% SWD: 0% Homeless: 0% AA: 0% AS: 0% H/L: 6% WH: 50% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	All: 19% EL: ** FY: ** LI: 15% SWD: ** Homeless: ** AA: 100% AS: 33% H/L: 12% WH: 40% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results **Data suppressed due to small count	All: 24% EI: 25% FY: ** LI: 22% SWD: ** Homeless: 100% AA: ** AS: 100% H/L: ** WH: 22% Data Year: 2025 Data Source: SARC and PowerBI CAASPP Results	All: 22% EL: 22% FY: 22% LI: 22% SWD: 22% Homeless: 22% AA: 22% AS: 22% H/L: 22% WH: 22% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	WH: +2.0% Science All: +3.0% EI: +25.0% FY: (w/o comparison) LI: +8.0% SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: (w/o comparison) WH: -28.0%
2.4	Participants in career-ready courses – Priority 8 local metric	CTE – 475 Pro Skills – 366 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 446 Pro Skills – 61 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerBI	CTE – 509 Pro Skills – 18 Data Year: 2025-26 LP 1-7 Data Source: Internal PowerBI	CTE: 500 Pro-Skills: 400 Increase students in career-ready courses each year Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	CTE +34 Pro Skills -348
2.5	Percentage CTE course completion and percentage of graduates with CTE pathway completed	36.63% CTE course completion rate Data Year: 2023-24	55.68% CTE course completion rate	60.81% CTE course completion rate	96% CTE Course Completion rate Data Year: 2026-27	+24.18% CTE course completion rate

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	– Priority 4	Data Source: Internal PowerBI 1.3% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	Data Year: 2024-25 Data Source: Internal PowerBI 1.2% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest	Data Year: 2025 - 26 Data Source: Internal PowerBI 1.5% CTE pathway completer rate Data Year: 2024-25 EOY Data Source: CDE DataQuest	Data Source: Internal PowerBI 8.7% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	+0.20% CTE pathway completer rate
2.6	Access to broad range of courses – Priority 7	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2025 Data Source: CA Dashboard Fall 2025	100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.7	Graduates complete A-G courses– and CTE pathway completers with A-G – Priority 4	1.8% Seniors completing A-G courses 0.2% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	3.6% Seniors completing A-G courses 0.2% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest	4.6% Seniors completing A-G courses 0.1% Seniors completing CTE and A-G Data Year: 2024-25 Data Source: CDE DataQuest	3.2% A-G course completion rate 1% A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	+2.8% Seniors completing A-G courses -0.1% Seniors completing CTE and A-G

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	CA Dashboard English Language Arts and Mathematics Status	ELA - Maintained 2.5 Pts, Red Math - Maintained 1.3 Pts, Red Data Year: 2023 Data Source: CA Dashboard	ELA - Red Status, Declined 3.2 Pts, Math - Red Status, Maintained -2.6 Pts, Data Year: 2023-24 Data Source: Dashboard Fall 2024	ELA - Orange Status, Increased 15.6 Pts, Math - Orange Status, Increased 14..7 Pts, Data Year: 2025 Data Source: Dashboard Fall 2025	Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA - Increased 15.6 Pts Math - Increased 14.7 Pts

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.

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Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Implementation Status: Full Implementation
CVSII successfully implemented the planned actions for this goal by providing a comprehensive range of college preparatory programs, dual enrollment opportunities, and Career Technical Education (CTE) pathways. Dual enrollment courses are open to all students, allowing them to earn both high school credit and college articulation upon graduation, with all costs fully covered by the school. In addition, Work Readiness and Professional Skills courses are available through ongoing enrollment to support students' career development. Our CTE program continues to offer pathways in Child Development and Business Management, as well as a Dental Assistant certification program. There were no substantive differences between the planned actions and their actual implementation.

Action 2.2: Professional development addressing English Learners, low-income, and foster youth students.
Implementation Status: Full Implementation
This year, our professional development program continues to include ELD Professional Learning Workshops designed to equip educators with effective strategies and tools to support English Learners. These workshops build staff capacity in key areas such as understanding the ELPAC assessment, monitoring and assessing student learning, using data to inform instruction, and fostering student engagement. All staff participate in ongoing professional development throughout the school year, with a focus on strengthening instructional practices, implementing evidence-based strategies, supporting social-emotional learning and resiliency, and addressing the needs of special populations. These opportunities are provided both in-house led by specialists such as Special Education Program Specialists, English Learner LCCs, and counselors and through external conferences, webinars, and other professional learning platforms.
No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: Full Implementation
CVSII ensures that every student is offered a Chromebook and hotspot upon enrollment to support their academic success. These devices are provided to all students who need them to complete coursework, ensuring equitable access to learning. We are confident that 100% of our students have the necessary materials and supplies, as we continuously monitor student needs and proactively order additional devices to expand inventory and replace any damaged or outdated equipment.
No substantive difference in the planned action compared to the actual implementation.

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Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: Full Implementation
CVSII continued to enhance the quality of its standards-based curriculum by providing targeted coaching to support effective implementation. We maintained strong partnerships with local county offices of education to deliver ongoing professional development focused on Math, ELA, and English Learner instruction. These efforts included developing SMART goal–aligned action plans, administering Focused Interim Assessments, and sharing best practices to strengthen literacy skills for multilingual learners. Additionally, tutors and paraprofessionals participated in a dedicated PLC to support the CSI Plan, analyze student data, and collaborate on strategies to improve student achievement.
No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program.
Implementation Status: Full Implementation
CVSII actively monitors instructional materials through regular visits by regional instructional specialists, who conduct inventories and engage with teachers and administrators to assess their needs. For example, the curriculum is routinely updated and made accessible to all staff for use with students. Accompanying texts and supplemental materials are available online for student use. Additionally, teachers maintain a variety of educational resources and manipulatives to support reading and writing programs. No students are lacking materials.
No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: Full Implementation

In November, our facilities department used the Facility Inspection Tool (FIT) at each site and reported their findings. Our site is trained by our Director of Safety and Security on an annual basis. We also have a safety coordinator on site who completes monthly safety checks, ensuring that our site is secure. Additionally, all staff members complete annual training modules on safety and security.
No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Overall, CVSII successfully implemented the actions aligned to our goals with no significant deviations, demonstrating strong coherence between planning and practice. Participation in CTE pathways and proficiency in professional skills remain consistently high, reflecting the effectiveness of our ongoing efforts. Standards-based instruction continues to be implemented with fidelity, and the addition of targeted coaching support this year has further strengthened instructional quality and teacher capacity. We experienced continued success in Goal 2, driven by a dedicated team of staff who foster a supportive and engaging learning environment. As a result, we have sustained and expanded student participation in both CTE pathways and college dual-enrollment opportunities. Our school remains committed to providing a safe and inclusive environment where students benefit from personalized learning experiences, including one-on-one support, small group instruction, and tutoring. In addition, we have continued to expand access to CTE and dual-enrollment programs while actively encouraging students to pursue post-secondary opportunities, whether in career pathways or higher education. These ongoing efforts contribute to strong student engagement and readiness for success beyond high school.

Overall Challenges: Overall, CVSII identified areas for growth in the implementation of Goal 2, particularly in A-G course completion, as many students enroll with foundational gaps in Math and English. In response, teachers are actively collaborating with counselors to strengthen course placement practices and better support students in progressing toward on-time graduation. We continue to offer targeted intervention courses for students performing below grade level, ensuring they receive the academic support needed to pursue their college and career goals. While CAASPP performance and A-G completion rates remain below targeted expectations, and the number of students completing a CTE pathway has not yet reached our goal, we are addressing these areas through ongoing refinement of instructional supports and expanded student access to rigorous coursework. Our focus remains steadfast on preparing college- and career-ready students, and we anticipate continued growth in our College and Career Indicator (CCI) as increased participation in dual enrollment begins to positively impact outcomes for our graduating class.

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

There were no real material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, because actual expenditures were greater than budgeted expenditures and principally directed towards our English Language Learners, low-income, and foster youth students. We were able to meet our budgeted expenditures, as shown in the 2025-2026 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

The actions outlined in Goal Two supported the progress in meeting the following goal: Students Will Gain Skills for College and Career-Readiness.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.

Effectiveness of Action: Somewhat Effective
Metrics: Work Readiness and CTE courses, CTE and A-G.
Analysis Statement: As reflected in the metrics above, our Work Readiness and CTE data demonstrate strong student engagement, with 18 students enrolled in Professional Skills courses and 509 in CTE courses. This represents an increase of 34 students from baseline—a 7% growth in CTE participation—highlighting the effectiveness of our ongoing efforts. Additionally, college readiness, as measured by A-G completion, increased by 1.2%, indicating positive movement toward our goals. To build on this progress, our collaborative team of administrators, in partnership with the CSI/DA Team, conducted a comprehensive needs assessment using school data. As a result, we are strengthening counselor capacity to better support student access to and success in these courses. Through continued collaboration within our Professional Learning Community and a cohesive, schoolwide approach, we are well-positioned to sustain and accelerate student outcomes. Research supports that students who engage in CTE programs and develop professional skills are better prepared for success in the workforce, reinforcing the importance of these efforts.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students.
Effectiveness of Action: Somewhat Effective
Metrics: CAASPP for English Language Arts and Math.
Analysis Statement: As reflected in the CAASPP data above, 30% of 11th-grade students met or exceeded standards in ELA, representing a 1-percentage-point increase from the baseline. Math proficiency increased by 4 percentage points, and Science proficiency showed positive movement, increasing from 19% to 24%. While our outcomes in ELA, Math, and Science demonstrated growth, we have not yet met state standards. These results reflect meaningful progress while also highlighting the need to further strengthen our efforts to better prepare students for continued academic success. In response, our team of administrators, in collaboration with the CSI/DA Team, conducted a comprehensive needs assessment using school data. Moving forward, we will continue to strengthen our work as a Professional Learning Community to more effectively monitor student progress and improve preparation for the CAASPP. We recognize that students performing below grade level may face challenges with this assessment, and we are committed to ensuring they receive the targeted support and preparation needed to build confidence and readiness. Ongoing professional development will remain a central component of this action, as we continue to build teacher capacity and implement effective instructional strategies. We are confident that these focused efforts will lead to improved student outcomes over time.

Action 2.3: Technology Access and Support.
Effectiveness of Action: Effective
Metric: 100% of students offered Chromebooks and hotspots upon enrollment.
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above confirms that all students are provided with hotspots and computers to ensure full access to coursework. This reflects our strong commitment to equitable access to technology and student success. Our administrative team and teachers have determined that these strategies have been effective in supporting student learning, and we will continue to proactively monitor student needs and maintain access to technology for all students.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: Somewhat Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above confirms that our high-quality, standards-based curriculum continues to be fully implemented, currently at a 4.55—demonstrating strong alignment with CA Standards.

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While this reflects full implementation, we recognize that a score of 5.0 represents both full implementation and sustainability, which we have not yet achieved in areas such as World Languages and Career Technical Education. Our teachers and administrators work collaboratively to continuously enhance the quality and consistency of curriculum implementation. Each year, we have made measurable progress, and we remain committed to achieving sustainability across all areas while maintaining high standards for student learning.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above confirms that all of our sites have adequate instructional materials, which are regularly monitored by regional instructional specialists to ensure quality and accessibility. Each year, the school conducts a comprehensive inventory of materials to verify they are current, and we proactively purchase state-adopted texts and supplemental resources as needed. Teachers have access to a wide variety of educational materials and manipulatives to effectively support instruction in reading, writing, and math, ensuring that all students have the resources necessary for academic success.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action: Effective
Metric: Facilities Inspection Tool (FIT)
Analysis Statement:A thorough analysis of the actions and data presented in the metrics section above shows that all areas evaluated by the Facility Inspection Tool received exemplary ratings, reflecting our commitment to maintaining a safe and secure learning environment. Our school's Director of Safety and Security ensures ongoing compliance with our comprehensive safety plan. Additionally, survey data indicate that nearly all students and staff feel safe on campus, reinforcing the effectiveness of these measures. Staff and parents consistently recognize the importance of this action and support its continuation into the next school year.

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

Action 2.1: Career and college-readiness for English Learners, low-income, and foster youth students.
While this action showed limited effectiveness based on the intended outcomes and associated metrics described in Prompt 3, a collaborative evaluation and needs assessment identified opportunities for improvement. The primary factor affecting its effectiveness was the need for additional high-quality CTE programs, such as EMT and Nursing, to better align with student interests and career aspirations. This change includes adding a CTE offering that will provide access to help meet student interest in these areas.

Action 2.2: Professional development addressing English Learners, low-income and foster youth students.
This action showed limited effectiveness based on the intended outcomes and associated metrics described in Prompt 3. Through a collaborative evaluation and needs assessment, we identified that the primary factors contributing to this outcome were students enrolling with deficient math credits and skills, as well as insufficient high-quality preparation for the CAASPP. This change includes adding a more robust preparation program prior to taking the CAASPP.

Action 2.4: Support for Standards-based Curriculum and Instruction.

This action had limited effectiveness based on the intended outcomes and associated metrics described in Prompt 3. Through a collaborative evaluation and needs assessment, we identified that one contributing factor was the need for higher-quality support for students enrolled in world language courses, as well as additional support for students in the Career Technical Education (CTE) readiness curriculum. This change includes adding a more robust support system for students taking a world language.

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	Career and college-readiness for English Learners, low-income and foster youth students	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • 11th and 12th graders have access to college courses. • By 12th grade, students are expected to complete 2 college courses. • CTE programs and pathways offered. • WIOA job training and placement. • College and Career days as well as field trips. Some of our lowest career and college-readiness rates are among the English learners, LTELs, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses. the state average for completing A-G and CTE was 11.1%. Our English learners, LTELs, low-income, and foster youth students, need to be prepared to pursue a career or attend a college. To address this need, our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive	$970,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		impact on our college and career readiness rates for our students and we expect to increase +.5 percentage points each year for A-G and CTE.		
2.2	Professional development addressing English Learners, low income and foster youth students	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: • Regional trainings, workshops/seminars. • Report on training outcomes. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math and science assessments show that many of our lowest performing students are the English Learners, low-income and foster youth student groups when compared to the All student group. To address this issue, professional development for our teachers and staff will be essential to the progress our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our students' academic and social-emotional needs. We will train on our EL Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma informed practices. We anticipate that with the increase in professional collaboration and learning, that state assessment results for our English Learners, low-income and foster youth will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on students with CAASPP scores increasing by at least 1%.	$366,000.00	Yes
2.3	Technology Access & Support	All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This	$228,708.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		is an ongoing effort to help them to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a computer. • Provide every student with a hotspot. • Provide students and teachers with tech support to ensure access to curriculum and instruction. All English Learners, low-income and foster youth students will have 100% access to the curriculum and instructional supports. We know this involves access to effective technology platforms and support programs. This is an ongoing effort in helping them to access their curriculum and instructional supports. We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our students, by sustaining 100% access to their educational program.		
2.4	Support for Standards-based Curriculum and Instruction	All English Learners, LTELs, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following: · Participate in local curriculum review. • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. All English Learners, low-income and foster youth students will have access to high quality standards aligned curriculum and instruction that is continually improving. The implementation score for our standards- based curriculum is 4.55, based on the CDE Standards Implementation Rubric. To address this, regional and site personnel will continue to collaborate and develop a high quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a	$550,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.		
2.5	Educational Materials for Effective School Program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted texts and update supplemental materials regularly, so that they meet our students' academic needs.	$0.00	No
2.6	Safe and Secure Facilities	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$0.00	No

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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Retention: This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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An explanation of why the LEA has developed this goal.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices, and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Success Rate – local metric graduation, retention, rematriculate	92.17% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.93% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI	All: 87.82% Data Year: 2024-25 EOY Data Source: Internal PowerBI	Success Rate – maintain 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	All: -4.35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Facilities rating – Priority 1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2024 Data Source: Dashboard Fall 2024	Exemplary Data Year: 2025 Data Source: CA Dashboard 2025	Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.3	Retention rate – local metric	88.16% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.93% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBII	All: 69.44% Data Year: 2024-25 EOY Data Source: Internal PowerBI	Retention Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	All: -18.72%
3.4	Attendance rate – Priority 5	87.57% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 90.95% Data Year: 2024-25 LPs 1-7 Data Source: Internal SIS	All: 90.98% Data Source: Internal PowerBI	Attendance Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	+3.41%
3.5	Non-completer rate (dropout) – local metric	7.30% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 2.76% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI	All: 12.18% Data Year: 2024-25 EOY Data Source: Internal PowerBI	9% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	All: +4.88%
3.6	Suspension rate – Priority 6	0%	All: 0.2%	All: 0.4%	0% - low rate	+0.4%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI and Dashboard 2024	Data Year: 2024-25 Data Source: Dashboard 2025	Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	
3.7	Expulsion rate – Priority 6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI and Dashboard 2024	0% Data Year: 2025-26 LPs 1-7 Data Source: Internal PowerBI	0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference

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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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: Increase Student Retention.

Action 3.1: Student Retention
Implementation Status: Full Implementation
CVSII successfully implemented the planned actions for this goal, maintaining a strong and consistent focus on student retention as a key measure of success. Our Student Retention Support (SRS) team continues to play a critical role in promoting student engagement by proactively connecting with students and families through calls, texts, and emails, while collaborating closely with staff to identify and address barriers impacting attendance and participation. The SRS team works diligently to strengthen communication between students, families, and

instructional staff, including conducting home visits when needed to re-engage students and encourage participation in weekly synchronous instruction and completion of coursework.
There were no significant differences between the planned actions and their actual implementation.

Action 3.2: Social and Emotional Supports
Implementation Status: Full Implementation
CVSII has experienced strong success in implementing this goal, with our comprehensive social-emotional programs continuing to play a vital role in supporting overall student success. This year, we further expanded our support systems to include a range of impactful initiatives designed to meet diverse student needs. Our Experiential Learning Opportunities provide students with meaningful and enriching experiences beyond the classroom, enhancing engagement and real-world connections. Through our partnership with IMAGO, students and staff have access to a robust digital library of over 300 lessons, many of which focus on Social and Emotional Learning, soft skills, and workforce readiness. In addition, our resiliency programs, such as Students of United Respect, Consciousness and Energy (SOURCE), continue to support students' personal growth, well-being, and long-term success. We also remain committed to supporting our parenting students by providing child-friendly spaces that allow them to bring their children to school, along with access to essential resources such as diapers, formula, and parenting classes. These ongoing efforts reflect our dedication to creating an inclusive and supportive learning environment for all students.
There were no significant differences between the planned actions and their actual implementation.

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Action 3.3: Access to Transportation
Implementation Status: Full Implementation
CVSII recognizes that access to transportation plays a critical role in supporting consistent student attendance. We have continued to prioritize and strengthen our efforts to promote weekly attendance by providing reliable and accessible transportation options for our students. We ensure that all students who need transportation support receive it, offering weekly or monthly passes based on individual needs to facilitate travel to and from school. These ongoing efforts reflect our commitment to removing barriers to attendance and supporting student success.
No substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to Nutrition
Implementation Status: Full Implementation
CVSII recognizes that access to nutritious food is essential for student engagement, well-being, and connection to the school community, and we are committed to ensuring that no student leaves school hungry. To support this, we consistently provide students with access to meals, including fresh sandwiches, snacks, and beverages at our school sites. Our sandwiches are prepared daily to ensure quality and provide the nutrients students need to stay energized and focused throughout the day. In addition, we offer a variety of daily menu options that include balanced entrées paired with fruits or vegetables, promoting healthy choices and meeting diverse student needs. These ongoing efforts reflect our commitment to supporting the whole child and removing barriers to learning.
No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Overall, CVSII successfully implemented the actions outlined for our goals, with no substantial differences between planned and actual outcomes. As a result, we have seen meaningful success in supporting students to remain enrolled, actively engaged, and connected to their school community. Our student retention strategies have been highly effective, as reflected in our Student Success

metric and the ongoing efforts of our dedicated Student Retention Support (SRS) team. Through proactive outreach including calls, texts, emails, and home visits we have been able to identify and remove barriers, helping students stay in school and consistently participate in their learning. In addition, our comprehensive social-emotional support programs have played a vital role in strengthening students' overall well-being. Initiatives such as Experiential Learning Opportunities and Resiliency Programs have provided students with meaningful opportunities to engage, build connections, and develop the skills needed to navigate both academic and personal challenges. These efforts have contributed to increased student confidence, participation, and a stronger sense of belonging. Furthermore, our commitment to providing nutritious food options at school sites has supported student focus and well-being while fostering a positive and inclusive school environment. Together, these actions have created a supportive system that enables students to stay engaged, improve their social-emotional health, and experience continued success in their educational journey.

Overall Challenges: Overall, CVSII continues to face significant challenges in addressing the wide range of students' social-emotional and mental health needs, compounded by external factors, as well as persistent learning gaps in ELA and Math. While we have actively implemented all actions outlined in Goal 3, rising social-emotional needs and the impact of homelessness both within our student population and in the broader community have created additional barriers to learning. Despite these challenges, we have made meaningful improvements in areas measured by Goal 3, and we remain committed to addressing these obstacles through a systematic and coordinated approach. Our ongoing efforts focus on strengthening supports for students' mental health, social-emotional well-being, and academic readiness, ensuring that every student receives targeted interventions designed to improve outcomes. While these gains may not yet be fully reflected in standardized testing, we are confident that our focused strategies will continue to yield positive results over time.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2025-26. Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal: To Increase Student Retention.

Action 3.1: Student Retention
Effectiveness of Action: Somewhat Effective
Metric: Retention Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above indicates that our student retention rate is 69.44%, a decrease of 18.72 percentage points and below our expected outcome of 85% and established baseline. While this reflects

a challenge, we recognize that student retention remains a critical indicator of satisfaction, engagement, and long-term success, directly contributing to graduation rates. Our comprehensive student support services continue to improve, with tiered re-engagement plans playing a key role in maintaining enrollment and fostering academic progress. We are committed to addressing retention challenges through innovative strategies and consistent communication with students and families, using calls, texts, emails, and home visits to ensure every student feels valued and supported. These ongoing efforts reflect our dedication to keeping students engaged, connected, and on track for success.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: Effective
Metric: Success Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above demonstrates continued success, with a success rate of 87.82%, exceeding our expected outcome of 85%. This progress reflects our intentional investment in counselors, social-emotional support services, community resources, and innovative programs designed to meet student needs. Specifically, counselors are readily available during the school day to address urgent social-emotional concerns, and our staff are trained in trauma-informed practices to better support all students. Additionally, LCAP funding has enabled the expansion of elective programs and initiatives that foster a positive school culture, including eSports, field trips, school events, and awards ceremonies. These efforts have contributed to higher engagement, stronger connections within the school community, and an environment where students can thrive academically and socially.

Action 3.3: Access to Transportation
Effectiveness of Action: Effective
Metric: Attendance Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above indicates that our attendance rate reached 90.98%, exceeding our expected outcome of 85%. Our provision of free bus passes has been highly effective and well-received by students. For those facing significant transportation challenges, we collaborate with local city transit to ensure all students can attend school consistently. These strategic investments have positively impacted attendance, and we remain committed to continuing and expanding these services to support student engagement and success.

Action 3.4: Access to Nutrition
Effectiveness of Action: Somewhat Effective
Metric: Non-completer Rate
Analysis Statement: A thorough analysis of the actions and data presented in the metrics section above indicates that our non-completer rate was 12.18%, which is above our expected outcome of 9%. While this highlights an area for continued focus, we recognize that providing regular access to nutritious meals has played a key role in supporting students' ability to stay in school and be ready to engage in their learning. Throughout the year, our leadership teams organize workshops, school meetings, informational seminars, and events that include complimentary meals for students and their families. These efforts help ensure students are nourished, supported, and better equipped to participate fully in their academic and school community activities.

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

Action: 3.1: Student retention
This metric was updated to be an end-of-year measurement. While this adjustment had some positive impact, it did not fully achieve the intended outcome. Based on our review, we will strengthen tiered re-engagement strategies and expand proactive communication with students and families to increase engagement, address attendance barriers, and better support student retention and graduation.

Action 3.2: Social and Emotional Supports
This metric was updated to be an end-of-year measurement.

Action 3.4 Access to Nutrition
This metric was updated to be an end-of-year measurement. 100% of students who needed nutrition received it.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Retention	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following: • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. We serve English learners, LTELs, low-income and foster youth with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention. Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English Learners, low-income and foster youth, because our data shows that we have been successful. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We	$340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expect that these actions will have a positive impact on the retention rate of our students, and that we will stay above 80% each year.		
3.2	Social and Emotional Supports	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following: • Our SEL programs are offered as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga and SEL courses. Our English Learners, LTELs, low-income and foster youth student population were negatively impacted during the pandemic. Many sustained social and emotional trauma, which impacted our Success Rate, which measures graduation, retention and rematriculation. We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices have helped address many of the social-emotional needs of our English Learners, low-income and foster youth students. Programs such as Hatching Results, which implement tiered-level support, along with Imago lessons, counseling, support personnel, professional development, and special programs such as yoga, all of which have a positive impact on our students. We will continue to provide and improve on these actions and services, because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the Success Rate of our program, and that we will stay above 80% each year.	$140,000.00	Yes
3.3	Access to Transportation	All English Learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following:	$40,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		• Provide metro or bus passes to facilitate their access to public transportation. • Provide additional transportation services that support attendance in other areas. Our English learners, LTELs, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To address this issue, we provide a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English Learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.		
3.4	Access to Nutrition	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following: • Ensure that students have access to food on site. • Provide additional services that support nutrition. Food scarcity for our highly mobile English Learners, low-income and foster youth students is a serious concern. We intended on doing everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions will decrease non-completer rates for our English Learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a	$100,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		positive impact on the average non-completer rate, which will stay below 10% each year.		

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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partners' Engagement: This is a maintenance goal for sustaining our educational partners' meaningful engagement. We believe that student, staff and parent/family participation improves the school community. We encourage all of our educational partners to participate in meaningful ways to promote positive school outcomes, such as safety and connectedness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our educational partners, we have made this goal a maintenance of progress goal. We measure the success of this goal through attendance in school activities, conferences, including ELAC and PAC meetings, and school survey's.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent conferences, events, celebrations participants– local metric	Participation Count = 1875 Enrollment Count = 1252 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 2150 Enrollment Count = 1260 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 2235 Enrollment Count = 1336 (CBEDS Enrollment #) Data Year: 2025-26 LPs 1-7 Data Source: Internal Monitoring	Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+360

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Advisory/ ELAC – local metric participation all year	700 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	746 participants to date Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring	553 participants to date Data Year: 2025-26 LPs 1-7 Data Source: Internal Monitoring	100+ Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	-596
4.3	Parents Feel Encouraged to Participate – Priority 3	83% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Encouraged to Participate Data Year: 2024-25 LPs 1-7 Data Source: School Survey	98% Feel Encouraged to Participate Data Year: 2025-26 LP1-7 Data Source: School Survey	Parents Feel Encouraged to Participate - 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+15%
4.4	Students feel safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	98% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey	99% Feel Safe Data Year: 2025-26 LP1-7 Data Source: School Survey	Students feel safe- 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-1%
4.5	Students feel connected – Priority 6	95% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2025-26 LP1-7 Data Source: School Survey	Students feel connected - 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+2%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Teachers feel safe– Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	98% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey	100% Feel Safe Data Year: 2025-26 LP1-7 Data Source: School Survey	Teachers feel safe- over 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference
4.7	Teachers feel connected– Priority 6	100% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	99% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2025-26 LP1-7 Data Source: School Survey	Teachers feel connected - over 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	-3%

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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.

Our school used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress in meeting the following goal: Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Implementation Status: 4 - Fully Implemented
This year, CVSII has organized a variety of activities to strengthen community engagement and support the overall well-being of our students. These activities included orientation sessions, open houses, Parent Advisory Committee meetings, and English Learner Parent Advisory meetings, along with College and Career Nights held during the school year. Our commitment to community involvement was

further demonstrated by inviting local partners to participate in school events. In collaboration with local agencies and colleges, we facilitated access to essential services, including community resources and information about post-secondary opportunities, ensuring that our students' needs were comprehensively met.
There were no substantive differences between the planned actions and the actual implementation.

Action 4.2: Translation and Outreach Services
Implementation Status: 4 - Fully Implemented
Effective communication with families in their primary language continues to be a priority in order to ensure that important information is clearly shared during parent meetings, student orientations, and parent-teacher conferences. This year, our communication with parents remained effective, and we continue to seek ways to strengthen outreach and expand access for all families. To support this effort, bilingual staff members are present and available at meetings and school gatherings, and professional interpretation services are utilized when needed. In addition, staff communications such as notes and letters intended for parents can be translated into the preferred language of students and their parents/guardians by bilingual staff, helping ensure accessibility to essential information. For more complex documents, we continue to use translation services through DTS to assist in translating key materials and maintain clear communication with all families.
There were no substantive differences between the planned action and the actual implementation.

Action 4.3: Educational Partner Engagement
Implementation Status: 4 - Fully Implemented
Educational partner engagement remains a top priority for the school. At school events, we actively encourage community involvement by inviting local community-based organizations to participate, ensuring that students and their families are informed about the resources available within their communities. Throughout the year, the school hosts multiple family events to promote parent involvement and support students' academic success. With the support of our Community Liaisons and staff, we organize community events that help connect families to valuable services and resources. The Community Liaison and Student Retention Support staff play an important role in building strong relationships within the community, particularly in supporting students who may be experiencing acute life challenges. In addition, the school distributes an Annual School Climate Survey to students, parents, and staff. The results continue to reflect that the school has successfully implemented a sustainable program of support.
There were no substantive differences between the planned action and the actual implementation.

Overall Successes: This year, our school successfully engaged educational partners and strengthened the meaningful relationships we have built both within the school and throughout the broader community. These partnerships supported the collection of valuable feedback that informed our LCAP and CSI planning efforts. Informative and actionable input was gathered through surveys, parent-teacher conferences, and school events such as PAC and ELAC meetings. Participation in the annual survey increased this year, reflecting growing engagement from our school community. Community involvement remained strong through events such as orientation sessions, open houses, workshops, and parent advisory meetings, all of which encouraged meaningful participation from families. Through our continued collaboration with local organizations and community partners, we ensured that students and families had access to comprehensive supports and important community resources. These partnerships helped strengthen our network of support for students both inside and outside of the classroom. Translation and outreach services were also effectively provided through bilingual staff and professional translation services, ensuring that all families could access important information and actively participate in school activities. In addition, our focus on educational partner engagement helped foster collaboration with community partners to expand access to job training, employment opportunities, and healthcare resources, contributing to the overall well-being of our students and families.

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Overall Challenges: This year, the school continued to build and strengthen relationships with educational partners both within the school and throughout the broader community. While participation and engagement remained strong at every school event or activity, the school recognizes that there is still more work to be done to reach a broader audience and ensure that underrepresented students and families are fully represented in the feedback and engagement process. One ongoing challenge has been identifying educational partners who are able and willing to participate consistently in PAC and ELAC meetings, as well as other school events and engagement opportunities. Although the school has developed positive connections with a variety of community organizations and partners, sustaining consistent involvement over time can be difficult. Additionally, due to the often transitory nature of participation within our school community, some parents may hesitate to actively participate in school activities unless they receive direct encouragement and personal outreach. While the school has made progress in fostering community involvement through events such as orientation sessions, open houses, workshops, and advisory meetings, increasing participation from all families remains an ongoing focus. The school continues to strengthen outreach efforts and communication strategies to encourage greater participation, ensure that more voices are heard, and support meaningful engagement from all members of the school community.

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

There were no real material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, because actual expenditures were greater than budgeted expenditures and principally directed towards our English Language Learners, low-income, and foster youth students. We were able to meet our budgeted expenditures, as shown in the 2025-2026 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

Our school used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: To support the progress in meeting the goal to Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: 3 - Effective
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows that our efforts effectively engaged educational partners and contributed to achieving our desired outcomes. Our findings show that engagement and collaboration are not only increasing but are also becoming more meaningful to the school's overall success. We began the year with a baseline parent participation count of 1,875 and concluded the year with 2,235 participants, reflecting significant growth in family engagement. Attendance at PAC and ELAC 553 educational partners in attendance. This success is a direct result of the ongoing outreach efforts led by our school leadership and Community Liaison, demonstrating the positive impact of intentional engagement strategies on strengthening partnerships and supporting the school community.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: 3 - Effective
Metric: PAC/ELAC Participation
Analysis Statement: A thorough analysis of the actions and data presented in the metric section above shows that PAC and ELAC participation has reached its highest level since baseline. Our outreach strategies and activities have been successful in fostering better two-way communication and meaningful dialogue with educational partners. These efforts have encouraged active participation in discussions around programmatic issues, strengthening collaboration between families and the school. Translation services continue to be in high demand and are used more frequently, with important information shared during PAC and ELAC meetings being live translated for all participants. Additionally, documents sent home are translated into students' home languages, ensuring that all families can access critical information. Our findings show that these combined efforts are leading to more inclusive, effective communication and are positively impacting family engagement and school-community collaboration.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: As noted in the metrics section above, our school survey data demonstrate that our continuing efforts to genuinely collect open and honest feedback on parents' and students' educational experiences are yielding positive results. This year, 98% of parents reported feeling encouraged to participate—an increase of 15 percentage points from the previous year and 12 points above our expected outcome of 85%—reflecting consistent growth over the past three years. Additionally, 99% of students reported feeling safe at school, and 97% reported feeling connected, demonstrating the effectiveness of our strategies in supporting student well-being. Recognizing the significant impact that parent and guardian engagement has on student outcomes, our collaborative team will continue to explore additional ways to ensure families feel empowered and encouraged to participate. Our PAC, ELAC, and administrative teams believe the strategies implemented this year have been strengthened and upgraded to further support engagement in the coming year. Staff responses also indicate high levels of safety and connectedness, with 100% and 97% respectively, confirming that our initiatives positively influence the entire school community.

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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 actions for Goal # 4 did have the intended outcome based on the associated metrics as described in prompt 3.

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	Community/Parent Liaison and Meaningful School Activities	All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following: • Community liaison who does outreach. • Provide meaningful parent activities • Promote events and activities for parents to participate in at school. Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. This is evidenced in the metrics section on state ELA and math assessments for our identified students. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events to increase parent/family engagement as well as creating and cultivating connections in the community. The support of the community and/or parent liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to reduce the achievement gap for English learners, low-income, and foster youth on state ELA and math assessments.	$4,000.00	Yes
4.2	Translation and Outreach Services	All English Learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following: • Our translation services are capable of translating for multiple languages in writing. • Oral translation services are also provided at school events. • Provide additional translation and outreach services as necessary. According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic	$2,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		success of the identified students. As demonstrated in the Identified Needs and Metrics sections, students feel more connected when parents are more involved in the school. Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, FY, and LI parents using written, verbal and virtual communications. This action is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect all students, especially EL, LI, and FY, to report that over 90% feel connected to school each year.		
4.3	Educational Partner Engagement	Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following: • Provide meaningful educational partner engagement actives. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. Feedback from teachers, administrators, and counselors, state that the parents of English Learners, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. The community liaison in coordination with our staff will utilize these resources to increase communication with our EL, FY, and LI parents using written, verbal and virtual communications. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English Learners, low-income and foster youth	$5,897.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that our parents will report that over 85% feel encouraged to participate each year, based on the school survey.		

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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
$8,191,605.00	$1,043,967

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
39.594%	0.000%	$0.00	39.594%

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

Required Descriptions

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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
1.2	**Action:** All academic interventions and program materials **Need:** Students who come to us are typically about 5-grade levels or more below in their academics. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above,	We are increasing our capacity to provide interventions in ELA and Mathematics through additional personnel and training in English Intensive Algebra Intensive and an appropriate diagnostic Online Learning Platform. This will serve the identified needs of our lowest-performing student groups. We will provide additional professional development for teachers, paraprofessionals, and tutors, focused on the implementation of	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic, low-income/Hispanic)

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
	our English learners and socioeconomically disadvantaged are far below grade level. Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups in the red on the 2023 CA Dashboard, which were our English learners, Hispanic, and socioeconomically disadvantaged students in math, Our Hispanic, and socioeconomically disadvantaged students were red in mathematics. EL students were orange We found that 92.7% of our Hispanic students were also low-income and were in the red in ELA. The 2024 CA Dashboard, has no student groups in the red for ELA. Our Hispanic, English Learners, Long-Term English Learners, students with disabilities and socioeconomically disadvantaged students were red in mathematics. Our 2025 Dashboard, has no student groups in in the red for ELA. Our Hispanic and students with disabilities were red in mathematics. (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Scope:** Schoolwide	intervention programs. Training to include new strategies and pedagogies proven to increase student achievement. Develop and implement intervention programs for students who require additional support. These programs may involve one-on-one tutoring, small group instruction, or specialized resources, such as English Intensive, Algebra SGI, and an appropriate diagnostic Online Learning Platform. Our Online Learning Platform will provide individual lessons to students and is facilitated by the teacher. Paraprofessionals and tutors will also be trained to support these intervention programs and Online lessons. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	(NWEA ELA all students, EL, low-income, Hispanic, low-income/Hispanic) CA Dashboard Academic Indicator results for ELA and Math We will also consider input from the parents of participating students to enhance the quality of the programs provided.

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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
1.3	**Action:** Tutoring and supports for students **Need:** To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the 2023 CA Dashboard for their Graduation Rate. These were our all-student group, EL, Hispanic, homeless, White, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. Additionally, students who enroll with us are typically about 30 or more credits behind in school. The 2024 CA Dashboard had these student groups in the red: White, English learners, Hispanic, homeless, long-term English learners, socioeconomically disadvantaged, and students with disabilities. Our 2025 Dashboard had these student groups in the red: White, English learners, Hispanic, homeless, long-term English learners, socioeconomically disadvantaged, and students with disabilities. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Scope:** Schoolwide	We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and student relationship with help increase participation. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in person and are available during school hours and on Saturdays. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: Hispanic, and socioeconomically disadvantaged groups, We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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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
1.4	**Action:** Counseling students towards graduation and materials **Need:** Historically, some of our lowest graduation rates are among the English learners, LTEL low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 94% for the 2023 DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 95.5%, and in 2025, it was 96.1%. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Scope:** Schoolwide	To address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being and create a positive learning environment. Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive working relationship and will connect frequently or as needed with high-needs students, to help meet social-emotional needs using training programs such as Hatching Results and Imago lessons, which promotes intrinsic motivation and guides students to achieve their graduation goals. Counselors are a critical factor in helping students graduate. Counselors will provide additional counseling and social-emotional support for English Learners, LTEL, low-income and foster youth students, and students with disabilities. Counseling occurs weekly for our high-needs students. There are also multiple ways for counselors to connect with students such as one-on-one, group meetings, and home visits. Counselors are continually in contact with teachers and parents to help monitor the progress of students. We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis.	We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth and students with disabilities. We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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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
1.5	**Action:** Student activities that increase learning efforts **Need:** As demonstrated in the Identified Needs and Metrics sections, English Learners, low-income, and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	To address this need, we will improve the relationships between staff and students to increase school participation and engagement. The school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences. Our students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We anticipate from these actions and support services to see an increase up to 4 credits per learning period. We will also consider input from students and parents to enhance the quality of the program provided.
2.1	**Action:** Career and college-readiness for English Learners, low-income and foster youth students **Need:** Some of our lowest career and college-readiness rates are among the English	address this need, our counselors will work closely with teachers to ensure all students complete a college and career course. All 11 and 12-grade students will complete a college course. In addition, all 12th will also be expected to complete an additional college course depending on their field of course study. We will increase the number of students participating in CNA, Dental Assistant,	We will closely monitor progress on our CTE completion rates and our A-G completion rates for all of our student groups, especially English learners, LTEL, low-

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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
	learners, LTELs, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses. the state average for completing A-G and CTE was 11.1%. Our English learners, LTELs, low-income, and foster youth students, need to be prepared to pursue a career or attend a college. In 2024, graduates completing A-G were 3.6%, and graduates CTE pathway were 1.2%. In 2025, graduates completing A-G were 4.6%, and graduates CTE pathway were 1.5%. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Scope:** Schoolwide	Business, Child Development, and Career Exploration Pathways. The school will also increase student and family involvement in College and Career days and connect students with WIOA to receive job training and placement. Additional field trips will be planned for career exploration. Our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	income, foster youth, and students with disabilities. We will also consider input from the parents, students and teachers.
2.2	**Action:** Professional development addressing English Learners, low income and foster youth students **Need:** As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show	To address this need, our staff will be expected to participate in professional development that supports EL, LTEL, LI, and FY by attending designated local or regional trainings, workshops/seminars. Upon completion of the PD, staff will report training outcomes and plan to implement instructional methodologies learned/gained to increase student achievement	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on

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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
	that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All student group. Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness. **Scope:** Schoolwide	and productivity. Best practices will also be shared with colleagues to support a school-wide effort. Our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We will train on our EL Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	students with CAASPP scores increasing by at least 1%. We will also consider input from the parents, students and teachers.
2.3	**Action:** Technology Access & Support **Need:** All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction.	We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Computer and hot spots are provided for every incoming student. We expect that these actions will have a positive impact on our students. There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will	We will monitor and sustain 100% of our students' access to technology for their educational program. We will also consider input from the parents, students and teachers.

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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 and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Scope:** Schoolwide	benefit, this action is provided on an LEA-wide basis.	
2.4	**Action:** Support for Standards-based Curriculum and Instruction **Need:** All English Learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based curriculum is 4.55, based on the CDE Standards Implementation Rubric. Teachers, and parents provided feedback indicating that they support the value of implementing standards-based curriculum. **Scope:** Schoolwide	To address this need, our staff will continue to participate in local curriculum review, engage in dialogue, and provide input on aligning standards to instructional practices. Professional Development will guide the implementation of a standards-based curriculum. Support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices. Teams will adopt an Online Learning Platform to personalize student learning in Mathematics & ELA. Our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement on the implementation score each year. We will also consider input from the parents, students, and teachers.

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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
3.1	**Action:** Student Retention **Need:** We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 69.44%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English Learners, low-income and foster youth, We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youth. We will also consider input from the parents, students, and teachers.
3.2	**Action:** Social and Emotional Supports **Need:** We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 87.82%.	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as Hatching Results, which implement tiered-level support, along with Imago lessons, counseling, support personnel, professional development, and special programs such as yoga, all of which have a positive impact on our students	We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

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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 and parents provided feedback indicating that they support the value of student success. **Scope:** Schoolwide	English learners, LTEL, low-income, foster youth, and students with disabilities have access to socioemotional programs and counseling that is offered throughout the school year. Counselors and support personnel are watchful for students who show signs of trauma and they provide support services as needed. We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
3.3	**Action:** Access to Transportation **Need:** We serve English Learners, LTELs, low-income, and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 90.98%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:**	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions are provided through out the school year and teachers make sure students have access to transportation. This action will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the average attendance rate and we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.4	**Action:** Access to Nutrition **Need:** Food scarcity for our highly mobile English Learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 12.18%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:** Schoolwide	To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. Throughout the school day teachers and staff are diligent about the nutritional needs of students, and they are quick to provide food on a daily basis. These actions will decrease non-completer rates for our English Learners, LTEL, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 9% for all of our students. We will also consider input from the parents, students, and teachers.
4.1	**Action:** Community/Parent Liaison and Meaningful School Activities **Need:** Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to	To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, LTEL, FY, and LI through organizing on-site activities and events. We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive	We will closely monitor progress on our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students and teachers.

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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
	our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics section, we expect the participation counts to be above enrollment. Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities. **Scope:** Schoolwide	impact on students. This action is on an on-going basis, throughout the school year. The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, LTEL, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.2	**Action:** Translation and Outreach Services **Need:** According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 553 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Scope:**	Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The community liaison in coordination with our staff will utilize these services to increase communication with our EL, LTEL, FY and LI parents using written, verbal and virtual communications. This action is provided throughout the school year, as needed, based on identified needs. Translation services are available quickly for written materials and oral services as necessary. This action is designed to meet the needs most associated with increased communication and involvement of the parents of English Learners,	We expect that these actions will have a positive increase on participation in ELAC and PAC meetings. This is good for all of our English Learners, LTELs, low-income and foster youth. We will also consider input from the parents, students, and teachers.

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	LTEL, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.3	**Action:** Educational Partner Engagement **Need:** Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 98% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Scope:** Schoolwide	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, LTEL, FY, and LI parents using written, verbal and virtual communications. This action is done on an on-going-basis throughout the school year. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey. We will also consider input from the parents, students, and teachers.

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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:** Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials **Need:** According to the 2023 CA Dashboard, our English Learner student group was in the red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard our ELPI status was 'Orange' at 33.8%. Our 2025 ELPI was ELPI 42.5%, and had a yellow status, and our LTELs were at 43.7%, also yellow. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Scope:** Limited to Unduplicated Student Group(s)	We will implement a high-quality English Language acquisition program and add additional tutoring and paraprofessional staff to support students in their ELD SGI courses and with CODE to address the identified needs. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We expect that these actions, which are designed to address our EL and LTEL students' needs, will	We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standard, and using real-time tracking, student language proficiency, and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.	
1.7	**Action:** Professional Development to Support English Learners and LTELs **Need:** According to the CA Dashboard, our English Learner student group was in the red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard our ELPI status was 'Orange' at 33.8%. Our 2025 ELPI was ELPI 42.5%, and had a yellow status, and our LTELs were at 43.7%, also yellow. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs. **Scope:** Limited to Unduplicated Student Group(s)	To address this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. We will also be adding CODE to the EL program. This may involve workshops, seminars, or collaborative learning communities focused on effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There are opportunities for staff to engage in their effectiveness with each other and share best practices.	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to enhance the quality of the program provided.

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Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.	

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

Not Applicable.

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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.

We are a single school LEA and an independent study DASS charter school, with over 55% unduplicated students. Our students are served by additional personnel specifically trained to address their specific social-emotional and academic needs. The funds were used to increase or retain critical personnel, who are essential to implementing each goal. Listed below are the goals and actions where there are additional personnel who provided direct services to unduplicated students:

Goal 1 Action 2: All academic interventions and program materials – have intervention teachers for math, ELA, and reading.
Goal 1 Action 3: Tutoring and support for students – have many tutors proficient in multiple subject areas.
Goal 3 Action 2: Social-emotional, trauma support services and materials.

We are single school LEA and do not have comparison schools.

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	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

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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	20,689,005.00	8,191,605.00	39.594%	0.000%	39.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,191,605.00	$0.00	$0.00	$0.00	$8,191,605.00	$7,640,000.00	$551,605.00

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	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	$1,155,000.00	$5,000.00	$1,160,000.00				$1,160,000.00	0
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$2,730,000.00	$90,000.00	$2,820,000.00				$2,820,000.00	0
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$780,000.00	$15,000.00	$795,000.00				$795,000.00	0
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$575,000.00	$20,000.00	$595,000.00				$595,000.00	0
1	1.5	Student activities that increase learning efforts	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$0.00	$70,000.00	$70,000.00				$70,000.00	0
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2026 - June 30, 2027	$0.00	$0.00	$0.00				$0.00	0
1	1.7	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	0
1	1.8	LREBG - Intervention programs and support personnel to support students	All	No			All Schools	July 1, 2026 through June 30, 2027								0

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$960,000.00	$10,000.00	$970,000.00				$970,000.00	0
2	2.2	Professional development addressing English Learners, low income and foster youth students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$330,000.00	$36,000.00	$366,000.00				$366,000.00	0
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$120,000.00	$108,708.00	$228,708.00				$228,708.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$530,000.00	$20,000.00	$550,000.00				$550,000.00	0
2	2.5	Educational Materials for Effective School Program	All	No			All Schools	July 1, 2026 - June 30, 2027	$0.00	$0.00	$0.00				$0.00	0
2	2.6	Safe and Secure Facilities	All	No			All Schools	July 1, 2026 - June 30, 2027	$0.00	$0.00	$0.00				$0.00	0
3	3.1	Student Retention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$330,000.00	$10,000.00	$340,000.00				$340,000.00	0
3	3.2	Social and Emotional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$130,000.00	$10,000.00	$140,000.00				$140,000.00	0
3	3.3	Access to Transportation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$0.00	$40,000.00	$40,000.00				$40,000.00	0
3	3.4	Access to Nutrition	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$0.00	$100,000.00	$100,000.00				$100,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$0.00	$4,000.00	$4,000.00				$4,000.00	0
4	4.2	Translation and Outreach Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$0.00	$2,000.00	$2,000.00				$2,000.00	0
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	$0.00	$5,897.00	$5,897.00				$5,897.00	0

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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
20,689,005.00	8,191,605.00	39.594%	0.000%	39.594%	$8,191,605.00	0.000%	39.594 %	**Total:**	$8,191,605.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,165,000.00
								Schoolwide Total:	$7,026,605.00

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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**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,160,000.00	0
1	**1.2**	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,820,000.00	0
1	**1.3**	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$795,000.00	0
1	**1.4**	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$595,000.00	0
1	**1.5**	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$70,000.00	0
1	**1.7**	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$970,000.00	0
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$366,000.00	0
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$228,708.00	0
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$550,000.00	0
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$340,000.00	0
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$140,000.00	0
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	0
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
4	4.1	Community/Parent Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	0
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	0
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,897.00	0

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2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$24,406,373.00	$8,189,731.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$1,157,000.00	1,287,542.00
1	**1.2**	All academic interventions and program materials	Yes	$2,050,000.00	2,279,035.00
1	**1.3**	Tutoring and supports for students	Yes	$788,000.00	877,591.00
1	**1.4**	Counseling students towards graduation and materials	Yes	$595,000.00	661,160.00
1	**1.5**	Student activities that increase learning efforts	Yes	$70,000.00	75,659.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$7,078,706.00	
1	**1.7**	Professional Development to Support English Learners and LTELs	Yes	$1,000.00	1,112.00
1	**1.8**	LREBG - Intervention programs and support personnel to support students.	No	128,336.00	31,766.00
2	**2.1**	Career and college-readiness for English Learners, low-income and foster youth students	Yes	$964,000.00	1,062,259.00
2	**2.2**	Professional development addressing English Learners, low income and foster youth students	Yes	$366,000.00	406,387.00
2	**2.3**	Technology Access & Support	Yes	$212,000.00	235,509.00

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Support for Standards-based Curriculum and Instruction	Yes	$540,000.00	600,833.00
2	**2.5**	Educational Materials for Effective School Program	No	$8,556,870.00	
2	**2.6**	Safe and Secure Facilities	No	$1,292,104.00	
3	**3.1**	Student Retention	Yes	$331,000.00	367,779.00
3	**3.2**	Social and Emotional Supports	Yes	$132,000.00	146,522.00
3	**3.3**	Access to Transportation	Yes	$40,000.00	43,385.00
3	**3.4**	Access to Nutrition	Yes	$92,460.00	99,978.00
4	**4.1**	Community/Parent Liaison and Meaningful School Activities	Yes	$4,000.00	4,436.00
4	**4.2**	Translation and Outreach Services	Yes	$2,000.00	2,224.00
4	**4.3**	Educational Partner Engagement	Yes	$5,897.00	6,554.00

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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)
7,941,923	$7,350,357.00	$8,157,965.00	($807,608.00)	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	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	$1,157,000.00	1,287,542.00	0	
1	1.2	All academic interventions and program materials	Yes	$2,050,000.00	2,279,035.00	0	
1	1.3	Tutoring and supports for students	Yes	$788,000.00	877,591.00	0	
1	1.4	Counseling students towards graduation and materials	Yes	$595,000.00	661,160.00	0	
1	1.5	Student activities that increase learning efforts	Yes	$70,000.00	75,659.00	0	
1	1.7	Professional Development to Support English Learners and LTELs	Yes	$1,000.00	1,112.00	0	
2	2.1	Career and college-readiness for English Learners, low-income and foster youth students	Yes	$964,000.00	1,062,259.00	0	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	$366,000.00	406,387.00	0	
2	2.3	Technology Access & Support	Yes	$212,000.00	235,509.00	0	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	$540,000.00	600,833.00	0	

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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)
3	**3.1**	Student Retention	Yes	$331,000.00	367,779.00	0	
3	**3.2**	Social and Emotional Supports	Yes	$132,000.00	146,522.00	0	
3	**3.3**	Access to Transportation	Yes	$40,000.00	43,385.00	0	
3	**3.4**	Access to Nutrition	Yes	$92,460.00	99,978.00	0	
4	**4.1**	Community/Parent Liaison and Meaningful School Activities	Yes	$4,000.00	4,436.00	0	
4	**4.2**	Translation and Outreach Services	Yes	$2,000.00	2,224.00	0	
4	**4.3**	Educational Partner Engagement	Yes	$5,897.00	6,554.00	0	

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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)
19,900,330	7,941,923	0.000%	39.908%	$8,157,965.00	0.000%	40.994%	$0.00	0.000%

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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:

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- **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.

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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.

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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.

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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.

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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.

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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.

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- 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

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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.

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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.

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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.

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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

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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

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- 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.

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- 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.

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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:

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- 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.

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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.

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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.

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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.

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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).

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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.

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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.

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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.

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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 —

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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.

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- **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.

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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,

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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

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- **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).

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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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