

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Vista Innovation High School

CDS Code: 36-75051-0136432

School Year: 2026-27

LEA contact information:

Rachel Taggart

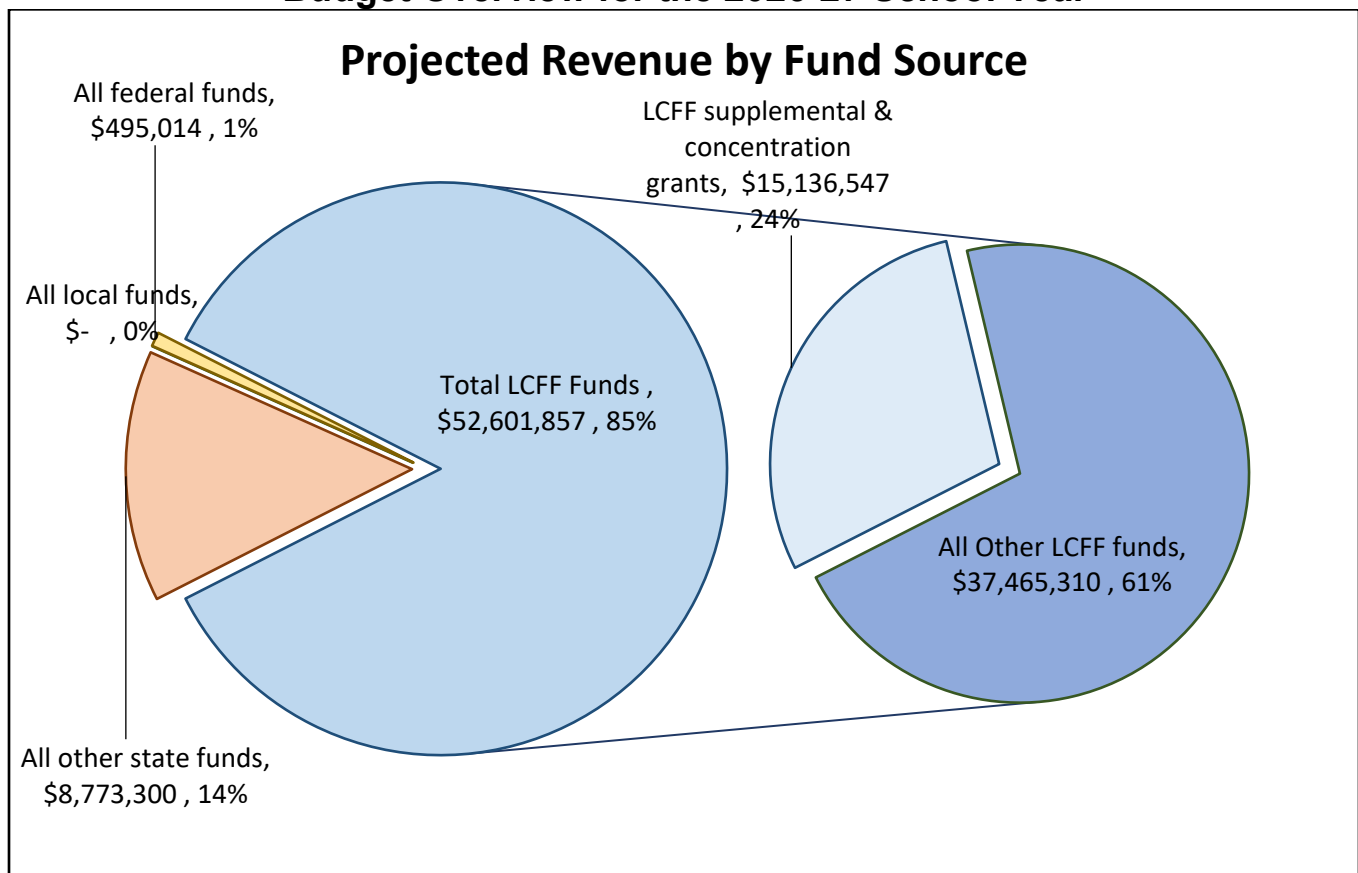
Area Superintendent

principal@innovationaltavista.org

(760) 947-0006

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

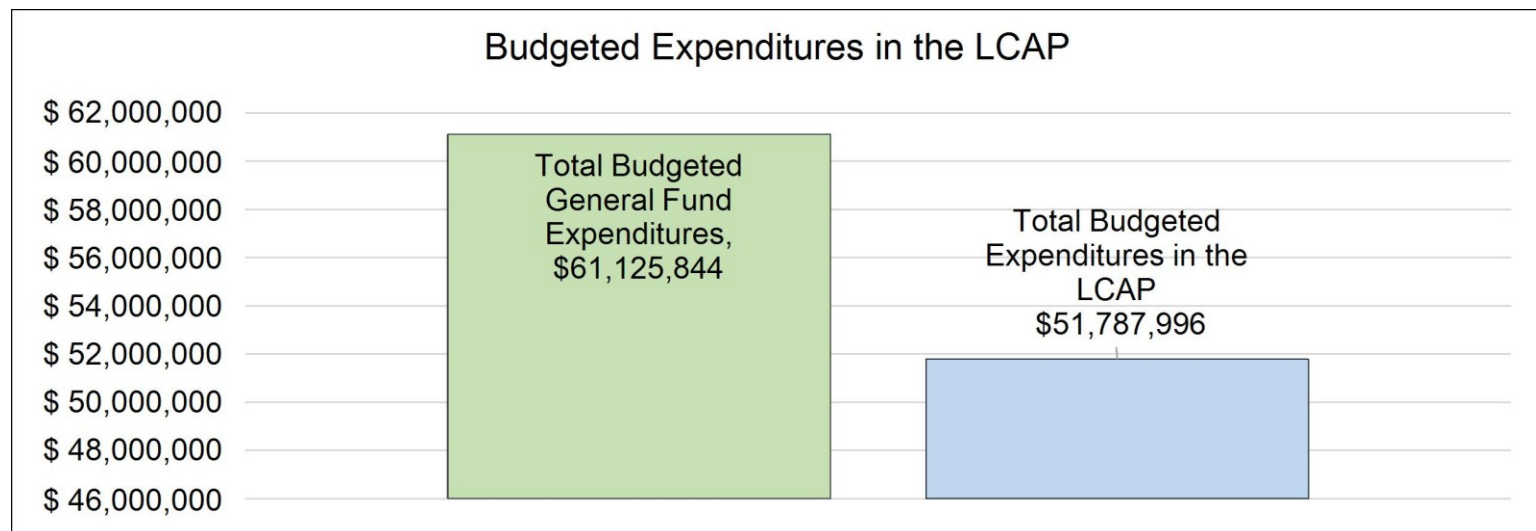


This chart shows the total general purpose revenue Alta Vista Innovation High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alta Vista Innovation High School is \$61,870,171, of which \$52,601,857.00 is Local Control Funding Formula (LCFF), \$8,773,300.00 is other state funds, \$0.00 is local funds, and \$495,014.00 is federal funds. Of the \$52,601,857.00 in LCFF Funds, \$15,136,547.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Alta Vista Innovation High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alta Vista Innovation High School plans to spend \$61,125,844.00 for the 2026-27 school year. Of that amount, \$51,787,996.00 is tied to actions/services in the LCAP and \$9,337,848 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our independent study program implements a personalized learning experience for all students, including English learners, LTELs, low-income, foster youth, and special education students, that is carefully designed to address their unique academic and social-emotional needs. To serve our At-Promise and highly mobile population, expenditures are budgeted for, but not limited to, teacher and staff salaries and benefits, student interventions, curriculum development, professional development, materials, hardware, and software. Not included in the LCAP are the following:

- Audit fees
- Legal expenses
- Association fees
- Special Education expenditures
- Mandated Block expenditures
- Ancillary Grants
- AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act
- Student Support and Professional Development Discretionary Block Grant
- California Community Schools Partnership Program (CCSPP)
- K through 12 Strong Workforce Program

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

In 2026-27, Alta Vista Innovation High School is projecting it will receive \$15,136,547.00 based on the enrollment of Foster Youth, English learner, and low-income students. Alta Vista Innovation High School must describe how it intends to increase or improve services for high needs students in the LCAP. Alta Vista Innovation High School plans to spend \$15,136,547.00 towards meeting this requirement, as described in the LCAP.

The Local Control Accountability Plan (LCAP) directs the Supplemental and Concentration funding into goals and actions designed to help high-needs students with social-emotional support, academic interventions, counseling, and student engagement activities. Students have access to a robust tutoring program that supports their learning. Targeted academic interventions help close skill and knowledge gaps, ensuring that students become competent graduates. A brief description of the LCAP is that our first goal is a focus goal, and the first action is directed at helping our English learners and LTELs. Our second goal is a broad goal supporting student interest in a career or higher education. The third goal is a maintenance of progress goal that meets the mission of our school program, which is to retain students and help them graduate. The last LCAP goal is aimed at improving our educational partner engagement, especially for our English learners, low-income, and foster youth:

Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials
- Action 5: Student activities that increase learning efforts.
- Action 7: Professional Development for English learners.

Goal #2: Students Will Gain Skills for College and Career Readiness

- Action 1: Career and college-readiness for English learners, LTELs, low-income, and foster youth students.
- Action 2: Professional development addressing English learners, LTELs, low-income, and foster youth students.
- Action 3: Technology for upgrading student programs.
- Action 4: Support for Standards-based Curriculum and Instruction

Goal #3: Increase Student Retention

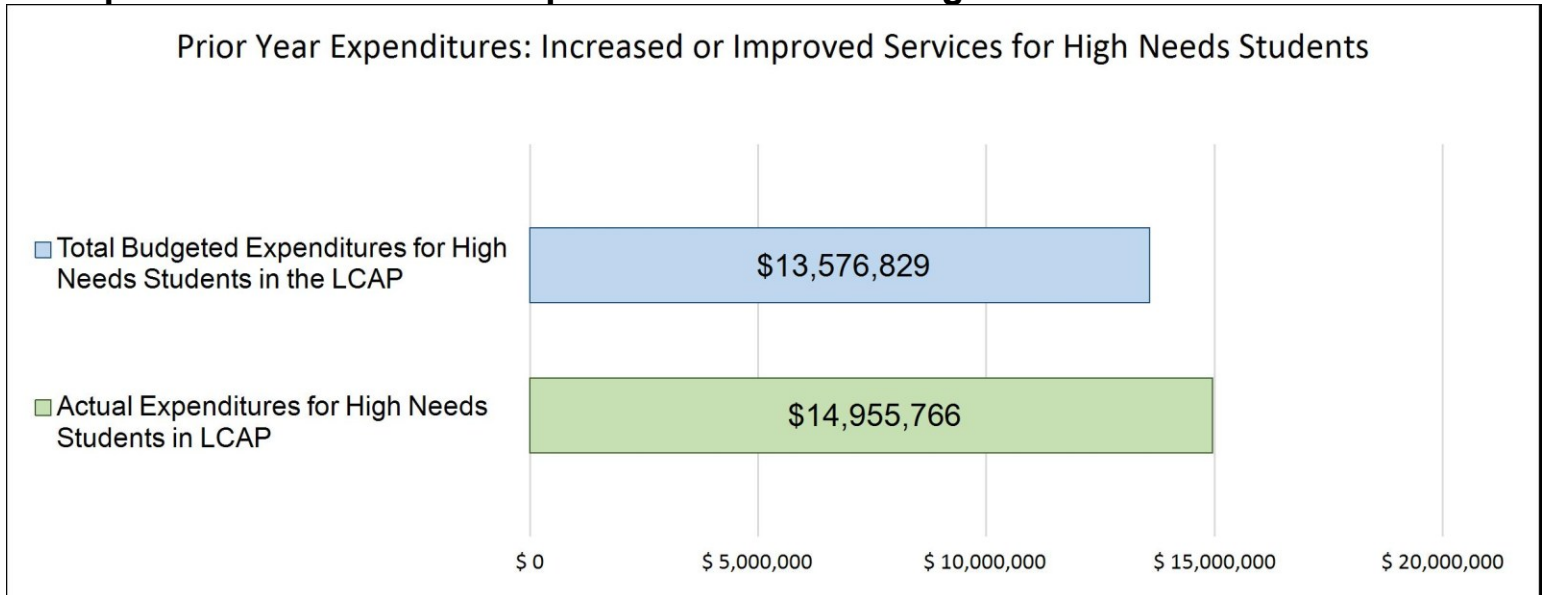
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, and foster youth students.

Goal #4: Increase Educational Partner Engagement

- Action 1: Community/Parent Liaison and meaningful school activities.
- Action 2: Translation services and contracted services for outreach.
- Action 3: Educational partner events, personnel, and materials for engagement.

LCFF Budget Overview for Parents

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



This chart compares what Alta Vista Innovation High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alta Vista Innovation High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alta Vista Innovation High School's LCAP budgeted \$13,576,829.00 for planned actions to increase or improve services for high needs students. Alta Vista Innovation High School actually spent \$14,955,766.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alta Vista Innovation High School	Rachel Taggart Area Superintendent	principal@innovationaltavista.org (760) 947-0006

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.

Alta Vista Innovation High School (AVIHS) is a Workforce Innovation Opportunity Act (WIOA) and Dashboard Alternative School Status (DASS) charter school that provides a diverse, student-centered learning environment for 2,812 students residing in San Bernardino, Riverside, and Los Angeles counties. Our enrollment comprises a diverse population of students: 14% English Learners, 89.1% Socio-Economically Disadvantaged, 8.2% Homeless, 2.1% Foster Youth, and 20.6% Students with Disabilities. We operate under the premise that increased parental involvement, increased amounts of one-on-one supervising teacher and student interaction, student-driven participation in the learning process, wide availability of home- and school-based technology access, and flexible academic options are the keys to success in today's youth. Therefore, our personalized learning model is tailored to the needs and interests of each student through the collaborative creation of an Individual Learning Plan (ILP) that tracks students' graduation progress and encourages participation in career and college readiness academic opportunities both at the school directly and through virtual options.

Our school model is centered on the principle that flexible instruction means students have access to their supervising teacher/tutor/counselor both from the home via remote/online resources and also at the learning center in person. Personalized learning is the central focus of how can support our student population. Each student comes to our school with their own story, whether it be a deficiency in their academic credits, a history of missing school through absences, or stressors within their family unit that have impacted their education. The intent is to engage each student in a learning process that is productive and meaningful. We use multiple data points to assess student academic achievement progress through regular recording of detailed learning records, compiling student work samples, and conducting both local and annual state-mandated testing programs. The school offers this personalized learning option for students with the

ultimate objective of enabling pupils to become self-motivated, competent, and lifelong learners beyond graduation. We are a year-round credit recovery program and have structured our academic year into 13 Learning Periods (LP).

We have worked to expand our CTE and college dual-enrollment programs to support our LCAP goals. Students are provided with multiple college options through articulated agreements with local community colleges, and they receive both high school and college credits on their academic transcripts upon course completion. The options provided to students were based on a student needs assessment that included student feedback, transcript analysis, and prior course completion percentages by our students. We also paired some of the course options with current and upcoming CTE pathways that are/will be offered by the school to maximize the amount of relevant credit for students to receive. Our goal is to continue expanding dual enrollment options to increase student proficiency in the completion of college-level work, blur the line between secondary and post-secondary continuation, and accustom students to the concept of learning as a lifetime endeavour.

In May 2024, AVIHS was awarded significant multi-year grant funding to implement the California Community Schools Partnership Program (CCSPP) framework. The 2026-2027 academic year will be the third year of a five-year grant wherein the school is focusing on academic and community-based supports for students through the CCSPP’s four pillar framework: (1) Integrated support services, (2) Family and community engagement, (3) Collaborative leadership, and (4) Extended learning time and opportunities. The CCSPP grant aligns closely with our LCAP goals and we believe that the funding pairs well with our desire to enhance the scope of services we provide to students, embrace ongoing change and inward reflection on the efficacy of our partnership MOUs, and refocus the school on outcomes via supportive and inclusive policies.

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 85.3%. This is high for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is an increase of +6.10 percentage points from the previous year. Our homeless and foster youth were above the All-student group at 84.6% and 87.2%. Our students with disabilities graduated at 88.2%. Our English Language Learners graduated at +6.20% higher than the previous year. The Hispanic and low-income student groups graduated at 82.8% and 84.5%. Our LTELs were at 83.6 %. The White group graduated just above the All group. This shows that our mission of meeting students’ academic and social-emotional needs was effective. We plan to increase our success with our students by increasing such supports as tutoring for all seniors.

Attendance

Our attendance rate is high at 89.44 % and is +4.44 percentage points above our goal of 85%. We believe that the re-engagement strategies that we implemented to help students and families during the COVID pandemic have continued to show results. We have expanded both academic and social-emotional supports which have contributed to increasing the students' average attendance rate. Building relationships and staying connected to students has kept attendance high.

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 87.63%. That is 7.63 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 rate 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, +39% more credits compared to the baseline. Our English Language Learners earned +38% higher credit completion rate than the baseline year. Students in the low-income and Special Education groups earned +.63 and +.67 points higher, respectively, in credit completion compared to last year. Additionally, they were close to the All student group. The foster youth student group was 0.7 points below the All student group. We expect to continue to increase our credit completion rates for all students so that they achieve our target of 4.0 or higher completed credits each learning period.

English Learner Progress

The CA Dashboard ELPI is yellow and shows 6.8%, making progress towards English proficiency. This is a +6.8 point increase from the previous year. Our LTEL group was yellow and showed 42%, making progress. This was an increase of +7.1%, and it was above our expected outcome of orange. Our English Learner reclassification rate increased from a baseline of 7% to 11% this year. Our expected outcome is to be above the CA average of 8.6%. The English Learner Progress Indicator shows that the state average was 46.4% of all EL students who made progress last year.

CA Dashboard English Language Arts

The Academic Indicator for English Language Arts was orange for the All student group, and it increased by 5.6 points from the previous year. Although the All group was 83.5 points below standard, the growth moved us into the orange, which meets our expected outcome. Earning an orange status were our Students with Disabilities, Hispanic, homeless, English Learners, and LTELs, all showing growth. The three groups in the red were socioeconomically disadvantaged, White, and African American. Our homeless students increased by +56.8 points, and our LTELs increased by -25.8 points. 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.

CA Dashboard Mathematics

Our Academic Indicator for Mathematics met our expected outcome of orange by increasing by +8 points from the previous year. Although the All student group performed 178 points below standard, the growth resulted in receiving an orange status. This met our expected outcome of orange. Our Socioeconomically Disadvantaged, English Learners, LTEL, and homeless student groups all showed significant gains. The student groups in the red are African American, Hispanic, Students with Disabilities, and White, performing significantly below standard. Our foster youth, Asian, and all other groups did not have enough students for a status to be calculated.

CAASPP Mathematics

Our 11th graders scored 8.2% meeting standards on the CAASPP for Mathematics. This is a +6.2 point growth from the baseline year and showed 310% growth. Homeless and White student groups scored high at 9.3% and 11.4%, respectively. The Hispanic student group scored at 4.5%, and the low-income were at 8.7%, which is near the All-student group. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

Science CAASPP and CA Dashboard

The CAASPP Science scores also showed that 15.8% of our high school students were meeting or exceeding standards. This was about a +6.2% points increase from the previous year. Our low-income students scored at 17.5%, but our Hispanic students were at 3.3%. Homeless and White scored at 46% and 21%, respectively. Other student groups were below or not enough to warrant a calculation. CA Dashboard shows a status of yellow with an increase of 3.8 points. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Suspension and Expulsion Rate

Suspension rate was blue, which is “Very Low” on the CA Dashboard. It was 0.1%, which is a slight increase from 0.0% the previous year. Our homeless, English learners, LTELs, and African Americans had 0% suspensions. Our socioeconomically disadvantaged and Students with Disabilities were at 0.1%, but still had a blue status. The Hispanic group was 0.2%, with a blue status. There were no expulsions.

School Survey Results

Our school survey data shows that 99% of our students felt safe this year. This is +9 points over our expected outcome. This is an important metric for us, and we expect it to be at or near 100% each year. Face-to-face interaction with a caring adult will help students feel safe and connected. Additionally, 97% of the students surveyed said that they feel connected 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 98% are feeling safe and 99% feel connected to the school which are both above our 90% target. We have high expectations for school safety and connection, and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their students’ education as well as school activities, events, and celebrations. This year, we had twice as many parents participate in our PAC and ELAC meetings. On the school survey, 97% said that they feel encouraged to participate this year, which is a +13 point increase from the baseline 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. 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. Data discussions with teachers and administration will be grounded in learning community protocols aimed at improving performance on student outcomes.

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 data and other local data are discussed quarterly and shared with our educational partners, including the school board.

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 participation rates of students in college and career preparation opportunities. This revealed that multiple causes play into the college and career rate that need to be managed, such as data analysis, Career Technical Education (CTE) pathway completion, dual enrollment college course completion, attendance, student motivation, parent engagement, and academic tutoring.

Our school was identified for Comprehensive Support and Improvement (CSI), as a 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 33.3% in 2025, 27.3% in 2024, and 27.2% in 2023. This is far below the 68% threshold. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Our Homeless students increased by +5.4 points to 31.2%. Also, our foster youth students were the highest group at 40.3%. The lowest performing student group was our English Learners at 24.4%, and LTEL at 26.1% were both below the All-student group. Our Hispanic groups was 35.7% and above the All student group. Two or More Races at 31.7% and the African American group at 36.7%. The White student group was 27.7% and declined by 1.4 points. Our Socioeconomically Disadvantaged were at 32.6%. Additionally, Students with disabilities increased by 2.25 points to 28%, which is below the All-student group. There were also not enough students in the following groups to warrant a performance color for American Indian, Asian, Pacific Island, 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.

CAASPP English Language Arts

The CAASPP scores also showed that 23.4% of our 11th graders were meeting or exceeding standards. Although this was a +0.4 point increase from the previous year, it doesn't yet meet our expected outcome of 25%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. The student groups who were near the All group were low-income, and Hispanic. Below the All-student group were English learners at 3%, African American at 17%, students with disabilities at 1.9%, and homeless at 17.9%. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling. Additionally, we utilize predictive indicators from our NWEA benchmark assessments to support students' academics prior to taking the CAASPP assessments, often using this data to highlight students who would benefit from enrollment in academic intervention courses such as Read180 or Intensive English.

Science CAASPP and CA Dashboard

The CAASPP Science scores also showed that 15.8% of our high school students were meeting or exceeding standards. This was about a +6.2% points increase from the previous year. Our low-income students scored at 17.5%, but our Hispanic students were at 3.3%. Homeless and White scored at 46% and 21%, respectively. Other student groups were below or not enough to warrant a calculation. CA Dashboard shows a status of yellow with an increase of 3.8 points. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Retention Rate

One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as social-emotional trauma. Early on, we identify 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. As the end of 2025, our retention rate was 75.61%, which is 4.39 points below our target outcome. We will continue to ensure that our teachers, tutors, and counselors collaborate as a team to retain students. In LP5, our tutors participated in a professional development centered on tutoring sessions efficacy, data tracking, and academic support strategies. We believe that our retention rate and credit completion rate will see improvement in our summative end-of-year data.

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 12.37%, which is slightly above our 10% threshold, but still above. Our teachers and retention support staff work to address the serious concerns we have for students potentially dropping out. Building relationships and staying connected to students has kept the non-completer rate low.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: African-American, English learner, Hispanic, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, and White.

English Learner Performance Indicator: none

Academic Indicator - English Language Arts: African-American, Hispanic, White, English learner, socioeconomically disadvantaged, and students with disabilities.

Academic Indicator - Mathematics: African-American, Hispanic, White, English learner, socioeconomically disadvantaged, and students with disabilities.

College and Career Indicator: African-American, English learner, Hispanic, foster youth, 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 may be found in Goal 1, Action 8. 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 CSI/DA team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified that the student groups in the red were our Socioeconomically Disadvantaged, English learners, Hispanic, and students with disabilities for both ELA and Math. African American students were red in ELA and orange in mathematics. As part of receiving technical assistance, our school began working with the San Bernardino County Office of Education. We met with them several times both in-person and virtually, and our

CSI/DA team completed a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. These student groups performed significantly below their grade-level peers on the CAASPP English and CAASPP Mathematics tests. As a team, we identified that these groups could benefit from higher participation in NWEA benchmark testing, which would positively impact the ability of teachers and academic support staff to re-teach concepts for mastery in advance of the state testing windows each Spring. 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 are continuing our collaborative work with the San Bernardino County Superintendent of Schools, as part of our technical support for Differentiated Assistance. Our CSI/DA improvement team collaborated with them 4 times this year, including an in-person training in January 2026 to review data with our team and conduct a See, Plan, Do, Act protocol. Alta Vista Innovation High School is a large school composed of three distinct regions. Based on that, we divided into two separate groups to review the data and develop three goals.

By team, the areas of focus were identified as:

Team SED: The cohort of socio-economically disadvantaged (SED) students is below the All Students Group in performance on the ELA CAASPP.

Team CCI: Nearly all 4th and 5th year student groups are in the red on the CA Dashboard for completion of the College and Career Indicator.

Our regularly scheduled support this year with the collaboration of San Bernardino County Superintendent of Schools Differentiated Assistance personnel and our local teams began in January 2026 with analysis of 2025 CA Dashboard data sets and identify statistically significant student groups needing increased support. During that meeting, each team completed a needs assessment and root cause analysis to identify and strategize possible actions that could improve our student outcomes. Since that training, our two groups have continued to meet regularly, and team leaders have participated in scheduled meetings with our county representative for support and progress review.

Team SED identified that Socio-Economically Disadvantaged (SED) students were experiencing lower English Language Arts (ELA) performance as measured by CAASPP/SBAC scores. Root cause analysis pointed to a lack of consistent protocols for ELA placement as a primary driver of insufficient ELA progress. The team wrote a SMART goal draft which was further refined through local teamwork. During those collaboration sessions, the team also analyzed additional data related to student-level ELA/ELD credit accumulation, NWEA benchmark scores, and 2024-2025 SBAC/CAASPP performance data for the current SED cohort of 498 students enrolled across all grade 11 ELA courses. During that work, the team found that lower credit completion than expected for those students was a potential barrier to improvement. The team developed a two-pronged approach to CAASPP testing in 2025-2026. Approach 1 was to develop an ELA course placement guide to better implement approach course mapping by teachers. Approach 2 was to identify checkpoints for data review and students' CAASPP preparation. We anticipate that we will increase our SED student performance in ELA CAASPP performance based on our collaboration and multiple approach to improvement.

Team CCI identified that the 4th and 5th year cohort of students was falling below our target goal in completion of CTE pathways and dual enrollment opportunities. Root cause analysis pointed to a lack of accurate cohort identification, which ultimately led to a gap in accurate

tracking and data gathering. The team wrote a SMART goal draft which was then further refined during local teamwork. Two regional administrators (Director College & Careers, and State & Federal Programs Coordinator) met with SBCSS for additional support related to development of a local tracker. Over the course of the school year, the team met at least two times per month for check-ins and group collaboration. A CCI data tracker was further refined, closely aligned to the data sets that are captured in the SOARS report. We anticipate that we will see significant improvement next year based on our more accurate identification and support of 4th and 5th year students.

The two teams will continue their work through the 2025-2026 school year. Beginning in the summer of 2026, we will meet to review the data and conduct additional data review. Part of that work will include a revision of our tracking documents, and to conduct another root cause analysis of the data.

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.

Alta Vista Innovation High School 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.

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:

- High-dosage/Frequency: Three or more sessions per week.
- Integrated into the school day: Tutoring is most effective when done during school hours.
- Trained Personnel: Tutoring is more effective when conducted by teachers or professional tutors rather than volunteers.
- 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.pdf.

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 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.

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

The comprehensive needs assessment and root cause analysis identified that 12th-grade students who enroll significantly credit deficient do not have equitable access to the additional tutoring and academic support needed to recover credits within the federal four- and five-year graduation timelines. To address this resource inequity, the State and Federal Programs Coordinator worked with school leadership to identify tutoring as the selected Tier 1 evidence-based intervention and aligned additional funding to LCAP Goal 1, Action 3. The intervention is intended to expand access to targeted academic support so students can complete required coursework, recover credits, and make progress toward graduation. Additionally, all of our student groups are below the 68% threshold. The 5-year graduation rate was 33.3% in 2025, 27.3% in 2024, and 27.2% in 2023. This is far below the 68% threshold. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Our Homeless students increased by +5.4 points to 31.2%. Also, our foster youth students were the highest group at 40.3%. The lowest performing student group was our English Learners at 24.4%, and LTEL at 26.1% were both below the All-student group. Our Hispanic groups was 35.7% and above the All student group. Two or More Races at 31.7% and the African American group at 36.7%. The White student group was 27.7% and declined by 1.4 points. Our Socioeconomically Disadvantaged were at 32.6%. Additionally, Students with disabilities increased by 2.25 points to 28%, which is below the All-student group. 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.

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 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.

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	The school made a concerted effort to communicate with our students and parents this year. We encouraged participation in our PAC meetings and during those meetings, we asked our educational partners for their feedback. Our Parent Advisory Committee meetings were held on the following dates: Quarter 1 Meeting (September 25, 2025) Agenda Topics: • LCAP Infographic • CTE and Dual Enrollment registration window • Community Schools (CCSPP) grant presentation • Art and Music in Schools grant presentation • Upcoming school events (field trips & school activities) Quarter 2 Meetings (November 19 & 20, 2025) Agenda Topics: • Mid-Year LCAP presentation • Where to find the LCAP • How we used LRE Block Grant to support students • Comprehensive School Improvement presentation and Feedback Survey • CTE and Dual Enrollment presentation • Art and Music in Schools grant presentation • Upcoming school events (field trips & school activities) • Annual School Climate Survey request for participation

Educational Partner(s)	Process for Engagement
	Quarter 3 Meetings (March 5, 2026, March 12, 2026, and March 26, 2026) Agenda Topics: • Important items for educational partner feedback • School Accountability Report Card (SARC) • Comprehensive School Improvement (CSI) • Differentiated Assistance (DA) • CA School Dashboard • Upcoming school events (field trips, school activities, and graduation) Quarter 4 Meetings (April 30, 2026, May 5, 2026, May 7, 2026, and May 8, 2026) Agenda Topics: • Annual LCAP presentation • Sharing of CSI Plan • Sharing of DA Plan • Sharing of 2025-2026 LCAP • Sharing our progress with LRE Block Grant funds • Grant Update (AMS, SSPD, and CCSPP) • Feedback survey regarding how we spent grants and areas to improve
ELAC/ English Learner Advisory Committee	English Learner Advisory Council Quarter 1 Meeting (September 25, 2025) Agenda Topics: • What is ELAC • Purpose and Procedures • Elections and Officers • English Learner reclassification windows • Celebrations of reclassified students • Feedback opportunity about the Q1 meeting Quarter 2 Meeting (November 19, 2025) Agenda Topics: • English Learner Reclassification Windows • Celebrations of Reclassified Students

Educational Partner(s)	Process for Engagement
	• Sharing of Mid-Year LCAP • CTE and Dual Enrollment Update • CCSPP Grant Update Quarter 3 Meeting (March 5, 2026) Agenda Topics: • Review of the Comprehensive School Improvement Plan & feedback survey opportunity • Understanding the ELPAC Assessment • Supports and Criteria for Reclassification • Upcoming State Testing Windows (PFT, ELPAC, CAASPP, and CAST) • CTE and Dual Enrollment Update • CCSPP Grant Update Quarter 4 Meetings (April 30, 2026, May 5, 2026, May 7, 2026, and May 8, 2026) Agenda Topics: • Annual LCAP Presentation • Sharing of CSI Plan • Sharing of DA Plan • Sharing of 2025-2026 LCAP • Sharing our progress with LRE Block Grant funds • Grant Update (AMS, SSPD, and CCSPP) • SB 3216 "Phone Free Schools Act" Presentation • Feedback survey regarding how we spent grants and areas to improve
Teachers and Staff	Teachers and staff collaborates throughout the year to support the LCAP goals, which included discussion surrounding implementation of our DA and CSI plans. Our EL, Special Education, and Counseling department supported our unduplicated students through collaboration in small group and all-state professional development opportunities. Examples of collaboration and professional development activities included the following activities and many others:

Educational Partner(s)	Process for Engagement
	• Our Multilingual Programs Coordinator supported monthly collaboration and professional development related to English Learner supports, such as EL/LTEL reclassification, test preparation, course assignment, and upcoming implementation of an expanded Designated ELD and OPTEL observation framework. • Training and certification of our TREC-related social-emotional supports framework to expand the support for students • Crisis Prevention and Intervention (CPI) training to better equip our staff for situational intervention • All-staff PDs held by Principals with their staff, to encourage active collaboration amongst multiple levels of our school teams • Visitor access procedures and protocols trainings to better equip our staff with safe attendance at school sites • Training on both local and state academic assessments, which helped to increase our standardized test participation and summative scores • Growth Mindset professional development that supported implementation of a positive environment in our school through positive student appointments
Principals	Principals meet two times per month with the Area Superintendent and Directors to review and analyze data related to our LCAP Goals and Actions. Their data reviews include student academics, attendance, graduation, English Learner progress, and other metrics that build a comprehensive picture of supports for our unduplicated student population. The regular data reviews are part of a continuous cycle of improvement that is driven by data and collaboration. The Principal group is also focused on addressing student needs that are identified in their meetings, aligning their local objectives with strategic actions and outcomes, and developing intervention strategies that are effective in increasing collaboration among staff for students' academic success and ultimate graduation. Principals are also included in our Administrators group, which is ultimately composes the Regional Leadership Team.

Educational Partner(s)	Process for Engagement
Administrators	Our Administrators group is called the Regional Leadership Team. It is composed of the following groups: - Superintendent - Regional Director of College and Careers - Regional Director of Data, Assessment, and Accountability - Regional Director of Student Services - Coordinator, Curriculum Instruction - Coordinator, Multilingual Programs - Coordinator, State and Federal Programs - Coordinator, Student Services - Counseling - Coordinator, Student Services - Special Education - English Language Development (ELD) Specialist - Instruction - Instructional Specialists - Curriculum Instruction - Regional Student Relations Manager - Social Work Program Specialist - Counseling - School Principals Administrators, Directors, Coordinators and Specialists meet two times per month with the Area Superintendent to review LCAP data, CSI, DA and student performance prior to meeting with the Principal teams. These data-based conversations are centered on progress monitor, data analysis, and strategic implementation of local initiatives using LCAP funding to increase student success. The Administrators group's work also centers on how funding within the LCAP can be best utilized to support our unduplicated student population while remaining focused on continuous improvement. From these meetings, we implement a share out model where the site leadership work with their certificated and classified staff at local professional developments. The feedback from those meetings is used when setting the agenda for upcoming Regional Leadership meetings. The leadership team participated in a planning summit in the 2025-2026 school year to support vision planning, alignment of processes, leadership best practices, and goal-setting. Specific areas of focus included EL/LTEL progress, calendar activities, LCAP budgets, and alignment of leadership goals with the LCAP specifically in mind.

Educational Partner(s)	Process for Engagement
Students	The school actively engaged students in consultation and decision-making this year. We utilized numerous events throughout the school year to gauge students' opinions, and also encourage their feedback. Feedback opportunities were across the spectrum of the LCAP, which includes our Differentiated Assistance (DA) and Comprehensive School Improvement (CSI) plans. The information from these meetings was shared with our leadership to support the planning and execution of our LCAP. Some of the opportunities were: • Annual School Climate Survey: 2,516 students completed the survey this year. • Our quarterly PAC and ELAC meetings, which were held by site leadership. • Quarter 1 on September 25, 2025 • Quarter 2 on November 19, 2025 • Quarter 3 on March 2, 2026 • Quarter 4 held on different dates depending on Principal leader, either April 30, 2026, May 5, 2026, May 7, 2026 or May 8, 2026 • Pathways to Success SGI courses hosted by multiple Principals throughout the year • Back to School Nights were held on multiple dates: 8/12/25, 8/13/25, 8/14/25, 2/24/26, 2/25/26, 2/26/26 • Other feedback events, such as Social Thursdays and Freshman Orientation SGIs
SELPA/Special Education Local Plan Area	Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members.

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 El Dorado Charter SELPA. • Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA. • Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. • The El Dorado 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	Our school board receives regular reports and updates on the progress of the LCAP throughout the school year. The following school board dates includes presentations on the LCAP. The presentations included: • December 2, 2025: Sharing of the LCAP Mid-Year Report with Learning Recovery Emergency Block Grant Update. • February 24, 2026: Sharing of the School Accountability Report Card, CA School Dashboard Report, Differentiated Assistance status, and CSI status • April 14, 2026: Sharing of the LCAP Goals and Metrics • May 26, 2026: Sharing of the 2026-2027 LCAP, which included the Budget Overview for Parents, Local Indicators Report, and the Comprehensive Support and Improvement (CSI) Plan
Public Comment	May 5, 2026 through May 22, 2026 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.

Educational Partner(s)	Process for Engagement
Public Hearing	May 26, 2026: 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	May 26, 2026: 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	May 26, 2026: The governing board adopted the 2026-2027 Budget, and they were presented with the Local Indicators Report.

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

The 2026-2027 LCAP was developed through an interactive educational partner process. The goals, actions, and focus of the LCFF funds were developed through a process that included community and educational partner consultation to best meet the needs of our students as identified through the required metrics, local indicators, and educational partner feedback. Updates and additions to the 2026-2027 LCAP have been influenced by the process described above. The following is Educational Partner feedback that influenced the development of the LCAP.

Parents Feedback: We utilized multiple opportunities for parents to interact with the school and provide feedback on the LCAP. The LCAP goals and actions were reviewed with parents at PAC and ELAC meetings held throughout the year. During those meetings, parents were asked how we could best meet the needs of our students through the goals and actions, and we shared the amount of funding available in our LCAP to support student achievement. Written surveys were distributed to parents at both PAC and ELAC meetings to capture both quantitative and qualitative data that was used as part of the LCAP revision process. This year, we placed a strong focus on Annual School Climate Survey completion, and our participation rates were the highest recorded in the past five years. Parents expressed that they would like more field trips (Goal 1 Action 5) for their students and that they appreciated how safe students felt at the learning centers (Goal 2 Action 6). Many parents felt that our tutoring was much better this year because the school hired additional tutors for their students (Goal 1 Action 3).

Student Feedback: Students were encouraged to participate in PAC, ELAC, and other site meetings to make their voice heard. They expressed that their teachers were, by and large, very supportive in their school studies. Students shared that they enjoyed our field trips but wished we held more trips throughout the school year (LCAP Goal 1 Action 5). They also would like more varied food offerings (LCAP Goal 3 Action 4). Many students stated that they really liked our SGI offerings and that the SGI classes really helped them complete their credits (LCAP Goal 1 Action 3). Student feedback was also gathered through hand-written surveys that were distributed at PAC and ELAC meetings. This year, we placed a strong focus on Annual School Climate Survey completion, and our participation rates by students were the highest recorded in the past five years.

Administration Feedback: Administrators met regularly as a team collaborative throughout the school year both virtually and in-person. The meetings had various agenda topics ranging from attendance, LCAP, student engagement, graduation rates, Comprehensive School

Improvement, Differentiated Assistance, and budget. Administrators were engaged in numerous assessments of our program to review data and develop strategic plans related to improving our performance toward LCAP goals and outcomes.

Teachers Feedback: School leadership hold regular staff and all-staff meetings for their instructional staff. During those meetings, school leadership reviews a wide range of topics, from how we can support our unduplicated student populations and instructional/academic support for students, to specific topics such as McKinney-Vento training by counselors. Teachers were informed of our status as a Comprehensive School Improvement and Differentiated Assistance designations, what those designations mean in regards to student outcomes and how best to improve our data over time.

School Board Feedback: Regular LCAP progress reports were shared with the school board throughout the school year. Board members expressed their satisfaction with our efforts toward meeting and improving school performance on our goals and actions. Whenever possible, the report to the school board shared our action steps toward improving a metric that was falling below the state average or goal as tracked by internal data. Board members expressed that they were very pleased with the progress made by the school in improving our data over the past year. Specific feedback included a question from a board member asking how often the school is looking at progress toward our goals. Mr. Opseth and Ms. Taggart both responded that the staff reviews data throughout the school year and that the data is used to make improvements on an ongoing basis. Another board member mentioned that it is clear that professional development has been very important to our program. And that the dashboard report was impressive. Board Member Alderson stated, "While the data on the dashboard is a large lift and a lot of data, it's a lot improvement and a lot of positives. There was a lot of great stuff that was in there as an information set for us." Board Member Lukacs stated, "The ELA and Math score improvement really great. Really great to see." And Board Member Beck stated, "It's great that our data shows we are going up, up, up."

Public Feedback: Each board meeting, time was allotted for comments and feedback from the general public. To date, there has not been any feedback given from the public to the school board.

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)

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 of 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	98% Data Year: 23-24 LPs 1-7	100% Data Year: 24-25 LPs 1-7	100% Data Year: 24-25 EOY	100% Data Year: 26-27 LPs 1-7	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal HR Tracking	Data Source: Internal HR Tracking	Data Source: Internal HR Tracking	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 Tracking	100% Data Year: 24-25 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 24-25 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	All: 943.95 EL: 766.86 FY: 827.91 LI: 940.25 SWD: 782.01 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 965.25 EL: 781.31 LTEL: 806.84 FY: 900.22 LI: 958.75 SWD: 809.92 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1007.42 EL: 843.72 LTEL: 877.81 FY: 985.28 LI: 1002.28 SWD: 864.28 Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 968 EL: 886 FY: 886 LI: 968 SWD: 968 LTEL: 886 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +63.47 EL: +76.86 LTEL: (w/o comparison) FY: +157.37 LI: +61.70 SWD: +82.27
1.4	Mathematics - Quantile Growth - local	All: 759.77 EL: 581.38 FY: 551.32 LI: 748.82 SWD: 563.42 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 789.10 EL: 618.00 LTEL: 636.70 FY: 741.21 LI: 781.22 SWD: 602.61 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 809.91 EL: 692.49 LTEL: 698.91 FY: 783.67 LI: 797.53 SWD: 640.46 Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 779 EL: 638 FY: 638 LI: 779 SWD: 638 LTEL: 638 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +50.14 EL: +111.11 LTEL: +698.91 FY: +232.35 LI: +48.71 SWD: +77.04

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Average Credit Completion - Priority #4	All: 2.60 EL: 2.54 FY: 2.69 LI: 2.76 SWD: 2.69 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.04 EL: 2.87 FY: 3.28 LI: 2.96 SWD: 2.81 Data Year: 2024-25 LPs 1-7 Data Source: Internal Data+Design	All: 3.62 EL: 3.48 LTEL: 3.53 FY: 2.92 LI: 3.59 SWD: 3.48 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: +1.02 EL: +0.94 LTEL: (w/o comparison) FY: +0.23 LI: +0.83 SWD: +0.79
1.6	English Learner Reclassify - Priority #4	7% Data Year: 23-24 LPs 1-7 Data Source: Internal	6% Data Year: 2024-25 Data Source: Internal Calculation	11% 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	+4%
1.7	EL Annual Progress on ELPI -Priority #4	36.6% ELPI Yellow Data Year: 2023 Data Source: CA Dashboard	32.7% ELPI Red Status, declined 3.9% LTEL - 34.8%, Red Status, Declined 2.7% Data Year: 2023-24 Data Source: CA Dashboard 2024	39.5% ELPI Yellow Status, Increased 6.8% LTEL - 42%, Yellow Status, Increased 7.1% Data Year: 2025 Data Source: CA Dashboard 2025	38% on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Increased 6.8% LTEL - Increased 7.1%
1.8	DASS Cohort Grad Rate 1 Year - Priority #5	All: 84.3% EL: 82.9%	All: 79.2% EL: 80.0%	All: 85.3% EL: 84.6%	All: 85% EL: 85%	All: +1.00% EL: +1.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 69.2% LI: 83.5% SWD: 82.4% Homeless: 83.3% AA: 79.6% AS: ** H/L: 84.7% WH: 85.4% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	FY: 69.6% LI: 77.7% SWD: 73.6% Homeless: 79.4% AA: 68.1% AS: ** H/L: 82.1% WH: 77.8% Data Year: 2024 Data Source: CA Dashboard – DASS **Data suppressed due to small count	FY: 86.2% LI: 84.5% SWD: 88.2% Homeless: 87.2% AA: 83.5% AS: ** H/L: 82.8% WH: 87.0% LTEL: 83.6% Data Year: 2025 Data Source: current Internal SIS, CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	FY: 85% LI: 85% SWD: 85% Homeless: 85% AA: 85% AS: 85% H/L: 85% WH: 85% LTEL: 85% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	FY: +17.00% LI: +1.00% SWD: +5.80% Homeless: +3.90% AA: +3.90% AS: (w/o comparison) H/L: -1.90% WH: +1.60% LTEL: (w/o comparison)

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.

Alta Vista Innovation High School (AVIHS) 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

AVIHS carried out the planned actions for this goal through a focus on supporting academic and English Language Development (ELD) support for English Learners (ELs) and Long-Term English Learners (LTELs). To accomplish this, the school made an effort to hire bilingual

Spanish-speaking EL tutors and paraprofessionals who support teachers through both individual and small-group instruction (SGI) in ELA and Math. Additionally, to help maintain focus on progress toward proficiency, we create and share with every EL student and their supervising teacher an Individualized English Learner Development Plan (IELDP). The IELDP helps students and teachers track participation in our Designated and Integrated English Language program. To further support out LTEL students, we increased use of our IXL software, intentional one-on-one assistance, and instructional differentiation. We utilize the EDGE curriculum and Rosetta Stone software to support all English Learners and provide additional reference materials based upon student need.

There were no substantive differences between the planned action and the actual implementation.

Actions 1.2: All academic interventions and program materials.

Implementation Status: 4 - Full Implementation

AVIHS has implemented a targeted intervention program for students needing additional support in English Literacy and Mathematics courses. These intervention supports in English and Math are offered both individually via one-on-one high dose tutoring and also in small groups via Small Group Instruction (SGI). We utilize multiple curriculums depending on the students' level of need, with examples including Read 180, Intensive English, and Algebra Essential Skills. The intervention course options are intended for students whose benchmark assessments reflect academic performance below their grade level. The courses support students' progress toward grade-level proficiency and are an additional avenue of support. Tutors and paraprofessionals collaborate with teachers at their school sites to deliver individualized and intentional support.

There were no substantive differences between the planned action and the actual implementation.

Action 1.3: Tutoring and supports for students.

Implementation Status: 4 - Full Implementation

To support progress in alignment with our Comprehensive Support and Improvement Plan, we have increased student participation in tutoring through expanded engagement strategies. Our collaborative CSI Team meets annually to complete a PDSA cycle of improvement, and then subsequently each quarter to provide collaboration and strategize the implementation and monitoring of the CSI Plan. Participants in the CSI Team include representatives from our tutoring team who actively participate in quarterly data reviews, as well as monitor and support our data tracking in alignment with our CSI Plan. The team developed a SMART goal to increase participation in tutoring by 50% through monitoring credit completion of students and proactively reaching out to provide academic support. Additionally, our team identified the need for additional training, which was provided by our Regional Instruction Specialist.

There were no substantive differences between the planned action and the actual implementation.

Action 1.4: Counseling students towards graduation and materials.

Implementation Status: 4 - Full Implementation

AVIHS employs 1 Student Services Coordinator, 1 Counselor Program Specialist, 12 counselors, 1 counselor paraprofessional, 1 Social Work Program Specialist, and 2 Social Workers who serve our students. We are proud of our 1:254 counselor to student ratio which is closely aligned with ASCA's suggested ratio of 1:250 students. Counselors participate in course assignment and academic advisement to help students develop a plan leading to graduation. Our counseling teams also serve as a bridge between students and post-secondary opportunities (such as college and career workshops, career-based field trips, and CTE course offerings). The counselors assist additional

staff members such as Student Retention Support (SRS) and our School Liaisons to coordinate additional services such as social-emotional support, acute housing needs, and mental health referrals. Our social work program specialist is funded via our LCAP goal 3 but plays an active and crucial role in the expansion of social-emotional supports that often present a barrier to graduation. The goal is to ensure that all students, including our unduplicated populations, have adequate and supportive wrap-around services in their times of need, both from a social-emotional perspective and also through a career-centered lens.

There were no substantive differences between the planned action and the actual implementation.

Action 1.5: Student activities that increase learning effort

Implementation Status: 4 - Full Implementation

Our incentive program provides recognition for students who are making progress toward earning 4.0 credits or more during learning periods. We believe that connecting students through positive and consistent incentives directly correlates with greater outcomes. For example, we provided incentive lunches, snacks, field trips and other awards for students who made academic progress this school year. We also host a wide array of school events, such as awards nights, college and career fairs, field trips to museums and community colleges, and other activities. We provide multiple experiential learning opportunities within the United States for students to attend free of charge, and also one keystone experiential learning trip outside the United States.

There were no substantive differences between the planned action and the actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.

Implementation Status: 4 - Full Implementation

We strive to hire fully credentialed teachers and we monitor their teaching assignments to ensure that there are no mis-assignments each year. New teachers are assigned a mentor who works with them throughout the year providing support and guidance.

There were no substantive differences between the planned action and the actual implementation.

Action 1.7: Professional Development for English Learners.

Implementation Status: 4 - Full Implementation

Our school's EL department sent teachers, tutors, and administrators to the annual California Association for Bilingual Education (CABE) conference. The team also convenes regularly for internal staff development with the support of our Multilingual Programs Coordinator. The coordinator supports the EL program through annual and periodic training on ELAC compliance, instructional differentiation and support strategies such as SDAIE throughout the school year.

There were no substantive differences between the planned action and the actual implementation.

Action 1.8: LREBG - Intervention programs and support personnel to support students

Implementation Status: 3 - Initial Implementation

AVIHS 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: Alta Vista Innovation High School was able to implement the actions in this goal and there were no substantive differences in planned actions and actual implementation of these actions. Our school was able to provide a rigorous academic program to students with strong built-in intervention supports and strategies for all students. This is one of the greatest strengths of our individualized instruction model. Education and education support staff received targeted training in Professional Learning Communities (PLC), literacy acquisition and intervention across subject matter content, and regular updates on curriculum changes. We utilize many different academic intervention strategies, ranging from curriculum (Read 180, differentiated curriculum instruction) to personalized tutoring and instructional support (via individual tutoring and small-group instruction). Regular benchmark assessment via NWEA better informed our ability to support students who needed supplemental academic support, which improved credit completion from the prior year.

Overall Challenges: Alta Vista Innovation High School experienced some challenges this past year. The charter school enrollment increased significantly again this year, which necessitated hiring additional teachers and support staff. Some of those positions took time to fill and during the interim we utilized our teams of teachers, tutors and paraprofessionals to close gaps and support students. Teachers who are new to independent study often require additional professional development during the onboard process so we pair that teacher with a mentor who helps acclimate them to our instructional model. We also identified priorities for our Comprehensive School Improvement and Differentiated Assistance statuses with staff members across the breadth of our program assisting in a collaborative process to identify needs and create measurable goals for improving student outcomes.

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 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: Increase academic progress.

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: This year, AVIHS carried out the planned actions in this goal by prioritizing a more targeted program composed of academic and English Language Development (ELD) supports for English Learners (ELs) and Long-Term English Learners (LTELs). As noted in the metric section above, our ELPI status increased 6.8% from 32.7% to 39.5%, and our reclassification rate (11%) increased by 4% from the baseline 23-24 school year. Our LTEL progress in the ELPI rate was slightly higher, reflecting an increase of 7.1%. The improvements in ELPI and LTEL progress are reflected in color band changes on the CA School Dashboard from Red in both groups to Yellow status. In our collaborative needs assessment, we determined that students would benefit from increased access to Spanish-speaking tutors and paraprofessionals, Small Group Instruction (SGI), and academic differentiation by their teachers. We believe that additional professional development via our Multilingual Program Coordinator would help continue improvements both with implementation and increase scores on the ELPAC. This view is aligned with our professional development goals to increase student access to quality professionals who are engaged with students and their success.

The school provided additional support for our LTEL students through our rollout of IXL and Renaissance DnA academic and post-credit completion assessments which provide a quick snapshot of students' mastery of content. We continued our investments in supplemental academic resources, including reference materials and technology which paired well with the increased instructional support.

Action 1.2: All academic interventions and program materials.

Effectiveness of Action: 3 - Effective

Metric: NWEA MAP

Analysis Statement: As noted in the metric section above, our NWEA scores demonstrated positive results. NWEA Reading scores increased in all categories, with the ALL group increased by 63.47 points, English Learners increased by 76.86, Foster Youth increased by 157.37, socioeconomically disadvantaged increased by 61.70, and students with disabilities increased by 82.27. Our long-term English Learners (LTEL) scored 877.71 points which was a 70.97 point increase. NWEA Math scores also increased in all categories, with the the ALL group increasing by 50.14 points, English Learners increased by 111.11, Foster Youth increased by 232.35, socioeconomically disadvantaged increased by 48.71, and students with disabilities increased by 77.04. The LTEL group scored 698.91, which was 62.21 higher than last year and 6.42 points higher than the EL group. We believe that these substantial increases reflect a strong correlation between student intervention support, high dose tutoring, focused credit completion data, positive attendance, and our retention process. Even though the school again grew its enrollment, increases reflected in this data point and the metrics section above strongly correlate one another as an overall picture of improvement.

Our school was identified for Differentiated Assistance this year. We two teams who met with San Bernardino County Superintendent of Schools to collaboratively complete a Plan-Do-Study-Act protocol as part of a data review and analysis professional development. During that session, it was identified that two areas of our CA School Dashboard reflected improvement opportunities. Team 1 determined that our Socio-Economically Disadvantaged students were not sufficiently demonstrating progress in ELA improvement. Team 2 determined that our 4th and 5th year students/graduates were not being accurately reported, which affected our College and Career Indicator.

Team 1 met every two weeks to review progress in improvement of our SED students' ELA outcomes. The team addressed the need to create a concise course placement guide for teachers. They also monitored participation rates in NWEA, CAASPP, and other measurable data. The goal was to improve appropriate course placement to 95% through creation of course placement guide, professional development, and data monitoring. Team 2 met every two weeks to review progress in improvement of our CCI indicator. Two of our regional administrators met for targeted CCI data review related to the SOARS report, which was then used to help develop a more accurate local

tracker. Because many student groups were underperforming in the dashboard indicator, the team set a goal to focus on 4th and 5th year students. The team set a goal to develop a more robust tracker, engage our counseling and teaching teams, and better predict outcome in the indicator through data review each Learning Period. Team 2 believes that there will be improvement in upcoming school years. The work of the DA teams was shared with Regional Leadership, Principals and their instructional teams.

Action 1.3: Tutoring and supports for students.

Effectiveness of Action: 2 - Somewhat Effective

Metric: Credit Completion Rate

Analysis Statement: As noted in the metric section above, our credit completion shows that AVIHS students completed, on average, 3.62 credits per learning period. Our goal was 4.0 credits per learning period for all subgroups. While none of the subgroups achieved that goal, all of our subgroups improved. The ALL group increased from 3.04 to 3.62, EL increased from 2.87 to 3.48, LTEL was slightly less than EL with 3.53, Foster Youth increased from 3.28 to 3.53, SED increased from 2.96 to 3.59, and Students with Disabilities increased from 2.81 to 3.48.

We believe there is a strong correlation between our expansion of intervention and tutoring supports for students, and the increases in credit completion. There was significant effort placed in the creation and regular data review by our CSI and DA teams. The CSI team was composed of multiple levels of support across our program, which included tutors, paraprofessionals, teachers, and administrators. The CSI team met quarterly to review data and they wrote a SMART goal for increasing the number of unique students participating in tutoring by 50% versus the prior year. Our local data reflects that students who participate in regular tutoring complete more credits (as much as 1-3 more) than students who do not participate in tutoring.

The data from our CSI team is shared with school leadership, and the data is compared against credit completion and graduation rates to monitor the SMART goal against student achievement throughout the school year. Our belief is that continued focus on tutoring participation will maintain a permanent shift in our culture wherein students choose to accelerate their progress via one-on-one and SGI support sessions. Ultimately, this shift will be reflected in continued increases in credit completion and our graduation and success rates.

Action 1.4: Counseling students towards graduation and materials.

Effectiveness of Action: 3 - Effective

Metric: DASS 1-Year Graduation Rate

Analysis Statement: As noted in the metric section above, our school is a DASS school. We track and report our success via our one-year graduation rate. This year, the data shows that our ALL student group increased from our baseline of 84.3% to 85.3%. We met our target for the DASS 1-year cohort graduation rate of 85%. Our 4-year cohort rate falls below the federal graduation guidelines due to our program model, which qualified the school for Comprehensive School Improvement (CSI). As a school centered on the credit recovery and student dropout recovery model, AVIHS students typically enroll with significant deficiencies not just in academic exposure but also in their credits completed toward graduation. Most students are behind their grade-level peers and are often 1.5 or more years behind where they should be in their studies. Many of our students enrolled at AVIHS as a third or fourth-year high school student oftentimes with first- or second-year credits earned toward graduation.

As a DASS school, we track both the 1-year and 4-year cohort graduation rate and we have historically used our 1-year rate as a measure of our program's success in supporting students over the finish line to graduation. The graduation rate was also a focus of our CSI team's

discussion on how best to quickly bring students back within their grade level cohort. We chose tutoring because it leads to multiple avenues of academic growth, such as credit completion and content mastery.

The school has invested significant resources to expand the School Counselor and Social Work teams. We facilitate regular collaboration opportunities not within only the counseling team but also with our Social Work and student retention teams. When appropriate, we also include our Community Liaisons as part of the team effort to ensure that we are offering a comprehensive set of events, such as College and Career Fairs, field trips, guest speakers, and locally-driven needs sessions that support student wellness. Our counselors and social workers have been trained to respond appropriately during students crises, and they are adept at involving both local and community resources to support students during acute moments of need.

Action 1.5: Student activities that increase learning efforts.

Effectiveness of Action: 2 - Somewhat Effective

Metric: Credit Completion Rate

Analysis Statement: As noted in the metric section above, our credit completion rate shows an average credit completion rate of 3.62 credits per learning period for all students, which is nearly 20% improvement over last year. Our goal is 4.0 credits per learning period for all students, including our unduplicated student groups and the data shows we nearly met that goal. While credit completion is one avenue of demonstrating improvement, we also believe that focusing on a positive school culture is key to improvement. A strong school culture that is rich with opportunities for students to engage in fun ways also encourages students to participate more fully in their studies. We use funding in this action to support academic field trips to museums, colleges, and enrichment activities.

Students are offered multiple opportunities to participate in reward trips and school events related to credit completion, graduation, spirit week, counselor events, and academic achievement. Each year, the school hosts at least one Experiential Learning field trip, such as a trip to Washington, DC. The Experiential Learning trips are paired with college tours and other academically-rich or historically-rich locations. Through providing meaningful school events and field trip opportunities, students benefited from the social- emotional aspect of healthy discourse and development of positive relationships within our school. Students were encouraged to participate in courses such as 3D printing as a creative outlet, which increased their experience with additive manufacturing experiences in the CTE manufacturing sector, and supported via enrichment opportunities such as field trips to experience real-world implementation.

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: As noted in the metric section above, our teachers are highly qualified and appropriately assigned. Currently, 100% of our instructional staff are highly qualified and appropriately assigned. We strive to hire fully credentialed teachers, and we monitor their assignments to be sure that there are no misassignments each year. New teachers are assigned a mentor teacher who works with them throughout the year, providing support and guidance. The school provides supplemental Professional Development for all teachers via LifeLong University courses, which are completed at various times throughout the school year.

Action 1.7: Professional Development for English Learners.

Effectiveness of Action: 3 - Effective

Metric: English Learner Progress Indicator

Analysis Statement: As noted in the metric section above, our ELPI increased and is reflected as Yellow on the dashboard indicator. Our LTEL group also increased to Yellow status this year. AVIHS employs a Multilingual Program Specialist (MPS) whose job is to support EL students, EL instructional staff, and EL paraprofessionals through professional development, data collection, and program analysis throughout the school year. The EL MPS supports the school through coordination of the English Learner Advisory Council (ELAC), ensures that timelines are met, and that meetings follow approved guidelines. The EL MPS also coordinates annual participation in professional development conferences, such as the California Association for Bilingual Education (CABE) conference or National Association for Bilingual Education (NABE). Attendance at these conferences is offered across our EL team, which includes teachers, paraprofessionals, and school leadership. Our EL staff also participates in an annual Multilingual and Multicultural Summit, which provides focused training on newcomer support, school policies, curriculum, and data-informed instructional practices.

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: 996.66 = 6th grade level in Reading and 758.14 = 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.

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 1.3: Tutoring and supports for students.

We collaborated regularly this year to review both short- and long-term data trends for improvement opportunities. We saw credit completion improvement in all student groups which encouraged our team to keep working for opportunities to hit our target of 4.0 credits per learning period. One area of ineffectiveness was the number of unique students who participated in tutoring. We will continue to encourage all students to participate in tutoring opportunities. Our data shows that students who participate in tutoring have higher credit completion, so increasing the unique number of students participating each learning period will continue improvement overall. This is specifically addressed in our CSI PLC and data tracking reports and SMART Goal.

Action 1.5: Student activities that increase learning efforts.

Our leadership team believes that student achievement is also a reflection of a positive school culture. Student activities remained a key focus for our school this year, and the activities enriched the student experience. A target outcome of our program is 4.0 credits completed by students each learning period, and while the school improved from 3.04 to 3.62, our activities will be reviewed and redesigned to add value to

the student experience. Our goal is to expand student enrichment, increase student engagement, and intentionally connect students with the greater world around them through meaningful experiences. We will consider expansions of our CTE course opportunities, professional/career-based opportunities, additional incentives for completing important milestones, and other events that encourage students to participate in the process, but also be reflective of our increased efforts to hear the feedback of parents related to this action.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. • EL Small Group Instruction (SGI). • Paraprofessionals in ELD SGI classes. • English Learner Tutors. • Individualized English Language Development Plan (IELDP). • Access to other effective intervention programs such as Read180 and System 44. Upon reviewing our local and state assessment data broken down by subgroup data, we have 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 we have found that our English learner students need additional support and scaffolds to be successful. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited tso EL	\$2,392,797.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 API: ELA: All students, African American, Hispanic, English learners, low-income, students with disabilities Math: All students, Hispanic, White, English learners, low-income, students with disabilities Eligibility for Differentiated Assistance: EL: ELA, Math, (Priority 4) Hispanic: ELA, Math, (Priority 4) LI: ELA, Math, (Priority 4)	\$1,300,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SWD: 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: 766.86 = 4th grade level LI: 940.25 = 6th grade level SWD: 782.01 = 4th grade level Math: EL: 581.38 = 4th grade level LI: 748.82 = 5th grade level SWD: 563.42 = 4th grade level To meet these needs, the LEA will provide the following: • Professional development for targeted instruction in small group settings. • English Intensive, Algebra Essential Skills, and an appropriate diagnostic Online Learning Platform. • Access to other effective intervention programs • Implement a twice-annual NWEA test schedule with a review of data to more accurately target students for intervention. 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. To address this gap, academic interventions will be provided for our English learners, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180 will accelerate their academic abilities. Students who participate in academic interventions will improve their learning gaps, as shown in their NWEA scores. We expect that these actions will be effective at increasing students' mathematics and reading assessments. 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 each year.		

Action #	Title	Description	Total Funds	Contributing
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 To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are among the LI, FY & EL student groups. To address the achievement gaps, tutors will provide support for our English learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English learners, low-income, and foster youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English learners, low-income. and foster youth student groups. 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 each year.	\$1,785,596.00	Yes
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	\$686,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. • Provide additional training and support in implementation of our Trauma-Resilient Educational Communities (TREC) model of socio-emotional support. Some of our lowest graduation rates are among the English learners, low-income and foster youth student groups when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. To address these gaps, counselors will provide additional support to English learners, low-income and foster youth students. They will promote high expectations and provide guidance towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that 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 has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups 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	\$379,383.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Enrichment experiences and field trips. • Hosting additional school activities that provide cross-linking between the school and community partners. The school will increase student participation in extracurricular activities aligned with student interests: • Implementation of an eSports program to increase healthy and positive student interaction with students within the school, local school region, and in statewide competition. • Expanded access to 3D Printing for students to creatively express an interest in additive manufacturing experiences within the CTE Manufacturing sector 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. 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 implemented an eSports program across the school at multiple learning centers that encouraged student participation in healthy competition across our local region and at the statewide level. Students participating in the eSports teams were required to complete 4.0+ credits per learning period. Students were also encouraged to utilize our 3D Printing opportunities as a creative outlet for designing and printing items of interest, which exposed them to the additive manufacturing process within the CTE Manufacturing sector. 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 an increase up to 4 credits per learning period.		
1.6	Teachers and staff are qualified and	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students	\$16,210,828.00	No

Action #	Title	Description	Total Funds	Contributing
	appropriately assigned	are served according to the legal requirements. Students will have access to classified staff who support the school program. 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.		
1.7	Professional Development for English Learners	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. • 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 rates 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	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	\$210,461.00	No

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)

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 in mind. 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	Access to 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
2.2	Implementation of state academic standards and EL courses- Priority #2	4.16 out of 5.0 Data Year: 2023	3.84 out of 5.0 Data Year: 2024	3.91 out of 5.0 Data Year: 2025-26	5.0 – Full Implementation & Sustainability	-0.25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard	Data Source: Dashboard Fall 2024	Data Source: CDE Rubric & CA Dashboard	Data Year: 2026 Data Source: CA Dashboard	
2.3	Statewide Assessments: * English Language Arts – Priority #4 * Mathematics – Priority #4 * Science – Priority #4	Statewide Assessments: English Language Arts All: 23% EL: 7% FY: 17% LI: 23% SWD: 10% Homeless: 19% AA: 12% AS: 50% H/L: 23% WH: 33% Mathematics All: 2% EL: 2% FY: ** LI: 2% SWD: ** Homeless: 4% AA: ** AS: 100% H/L: 2% WH: 4% Science All: 17% EL: ** FY: ** LI: 18% SWD: 8% Homeless: 9%	Statewide Assessments: English Language Arts All: 24% EL: 2% FY: 10% LI: 23% SWD: 3% Homeless: 17% AA: 17% AS: ** H/L: 24% WH: 26% Mathematics All: 4% EL: 5% FY: ** LI: 3% SWD: 1% Homeless: 2% AA: 3% AS: ** H/L: 3% WH: 9% Science All: 9% EL: ** FY: 25% LI: 9% SWD: **	Statewide Assessments: English Language Arts All: 23.4% EL: 3.7% FY: 7.7% LI: 22.7% SWD: 8.3 Homeless: 17.9% AA: 17.7% AS: 100% H/L: 18.3% WH: 31% Mathematics All: 8.2% EL: 3.0% FY: 7.7% LI: 8.7% SWD: 1.9% Homeless: 9.3% AA: 8.8% AS: ** H/L: 4.5% WH: 11.4% Science All: 15.8% EL: ** FY: ** LI: 17.5% SWD: 4.8%	Statewide Assessments: English Language Arts All: 25% EL: 25% FY: 25% LI: 25% SWD: 25% Homeless: 25% AA: 25% AS: 25% H/L: 25% WH: 25% Mathematics All: 10% EL: 10% FY: 10% LI: 10% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 10% WH: 10% Science All: 15% EL: 15% FY: 15% LI: 15% SWD: 15%	Statewide Assessments: English Language Arts All: +0.4% EL: -3.3% FY: -9.3% LI: -0.3% SWD: -1.7% Homeless: -1.1% AA: +5.7% AS: +50.0% H/L: -4.7% WH: -2.0% Mathematics All: +6.2% EL: +1.0% FY: (w/o comparison) LI: +6.7% SWD: (w/o comparison) Homeless: +5.3% AA: (w/o comparison) AS: (w/o comparison) H/L: +2.5% WH: +7.4% Science All: -1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: ** AS: ** H/L: 20% WH: 29% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results.	Homeless: ** AA: ** AS: ** H/L: 9% WH: 20% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results ** data suppressed due to not enough students	Homeless: 46.2% AA: 5.9% AS: ** H/L: 3.3% WH: 21% Data Year: 2025 Data Source: SARC and PowerBI CAASPP Results	Homeless: 15% AA: 15% AS: 15% H/L: 15% WH: 15% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	EI: (w/o comparison) FY: (w/o comparison) LI: -0.5% SWD: -3.2% Homeless: +37.2% AA: (w/o comparison) AS: (w/o comparison) H/L: -16.7% WH: -8.0%
2.4	Participants in career-ready courses – Priority #8 local metric	CTE - 302 JAG - 67 Pro Skills - 896 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 596 JAG – 1254 Pro Skills – 256 Data Year: 2024-25 LP 1-7 Data Source: Internal PowerBI	CTE – 708 JAG – 1395 Data Year: 2025-26 LP 1-7 Data Source: Internal PowerBI	CTE - 325 JAG - 75 Pro Skills - 925 Increase students in career-ready courses each year Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	CTE +406 JAG +1328
2.5	Percentage of CTE course completers and pathway completers - Priority #4	46.98% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 3.3% CTE pathway completer rate	43.48% CTE course completion rate Data Year: 2024-25 Data Source: Internal PowerB	40.82% CTE course completion rate Data Year: 2025 - 26 Data Source: Internal PowerBI	50% CTE Course Completion rate Data Year: 2026-27 Data Source: Internal PowerBI	-6.16% CTE course completion rate -1.30% CTE pathway completer rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CDE DataQuest	1.6% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest	2.0% CTE pathway completer rate Data Year: 2024-25 EOY Data Source: CDE DataQuest	3.0% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	
2.6	Access to a Broad Course of Study - 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	Seniors complete A-G courses– and CTE pathway completers with A-G – Priority 4	1.4% Seniors completing A-G courses 0.5% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	0.4% Seniors completing A-G courses 0.00% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest	0.4% Seniors completing A-G courses 0.1% Seniors completing CTE and A-G Data Year: 2024-25 Data Source: CDE DataQuest	2% A-G course completion rate 0.6% A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	-1% Seniors completing A-G courses -0.40% Seniors completing CTE and A-G
2.8	CA Dashboard English Language Arts and Mathematics Status	ELA - Declined 23 Pts, Red Math - Declined 15.2 Pts, Red Data Year: 2023 Data Source: CA Dashboard	ELA – Declined, 3 Pts., Red Math – Declined 4.1 Pts., Red Data Year: 2023-24 Data Source: Dashboard Fall 2024	ELA – Increased 5.6 Pts., Orange Math – Increased 8 Pts., Orange Data Year: 2025 Data Source: Dashboard Fall 2025	Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA - Increased, +5.6 Pts, Orange Math - Increased, +8 Pts, Orange

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 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: 5 - Full Implementation and Sustainability

AVIHS is a Workforce Innovation and Opportunity Act (WIOA) school that provides workforce readiness, college preparatory, and dual enrollment opportunities, and Career Technical Education (CTE) pathways for students. The school has identified partnerships that support the goal of providing a TK-16 pipeline for students that lead to not just graduation but also post-secondary opportunities beyond high school. A value-add of our efforts is that students who complete dual-enrollment college courses while in high school receive credit toward graduation, as well as articulated credits on their college transcript. All students who enroll at Alta Vista complete a workforce readiness course that helps them explore careers of interest, prepare them for interviews, and enhance skills in areas of job research and employability. Our long-standing WIOA partnerships allow us to serve students beyond the typical age of a high school student, up to age 24.

A core belief of our leadership team is that the TK-16 pipeline centers on the provision of expanded opportunity at no cost to students. When appropriate, the school also provides safety materials to students who demonstrate need, such as welding safety gear. Some of our partners include Chaffey College, San Bernardino City College, Riverside Community College, and East Los Angeles College. Course offerings range from history to English and even some elective credits, such as counseling classes, where students learn about basic writing skills, reading transcripts, and course catalog offerings in their major of preference.

There were no substantive differences between the planned action and the actual implementation.

Action 2.2: Professional development addressing English Learners, low-income, and foster youth students.

Implementation Status: 5 - Full Implementation and Sustainability

This year, we increased professional development for all staff. Our Regional Instructional Specialists developed and hosted regular training and professional development opportunities throughout the school year. Training and professional development sessions cover a wide breadth of topics, including break-out sessions on instructional competency, instructional strategies, social-emotional learning, resiliency, English Learner support, legislative changes, and the needs of special populations.

In-house professional developments are coordinated by specialized staff such as Regional Instructional Specialists, Special Education Program Specialists, Multilingual Program Specialists, counselors, and members of our regional leadership team. Out-of-school professional development opportunities include staff attendance at conferences, webinars, and other professional learning opportunities.

There were no substantive differences between the planned action and the actual implementation.

Action 2.3: Technology Access and Support.

Implementation Status: 5 - Full Implementation and Sustainability

AVIHS has invested heavily in technology infrastructure and device management to increase support for students in need of technology to access their education. The school is committed to providing equitable access to technology for all students. A primary source of education equity is accomplished by the provision of a school-issued Chromebook for use while completing homework. When students lack access to a stable Internet, the school has secured technology devices that provide safe, content-filtered Internet connectivity for accessing coursework and communicating with the teacher from home. The school also purchases licenses and software that increase access to schoolwork remotely and at school. Throughout the school year, we evaluate our current purchases and, if required, make supplemental purchases that ensure students have full access to their schoolwork both at school and at home. Technology is placed on a regular refreshment cycle to ensure that it is up-to-date and current with 21st-century technology standards.

There were no substantive differences between the planned action and the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction

Implementation Status: 5 - Full Implementation and Sustainability

This year, we improved the quality of standards-based curriculum by creating Professional Learning Communities within our school. We utilized our Regional Instructional Specialists to expand access to professional development related to curriculum and instructional strategies. We continued to partner with Riverside County Office of Education (RCOE) to support the professional development of our recently credentialed teachers. Our new administrators participate in professional development to support clearing their administrative services credential through our partnership with the Association of California School Administrators (ACSA) and Palmdale Unified School District. Tutors and paraprofessionals began participating in a tutor PLC to address the CSI Plan, review data, and discuss best practices for student support. The tutor PLC team also crafted a SMART goal for increasing tutor participation by students.

There were no substantive differences between the planned action and the actual implementation.

Action 2.5: Educational materials for an effective program.

Implementation Status: 5 - Full Implementation and Sustainability

We are constantly monitoring our materials to ensure that teachers, students, and site leadership have the materials necessary to implement a comprehensive academic program for students. Our Regional Instructional Specialists work diligently to ensure that professional development supports our curriculum materials. Examples of these materials include intervention curriculum, curriculum formatted for remote or distance learning, and appropriate technology infrastructure. Curriculum is updated regularly and is available to every staff member to use with students. Teachers receive training on course roadmaps to ensure students are placed in appropriate courses. Accompanying text and supplemental materials are available online for students to use as needed. Teachers keep an array of other educational materials and manipulatives to support reading & writing programs. No students are lacking materials.

There were no substantive differences between the planned action and the actual implementation.

Action 2.6: Safe and Secure Facilities

Implementation Status: 5 - Full Implementation and Sustainability

Safe and secure facilities are the top priority of school leadership. We conduct annual facility inspections using our Facility Inspection Tool (FIT) and report the findings of these inspections to school leadership and our school board. We utilize the support of our Director of Safety and Security to assess the safety of our security procedures annually. Each resource center conducts monthly safety checks to ensure compliance with the school's safety protocols. Additionally, all staff are required to complete annual training modules on safety and security.

There were no substantive differences between the planned action and the actual implementation.

Overall Successes: Our school has experienced many successes in Goal 2 this year. We employ a broad spectrum of employees who bring passion and care to the learning centers. This has resulted in a positive school climate with a near-zero suspension rate (0.1%), a zero expulsion rate, increases in student attendance and enrollment, increased credit completion, and increased participation in CTE and college dual-enrollment opportunities. We have a safe and inclusive learning environment for all students with an individualized approach to learning wherein the student has multiple opportunities to work with both certificated teachers one-on-one and also in small groups or individualized tutoring. We have expanded our CTE and dual-enrollment opportunities while encouraging students to strive for a post-secondary opportunity, whether it be a career or a college-bound direction. Our leadership teams support expanded professional development opportunities this year, ensuring that our instructional support teams are familiar and well-versed in the curriculum that supports student achievement.

Overall Challenges: Our school still experienced challenges this year in Goal 2 implementation. While we saw increases in both CAASPP ELA and Math scores, our students have not yet met our target performance bands. Our CA School Dashboard data reflects that too few students are completing a CTE pathway compared to our target, and A-G completion lags below our course completion target. Our two-team focus in Differentiated Assistance will continue to collaborate through the lens that improvement is intentional and a continuous cycle: Team 1 is focused on SED improvement in CAASPP ELA success, and Team 2 is focused on improving data tracking and identification of 4th and 5th year students that are counted in our CCI indicator. We believe we will see improvements in the data from both teams as we continue focusing on student achievement.

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.

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 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: 2 - Somewhat Effective

Metrics: Work Readiness and CTE courses, CTE and A-G.

Analysis Statement: As noted in the metric section above, our Work Readiness and CTE data show that the number of students completing a CTE course pathway decreased slightly versus our baseline, from 3.3% to 3.0%. We met our goal to increase participation in CTE and Workforce Readiness courses, with increases of 406 students in CTE participation and 1,328 students in Workforce Readiness classes. We offer Workforce Readiness to all students at AVIHS, and we encourage students to enroll in a CTE or dual-enrollment course with a partner community college. Dual enrollment courses also allow students to gain college credit that also applies toward their high school graduation requirements, helping to blur the line between high school and post-secondary education. Dual enrollment courses are offered in- person and remotely via partnerships with Victor Valley Community College, San Bernardino Valley Community College, Riverside Community College, Chaffey Community College, and East LA College. We have seen strong participation from all students, including our unduplicated student groups. Students who participate in dual enrollment are encouraged to work with their school counselor, supervising teachers, and learning center tutoring teams for support in completing their coursework.

Action 2.2: Professional development addressing English Learners, low income and foster youth students.

Effectiveness of Action: 2 - Somewhat Effective

Metrics: CAASPP for English Language Arts and Math.

Analysis Statement: As noted in the metric section above, our CAASPP scores reflect increases in student performance on the CAASPP Language Arts (increased 5.6 points to Orange, with 23.4% meeting or exceeding standards vs the 25% target) and CAASPP Mathematics (increased 8 points to Orange, with 8.2% meeting or exceeding standards vs the 10% target). While our student data shows increases, we did not meet our expected outcomes for this action. To address this, our Regional Instructional Specialists are working with school leadership to develop professional development that provides relevant support for staff to continue improvement toward the target outcomes. We believe that cooperative planning with our leadership teams, better data sharing, and proactivity will increase the student outcomes that support our score on this metric.

Action 2.3: Technology Access and Support

Effectiveness of Action: 3 - Effective

Metric: 100% of students offered Chromebook and hotspot upon enrollment.

Analysis Statement: Alta Vista Innovation High School has invested heavily in student technology throughout the duration of this LCAP cycle. Our students receive technology to support their education both at school and at home. We have shared our progress toward meeting our LCAP goals throughout the school year, and parents have shared that they are happy with the amount of technology made available to students for completing their work. While the purchase of technology has not directly correlated with the success of students on the

CAASPP, we have seen an increase in credit completion throughout the duration of this LCAP from 3.04 to 3.62 each Learning Period. The improvements in credit completion via increased access to technology have resulted in improvements across our academic program, as seen in improved metrics related to benchmark testing, graduation, and workforce readiness. The school has also expanded technology from single-site computer carts to a near 1:1 implementation of Chromebooks for our students. We also ensure that student laptops are on hand to be assigned to students as needed.

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

Effectiveness of Action: 2 - Somewhat Effective

Metric: CDE Standards Implementation Rubric.

Analysis Statement: As noted in the metric section above, our high-quality standards-based curriculum continues to be fully implemented for all students enrolled in our school. We annually assess our course offerings to ensure that students have a broad range of courses available. Our A-G completion rate continues to be below our target goal of 5.0, and we plan to continue this goal with some changes in the upcoming year.

Action 2.5: Educational materials for an effective program.

Effectiveness of Action: 3 - Effective

Metric: Regional Monitoring by Instructional Specialists

Analysis Statement: As noted in the metric section above, all of our sites have adequate materials and are constantly being monitored by school leadership, instructional specialist, lead teachers, and teachers. We continued to maintain our goal to provide 100% of our students with access to a broad range of courses. Our teachers are encouraged to share not only their feedback on the curriculum but also students' feedback. Courses are available via the traditional paper packet method or via online course delivery using Google Classroom, with submission being available to their teacher through electronic delivery to their teacher.

Action 2.6: Safe and Secure Facilities.

Effectiveness of Action: 3 - Effective

Metric: Facilities Inspection Tool (FIT)

Analysis Statement: As noted in the metric section above, our Facility Inspection Tool showed that all of the areas earned an exemplary rating. Our school employs a Director of School Safety and Security who helps ensure our School Safety Plan (SSP) is implemented with fidelity. We provide security at learning centers for the safety of students and staff. Our staff also completes monthly safety walkthroughs to ensure SSP compliance. This has translated into a high level of physical security at our school sites, as reflected in our 0.1% suspension rate and 0% expulsion rate.

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.

Data from this action showed that there was effective implementation in some of the metrics associated with student outcomes, but some data reflects a need for improvement. Analysis of the entire spectrum of data showed that we improving in our ability to enroll career-ready/Workforce Development courses. We saw a decrease in CTE course completion (-6.16%) and CTE pathway completion (-1.3%)

versus our baseline years. We also remained in the Red on the School Dashboard's CCI indicator. To help improve performance, one of our Differentiated Assistance teams is focusing primarily on better identification and tracking of students.

Action 2.2: Professional development addressing English Learners, low income and foster youth students.

We believe that professional development contributed to our school's improved performance across the spectrum of Standardized Testing, with increases seen in ELA, Math, and ELPI. Our regional leadership team expanded professional development opportunities, which included sessions on curriculum instruction and best practices. To meet our CSI Smart Goal plan, the tutor PLC has found that increased tutoring opportunities positively correlates with improved credit completion. Our students' test performance improved but did not meet our targeted outcomes. We plan to continue expansion of meaningful professional development, improving research-based strategic collaboration amongst teachers through PLCs, and improving intervention offerings.

Action 2.4: Support for Standards-based Curriculum and Instruction

This action had limited effectiveness based on the intended outcomes and associated metrics. We believe that a contributing factor to low A-G completion by seniors is related to course mapping. One of our Differentiated Assistance Teams is focusing on the creation of a course placement guide and associated professional development sessions. This shift in our course mapping is intended to improve our A-G outcomes.

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-readiness, Career Technology Education 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: • Counselors support career and college-ready efforts • 9th through 12th graders have access to dual enrollment 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, 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 and below 11.1% in the A-G + CTE pathway completion rate.	\$2,478,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our English learners, 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 impact on our college and career readiness rates for our students and we expect to increase 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 of our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our English learner students' academic and social-emotional needs. 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	\$167,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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 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.	\$971,368.00	Yes
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	\$1,451,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum is 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 positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.		
2.5	Educational materials for an effective 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.	\$12,829,869.00	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).	\$7,400,291.00	No

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)

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 over 80% (graduation, retention, rematriculate)	96.21% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.91% Data Year: 202-254 LP1-7 Data Source: Internal PowerBI	All: 87.63% Data Year: 2024-25 EOY Data Source: Internal HR Tracking	Success Rate – maintain 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-8.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Facilities - 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 w/ return to district - local metric	92.97% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.91% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI	All: 75.61% Data Year: 2024-25 EOY Data Source: Internal HR Tracking	Retention Rate – 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-17.36%
3.4	Attendance Rate 85% - Priority #5	85.27% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 77.48% Data Year: 2024-25 LP1-7 Data Source: Internal SIS	89.44% Data Year: 2025-26 LP1-7 Data Source: Internal SIS	Attendance Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	+4.17%
3.5	Non-completer/Dropout Rate - local metric	3.66% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 3.45% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI	All: 12.37% Data Year: 2024-25 EOY Data Source: Internal HR Tracking	10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+8.71%
3.6	Suspension Rate - Priority #6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2023-24 Data Source: Internal PowerBI	All: 0.1% Data Year: 2024-25 Data Source: Dashboard 2025	0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	All: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Dashboard 2024		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: 2023-24 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

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 Rate.

Action 3.1: Student Retention

Implementation Status: 5 - Full Implementation and Sustainability

Student retention is a key component of our school's model of student support and we utilize multiple measures to gauge our success. We employ Student Retention Support (SRS) staff who are crucial to our proactive effort in recovering students who not coming to school regularly or have barriers that prevent participation in their weekly synchronous attendance appointments. Our SRS staff are empowered to find creative solutions to help encourage students to complete their high school journey. We provide wrap-around services to students via contracted support providers, counselors, and community partners. The SRS staff also conduct home visits to try and locate students that are not participating in their studies, and hold student re-engagement meetings with students and their parents.

There were no substantive differences between the planned action and the actual implementation.

Action 3.2: Social and Emotional Supports

Implementation Status: 5 - Full Implementation and Sustainability

The school believes that the social-emotional health of our students is tied to academic success. We now employ 1 Student Services Coordinator, 1 School Counselor Program Specialist, 12 school counselors, 1 counselor paraprofessional, 1 Social Work Program Specialist, and 2 social workers. One of the roles of the School Social Worker Program Specialist and School Social Workers (SSW) is to be a supportive liaison between families, and both internal and external school resources. Students demonstrating strong growth in credit completion or improvement in their participation in the school are eligible to participate in Experiential Learning opportunities such as our annual trip to Washington, D.C. The school offers numerous social-emotional supports such as Paws-to-Share, which is a dog therapy program. Learning Centers also participate in a collaborative Trauma-Resilient Educational Communities (TREC) model that supports our students through implementation of ACES Science principles. Many of our Learning Centers also have HOPE play areas for our parenting students to monitor their children while receiving support from teachers.

There were no substantive differences between the planned action and the actual implementation.

Action 3.3: Access to Transportation

Implementation Status: 4 - Full Implementation

The school provides multiple opportunities to help students attend school weekly. The school purchases bus passes that are given to students at no charge so that they may attend school. Bus passes are given on both a daily and weekly basis depending on need. Students that demonstrate exceptional need during short-term lack of transportation have access to Hop, Skip, Drive for transportation to and from the school. This multi-faceted transportation strategy reflects our commitment to removing barriers and help our students succeed.

There were no substantive differences between the planned action and the actual implementation.

Action 3.4: Access to Nutrition

Implementation Status: 5 - Full Implementation and Sustainability

Our school believes that it is not okay for students to attend school hungry and that access to nutritious food will encourage not just participation but also a sense of connectedness with their school. Because so many students have food instability at home, the school places a strong focus on the provision of free access to meals, which includes varied options from sandwiches to ready-made meals, snacks, and drinks. We make an effort to purchase fruits and vegetables, and other healthy options that students can freely eat while at the school. Field trips also include meals and snacks where appropriate to ensure all students are able to receive free nutrition access. The provision of pre-packaged food is a point of pride in our program and has been popular with students.

There were no substantive differences between the planned action and the actual implementation.

Overall Successes: Our school successfully implemented the planned actions in this goal without any substantial differences. Our Student Retention Specialists (SRSs) report that students are more engaged with their studies and the number of students who require intervention have decreased. Our student feedback on the nutrition offerings has been positive. Through our employment of SRSs, school counselors, social workers, and community liaisons, we have increased the availability of wrap-around services to students via both internal resources and external partnerships. The additional employees have given the school more flexibility to support this goal and find creative avenues to improve student outcomes.

Overall Challenges: Our school continued to face challenges in implementing all of the actions in Goal 3. One issue is the updated end-of-year data for three metrics in this section. We previously reported Learning Period 1-7 data versus our updated end-of-year data, which presents a minor misalignment in the data sets and does not allow direct side-by-side comparison. We believe that the numbers reported here are significantly higher but they will not be captured until the end of the school year. An ongoing challenge we continued to grapple with was that students' social-emotional needs are greater than they have ever been and both acute and chronic homelessness continues to increase not just in our student population but the greater society as a whole. We believe that the school has significantly improved our Goal 3 performance but our mid-year data does not capture all of the data.

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: 2 - Somewhat Effective

Metric: Retention Rate

Analysis Statement: As noted in the metric section above, our annual retention rate data is reported as 75.61% which is a decrease of 17.36% from the baseline data set of Learning Periods 1-7. We did not meet our targeted outcome for this action. We believe that was due in part to the data subset, which is from a different reporting cycle than prior years. This data point is based on CALPADS-verified data and cannot account for students who fail to re-enroll in a California school, or enroll in a school outside California within the current academic year. This was concerning to our leadership teams, so we consulted with our Student Retention Support (SRS) staff to gauge year-on-year data. We found that we are on-par with prior year data. We plan to continue to working toward our targeted outcome of 80% or higher. Our SRS staff utilize tiered re-engagement plans that are designed to maintain enrollment and encourage academic progress of students. The school employs student retention staff, school counselors, social workers, and community liaisons to proactively support students. Using those staff, we continue to look for creative solutions to complex problems and utilize multiple communication pathways home for both students and parents. Home visits are also conducted to ensure that students don't just hear from us that we miss them but see us in person, as well. We believe that our efforts reflect dedication to support student engagement even though this annual data set shows a decrease.

Action 3.2: Social and Emotional Supports

Effectiveness of Action: 2 - Somewhat Effective

Metric: Success Rate

Analysis Statement: As noted in the metric section above, our success rate shows that 87.63% of our students are successful, which is higher than our 80% targeted outcome but lower than prior year data. This measurement looks at the number of students that graduate, stay with our program, or re-matriculate successfully back to their district school of residence. This data point is based on CALPADS-verified data and cannot account for students who fail to re-enroll in a California school, or enroll in a school outside California within the current academic year. The student success rate for our school decreased by 8.58% from 96.21% in the baseline year. This decrease is juxtaposed to our increased investment in school counselors, social workers, community liaisons, social-emotional supportive services, community resources/partnerships, and creative local solutions. We have engaged school staff in intentional social-emotional support and best practices trainings, such as the Trauma-Resilient Educational Communities (TREC) model. We have utilized LCAP funding to increase the offerings of elective programs and other positive school culture opportunities (such as field trips, school activities, counselor-led events, and awards ceremonies). Students that are parenting have supportive services and childcare items provided at no-cost through our Helping Our Parents in Education (HOPE) program. Through this program students receive free diapers, formula, clothes, and other items for their children.

Action 3.3: Access to Transportation

Effectiveness of Action: 3 - Effective

Metric: Attendance Rate

Analysis Statement: As noted in the metric section above, our attendance rate shows that the investment in free transportation for students positively correlated with an increase in student attendance. Our attendance rate increased from 85.27% in the baseline year to 89.44%. Our targeted outcome for this action is greater than 85%. We will continue with our provision of free bus passes as it has been a popular program with students and is critical for many of our students to get to school safely. For students experiencing an acute lack of transportation we will continue to utilize Hop, Skip, Drive to bring them to school. These investments in our students were chosen carefully and we remain committed to continuing and expanding student access to transportation as part of our Goal 3 student supports.

Action 3.4: Access to Nutrition

Effectiveness of Action: 2 - Somewhat Effective

Metric: Non-completer Rate

Analysis Statement: As noted in the metric section above, our non-completer rate shows a significant increase in the number of students that dropped out of our program. The non-completer rate was 3.66% in the baseline year and now stands at 12.37%. This data point is based on CALPADS-verified data and cannot account for students who fail to re-enroll in a California school, or enroll in a school outside California within the current academic year. While we did see an increase in our non-completer rate, we are committed to the provision of healthy and nutritious food options for students. Many students continue to have food insecurity in their own homes and the provision of healthy and nutritious options at the school encourages attendance and also builds positive relationships. Students feel connected to the school through the care we provide in this action. An example of this budgetary investment in our students is through our local vendors who provide pre-packaged and self-serve hot or cold meals to our students. We believe that our focus on nutrition will continue to positively impact student success at our school and we plan to continue this action.

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 data metric was updated to be an end-of-year measurement. The data set used for reporting this cycle is not directly comparable to the prior year's data range of Learning Periods 1-7. As the first year of the updated annual measurement, we will review progress at that time. Our team meets regularly to discuss student data, retention strategies, and how we can better communicate with our students and families. Our goal remains to be a support system that decreases barriers to education, increases support within our school and the greater community, and remains focused on graduating as many students as possible.

Action 3.2: Social and Emotional Supports

This data metric was updated to be an end-of-year measurement. The data set used for reporting this cycle is not directly comparable to the prior year's data range of Learning Periods 1-7.

Action 3.4: Access to Nutrition

This data metric was updated to be an end-of-year measurement. The data set used for reporting this cycle is not directly comparable to the prior year's data range of Learning Periods 1-7. We expanded our nutrition offering this school year to ensure all students had access to nutrition. All students who visited their Learning Center received free nutritional support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student 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, 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. Ensuring that our English learners, low-income and foster youth students are attending and remaining in school is critical to	\$878,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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, dog therapy at Learning Centers, and SEL courses. Our English learners, 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 TREC, HOPE, counseling, support personnel, social workers, professional development, special program such as yoga, 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	\$1,388,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
		above 80% each year.		
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: • 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, 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 Hop, Skip, Drive. 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.	\$30,000.00	Yes
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 intend to do everything a school can do, including providing nutrition for all. We think this will help mitigate	\$253,348.00	Yes

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Educational Partner Engagement: This is a maintenance goal for increasing educational partner engagement. We believe in parent participation along with their student's academic progress and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes.	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 made this goal a maintenance of progress goal. There was a down turn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

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/ Orientation/ Events/ Activities	Participation Count = 1445 Enrollment Count = 2376 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 1659 Enrollment Count = 2812 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 948 Enrollment Count = 2640 (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	-711
4.2	PAC/ELAC Participation All Year - Priority #3	68	143 participants	254 participants	100+ Participants for PAC/ELAC	+111

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 Monitoring	Data Year: 2024-25 LPs1-7 Data Source: Internal Monitoring	Data Year: 2025-26 LPs1-7 Data Source: Internal Monitoring	Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	
4.3	Parents Feel Encouraged to Participate – Priority 3	84% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Encouraged to Participate Data Year: 2023-24 LP1-7 Data Source: School Survey	97% 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	+13%
4.4	Students feel safe – Priority 6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	99% Feel Safe Data Year: 2024-25 LPs1-7 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	96% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2024-25 LPs1-7 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	+1%
4.6	Teachers feel safe– Priority 6	99% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	98% Feel Safe Data Year: 2024-25 LPs1-7 Data Source: School Survey	98% 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	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Teachers feel connected– Priority 6	99% 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	99% Feel Connected Data Year: 2025-26 LP 1-7 Data Source: School Survey	Teachers feel connected - over 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference

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 Liaison and Parent Engagement Liaison and Meaningful School Activities

Implementation Status: 5 - Full Implementation and Sustainability

This year, AVIHS hosted multiple opportunities at our Learning Centers to increase parent and student engagement. We held quarterly meetings of our Parent Advisory Council (PAC) and also our English Learner Advisory Committee (ELAC). Many other opportunities held throughout the year encouraged parent participation in their student's school, such as awards ceremonies, Back to School Night, Open Houses, orientations at time of enrollment, workshops held by community partners, resource fairs, and workshops held by counselors (social-emotional, FAFSA, graduation, etc). Our Community Liaisons (CLs) and Parent Engagement Liaisons (PELs) are present at school meetings to facilitate connection with essential local and community services, and also share about post-secondary opportunities for students.

There were no substantive differences between the planned action and the actual implementation.

Action 4.2: Translation and Outreach Services

Implementation Status: 4 - Full Implementation

Many of our students' parents are non-native English Language speakers. To encourage participation in important school events and committees, such as the English Learner Advisory Committee and the Parent Advisory Committee, we provide translation services. This is

done through the attendance of bilingual staff who translate for those families in real-time. We translate our meeting presentations into multiple languages, and also translate handouts that are used during meetings. Feedback from those families is also recorded as part of our process. Additionally, materials sent home regarding upcoming school events and other important notices are translated to ensure communication pathways remain open with our families. The school utilizes the Document Tracking Service (DTS) to accurately translate our LCAP and SARC reports into both English and Spanish. Translated documents are made available on the website and at the school site in paper format. Our school website has a real-time translation feature that can change the language for any non-native English-speaking viewer.

There were no substantive differences between the planned action and the actual implementation.

Action 4.3: Educational Partner Engagement

Implementation Status: 5 - Full Implementation and Sustainability

Our school believes that a team effort between staff, students, and parents results in positive outcomes. We make a concerted effort to meet with our educational partners regularly and to ask for their feedback. Our school hosts multiple family events throughout the year to encourage parent involvement in their student's academic success. We utilize our Community Liaison and our Parent Engagement Liaison to hold community events that help connect our families to community resources. The Community Liaison and Parent Engagement Liaison team is tasked with developing deep connections in the community that will help students experiencing acute life events. We believe that the connections our CL and PEL teams make within the community have strengthened the support that is available to our students and families. Our Annual School Climate Survey is distributed to all students, parents, and staff. The results of those surveys reflect that the school has implemented a sustainable program of support.

There were no substantive differences between the planned action and the actual implementation.

Overall Successes: Our school was successful in actions related to Goal 4. We were able to maintain our educational partner engagement, continue strong participation in our PAC and ELAC meetings, and receive positive feedback on our Annual School Climate Survey. The results of that survey reflect that students, families, and staff believe our school is welcoming, safe, and provides a plethora of social-emotional and academic avenues of support. Our CL and PEL teams have worked with school staff to host additional workshops, fairs, and school activities, which have been well-attended.

Overall Challenges: We again saw increases in our PAC and ELAC participation this year. We exceeded our goal of 100 participants this year with 254 attendees at our meetings, but we would like to see greater participation and feedback. One strategy we implemented is using a written feedback form. The forms are provided in multiple languages, and a specific time to complete the forms is set aside during the meeting. One area of challenge is the remote participation of students and parents at our PAC and ELAC meetings. We had very few attendees who attended virtually. Our participation rate this year was the highest thus far in the current three-year cycle, which is encouraging, but we plan to continue our efforts to develop meaningful engagement that accurately captures the opinions, needs, and expectations of our 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.

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: 2 - Somewhat Effective

Metric: Participation Counts

Analysis Statement: As noted in the metric section above, our participation count data shows that we are trending slightly behind our anticipated goal of 1 participant per CBEDS enrollment. We had a total of 948 participants during LPs 1-7. There are many events yet to hold this year and we anticipate we will fall slightly short of our goal, which is 2,650 participants. We remain committed to increasing total participation equal to enrollment each year. Attendance at our PAC and ELAC meetings have already exceeded our goal of 100 participants, with 254 attendees. Our Community Programs Manager works diligently to plan and collaborate with our CL and PEL teams. Our plan remains focused on increasing our outreach efforts through the end of the year to improve the participation in activities.

Action 4.2: Translation and Outreach Services

Effectiveness of Action: 3 - Effective

Metric: PAC/ELAC Participation

Analysis Statement: As noted in the metric section above, our PAC/ELAC participation of 254 shows that we exceeded our goal this year of 100 participants in PAC and ELAC meetings. We have improved our attendance at these meetings each year through improved outreach efforts, communication with parents in both English and Spanish, and by providing translation services at meetings for non-native English speaking parents and students. We believe that there is not a single answer for the increase, but that an important component is our strong relationship between the school and our families. We also have encouraged dialogue with our partners, often speaking with them in their native language and recording that feedback. We have found that translation services are commonly requested and the school has made significant efforts to meet that need. Our website provides real-time translation for viewers in dozens of languages so that any viewer may interact with the website more effectively.

Action 4.3: Educational Partner Engagement

Effectiveness of Action: 3 - Effective

Metric: School Survey Data

Analysis Statement: Each year, the school encourages parents, students, and staff to participate in an Annual School Climate Survey. The survey covers multiple domains of questioning, ranging from school safety to social-emotional health and other areas. Participation in the Annual Survey has increased each year as a percentage of total student enrollment. The school significantly increased participant rates compared to prior years. A total of 2,516 students (+155%), 1,083 parents (+238%), and 290 staff (+142%) completed the survey this year. As noted in the metric section above, our Annual School Climate Survey data shows that 97% of parents feel encouraged to participate in our school. We also found additional positive data points in the survey, such as 99% of our students feeling safe at school, 97% of students feeling connected, 98% of teachers feeling safe, and 99% of teachers feeling connected to the job and students. One of the reasons our participation increased this year was a focused push by school staff through multiple communication methods. We believe that the dedicated push to complete the survey and communicate with all educational partner groups was a significant reason why our feedback increased so much compared to prior years. We also focused our efforts on better communication via multiple methods (email, text, in-person, phone calls and flyers), and on providing additional opportunities to participate in meetings (such as virtual broadcasting via Zoom or Google Meets while hosting the meeting in person).

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 4.1: Community/Parent Liaison and Meaningful School Activities

While we believe our plans are comprehensive and effective, overall participation at events has not met our goal and we are trending slightly below our target outcome for this action. Based on a review of our events, participation rates, and communication strategies, our Community Programs Manager will make revisions to our planned activities through the end of the year. We will complete a needs assessment and also a strengths analysis to ensure that our team is providing effective, relevant, and timely communication of upcoming events.

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 Liaison and Parent Engagement 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. The parents of English learners, low-income and foster youth students are some of the least involved educational partners. Parent and educational	\$733,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partner engagement is an essential component to effective schooling for our English learners, low-income and foster youth students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a community and/or parent liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. We expect that these actions will increase involvement of the parents of English learners, low-income and foster youth. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our participation counts to be above school enrollment each year.		
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. Many of our English learners and low-income students speak a language other than English. Our English learners, low-income and foster youth students require effective communication and outreach about the educational programs and opportunities at the site. Good communication improves a sense of connection. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. We expect that these actions will sustain student's sense of connection for our English learners, low-income and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our students to report that over 95% feel connected to school each year.	\$215,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 activities. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. Our English learners, low-income and foster youth students and families often struggle with beings involved in meaningful school activities. Results from our school survey show that our parents report that 84% feel encouraged to participate. We currently have parents participating in Parent Advisory and English Learner Advisory groups. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. 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 students. However, because we expect that all students showing credit deficiency 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.	\$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$15,136,547	\$1,943,888

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
40.401%	0.000%	\$0.00	40.401%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	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 Essential Skills and participation in a twice-annual schedule of benchmark assessments that will help identify students in need of academic intervention. This will serve the identified needs of our lowest-performing student groups.	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, African American, students with disabilities)

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, students with disabilities, 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, African American, Hispanic, students with disabilities, and socioeconomically disadvantaged students in ELA. Our Hispanic, White, English learners, students with disabilities, and socioeconomically disadvantaged students were red in Mathematics. We found that our student groups in the red, for ELA and Math, were also in the low-income student group. The 2024 Dashboard had these student groups in the red for ELA: English learners, LTEL, Hispanic, White, socioeconomically disadvantaged, and students with disabilities. Our African American, White, Hispanic, English learners, LTELs, socioeconomically disadvantaged, and students with disabilities groups were in the red in mathematics. The 2025 Dashboard had these student groups in the red for ELA: African American, White, and socioeconomically disadvantaged. Our African American, White, Hispanic, and students with disabilities groups were in the 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.	We will provide additional professional development for teachers, paraprofessionals, and tutors, focused on the implementation of 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, and Algebra Essential Skills, and implementing a twice-annual schedule of benchmark assessments that will help identify students in need of academic intervention. We adopted a twice-annual NWEA test schedule starting in the 2024-2025 school year to increase student participation in benchmark assessments. Teachers, tutors, and paraprofessionals will review the results to identify students in need of additional academic support and targeted intervention. 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. This action is ongoing throughout the school year. 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, White, students with disabilities) 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.

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
	Scope: Schoolwide		
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 federal Graduation Rate. These were our all-student group, English learners, African American, Hispanic, foster youth, homeless, White, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard had these student groups in the red: African American, English learners, foster youth, Hispanic, homeless, long-term English learners, socioeconomically disadvantaged, students with disabilities and White students. Our 2025 CA Dashboard had these student groups in the red: African American, English learners, foster youth, Hispanic, homeless, long-term English learners, Two or More Races, socioeconomically disadvantaged, students with disabilities and White students. Additionally, students who enroll with us are typically about 30 or more credits behind in school.	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. 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. This action is ongoing throughout the school year. 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: all-student group, English learners, African American, Hispanic, foster youth, homeless, White, and students with disabilities. 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.

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, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. Scope: Schoolwide		
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 84.3% for the 2024 DASS graduation rate. The 2025 DASS graduation rate is 85.3%. 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. 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 programs such as our TREC model 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	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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students. Our counselors are available throughout the school year and at any time for students who need acute support. 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.	
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, on an ongoing basis, that helps support their scholastic efforts. The 3D Printing programs have been a positive impact on student participants. 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	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.

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
		from this action, it is provided on a schoolwide basis.	
2.1	Action: Career-readiness, Career Technology Education 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 learners, 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 and below 11.1% in the A-G + CTE pathway completion rate. Our English Learners, 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 0.4%, and graduates completing a CTE pathway were 1.6%. Our 2025, graduates completing A-G were 0.4%, and graduates completing a CTE pathway were 2.0%. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. Scope: Schoolwide	To address this need, our counselors will work closely with teachers to ensure all students complete a college and/or career coursework. Counselors connect students with WIOA to receive job training and placement. Additionally, field trips will be planned for career exploration. We highly encourage all students to participate in dual enrollment and CTE pathways prior to their 12th-grade year. Student participation counts are anticipated to increase in our Child Development, EMT, Construction 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. When our students enroll, they soon start to engage in career inventory, exploration, and professional skills, 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 valuable coursework. 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,	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-income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.

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
		because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	
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 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	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 and productivity. Best practices will also be shared with colleagues to support a school-wide effort. Throughout the school year, 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.	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 students with CAASPP scores. We will also consider input from the parents, students, and teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	Action: 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. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. Scope: Schoolwide	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. Chromebook computers are provided for students who lack sufficient technology access from the home. This action starts at student orientation and is ongoing throughout the school year. 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 benefit, this action is provided on an LEA-wide basis.	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
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 4.16, based on the 2024 CDE Standards Implementation Rubric. This year the score was 3.91.	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. Throughout the school year, 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 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.

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	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.	
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 75.61%. 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. These actions occur throughout the school year. 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 80% 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.
3.2	Action: Social and Emotional Supports Need:	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed	We expect that these actions will have a positive impact on the Success

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
	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 87.63%. Teachers and parents provided feedback indicating that they support the value of student success. Scope: Schoolwide	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 our SEL, counseling, support personnel, social workers, professional development, and special programs such as yoga and dog therapy, have a positive impact on our students. This action is provided on an ongoing basis, throughout the school year. Staff and teachers are all diligent in watching for signs of trauma and are quick to provide support. 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.	Rate of our program and that we will stay above 80% 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.
3.3	Action: Access to Transportation Need: We serve English Learners, LTELs, low-income, and foster youth students who 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 89.44%.	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. Students demonstrating exceptional and acute and short-term transportation needs have access to Hop-Skip-Drive, a service that will pick students up at home and transport them to school. 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 throughout the school year and teachers make sure students have	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.

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 supporting student retention. Scope: Schoolwide	access to transportation. We know that staff and students working together daily, 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.	
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 12.37%. 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. They are quick to provide food daily. Students also ask for food as needed. 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 10% for all of our students. We will also consider input from the parents, students, and teachers.
4.1	Action:	To ensure our continued success, we hope to see an increase in parent participation. We will	We will closely monitor progress on

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
	Community Liaison and Parent Engagement 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 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	continue to provide a community liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events. We also employ a Parent Engagement Liaison whose primary role is to connect students and families with community resources, host resource fairs, and assist the community liaison and counselors with supporting our students. We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing 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, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students, and teachers.
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 254 participants in our PAC/ELAC meetings this year.	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.	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.

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 supporting student retention. Scope: Schoolwide	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, 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 97% 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, 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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited 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 yellow 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 ELPI our status declined from to 32.7% and became red. The 2025 ELPI showed 39.5% with a yellow status and 34.8% for LTEL with a red status. 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 EL paraprofessional staff to support students in their ELD SGI courses and with Read180/System 44 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	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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. This will be done throughout the school year. We expect that these actions, which are designed to address our EL and LTEL students' needs, will 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 for English Learners Need: According to the 2023 CA Dashboard, our English Learner student group was in the yellow 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 ELPI our status declined from to 32.7% and became red. The 2025 ELPI showed 39.5% with a yellow status and 34.8% for LTEL with a red status. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs. Scope:	To address this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. 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.	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	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 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.

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.

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	\$37,465,310.00	15,136,547	40.401%	0.000%	40.401%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$51,577,535.00	\$210,461.00	\$0.00	\$0.00	\$51,787,996.00	\$28,747,872.00	\$23,040,124.00

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	\$2,382,797.00	\$10,000.00	\$2,392,797.00				\$2,392,797.00	0.00%
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	\$1,294,716.00	\$6,000.00	\$1,300,716.00				\$1,300,716.00	0.00%
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	\$1,715,596.00	\$70,000.00	\$1,785,596.00				\$1,785,596.00	0.00%
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	\$642,096.00	\$44,493.00	\$686,589.00				\$686,589.00	0.00%
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	\$109,383.00	\$270,000.00	\$379,383.00				\$379,383.00	0.00%
1	1.6	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2026 - June 30, 2027	\$16,210,828.00	\$0.00	\$16,210,828.00				\$16,210,828.00	0.00%
1	1.7	Professional Development for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		July 1, 2026 - June 30, 2027	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0.00%
1	1.8	LREBG - Intervention programs and support personnel to support students	All	No			All Schools	July 1, 2026 through June 30, 2027	\$0.00	\$210,461.00		\$210,461.00			\$210,461.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Career-readiness, Career Technology Education 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	\$2,348,482.00	\$130,000.00	\$2,478,482.00				\$2,478,482.00	0.00%
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	\$0.00	\$167,173.00	\$167,173.00				\$167,173.00	0.00%
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	\$317,200.00	\$654,168.00	\$971,368.00				\$971,368.00	0.00%
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	\$860,694.00	\$590,321.00	\$1,451,015.00				\$1,451,015.00	0.00%
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$12,829,869.00	\$12,829,869.00				\$12,829,869.00	0.00%
2	2.6	Safe and Secure Facilities	All	No			All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$7,400,291.00	\$7,400,291.00				\$7,400,291.00	0.00%
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	\$864,125.00	\$14,000.00	\$878,125.00				\$878,125.00	0.00%
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	\$1,353,224.00	\$35,000.00	\$1,388,224.00				\$1,388,224.00	0.00%
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	\$30,000.00	\$30,000.00				\$30,000.00	0.00%
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	\$253,348.00	\$253,348.00				\$253,348.00	0.00%
4	4.1	Community Liaison and Parent Engagement 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	\$648,731.00	\$85,000.00	\$733,731.00				\$733,731.00	0.00%
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	\$215,000.00	\$215,000.00				\$215,000.00	0.00%
4	4.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										

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
\$37,465,310.00	15,136,547	40.401%	0.000%	40.401%	\$15,136,547.00	0.000%	40.401 %	Total:	\$15,136,547.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$2,402,797.00
								Schoolwide Total:	\$12,733,750.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,392,797.00	0.00%
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,300,716.00	0.00%
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,785,596.00	0.00%
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$686,589.00	0.00%
1	1.5	Student activities that increase learning efforts	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$379,383.00	0.00%
1	1.7	Professional Development for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$10,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Career-readiness, Career Technology Education and college-readiness for English learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,478,482.00	0.00%
2	2.2	Professional development addressing English learners, low-income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$167,173.00	0.00%
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$971,368.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,451,015.00	0.00%
3	3.1	Student Retention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$878,125.00	0.00%
3	3.2	Social and Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,388,224.00	0.00%
3	3.3	Access to Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	0.00%
3	3.4	Access to Nutrition	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$253,348.00	0.00%
4	4.1	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$733,731.00	0.00%
4	4.2	Translation and Outreach Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$215,000.00	0.00%
4	4.3	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$47,383,371.00	\$51,467,625.00

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	\$2,377,000.00	\$2,609,647.00
1	1.2	All academic interventions and program materials	Yes	\$1,473,000.00	\$1,631,836.00
1	1.3	Tutoring and supports for students	Yes	\$1,475,000.00	\$1,625,679.00
1	1.4	Counseling students towards graduation and materials	Yes	\$665,493.00	\$714,505.00
1	1.5	Student activities that increase learning efforts	Yes	\$305,000.00	\$326,233.00
1	1.6	Teachers and staff are qualified and appropriately assigned	No	\$15,248,174.00	\$17,519,735.00
1	1.7	Professional Development for English Learners	Yes	\$10,000.00	\$11,040.00
1	1.8	LREBG - Intervention programs and support personnel to support students.	No	\$200,648.00	\$190,015.00
2	2.1	Career-readiness, Career Technology Education and college-readiness for English learners, low-income and foster youth students	Yes	\$1,931,000.00	\$2,129,475.00
2	2.2	Professional development addressing English learners, low-income and foster youth students	Yes	\$100,000.00	\$111,963.00
2	2.3	Technology Access & Support	Yes	\$1,013,015.00	\$1,105,496.00

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)
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$1,644,321.00	\$1,806,443.00
2	2.5	Educational materials for an effective program	No	\$11,629,613.00	\$11,258,655.00
2	2.6	Safe and Secure Facilities	No	\$6,728,107.00	\$7,543,454.00
3	3.1	Student Retention	Yes	\$735,000.00	\$821,753.00
3	3.2	Social and Emotional Supports	Yes	\$954,000.00	\$1,063,577.00
3	3.3	Access to Transportation	Yes	\$30,000.00	\$33,171.00
3	3.4	Access to Nutrition	Yes	\$165,000.00	\$185,158.00
4	4.1	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Yes	\$469,000.00	\$524,280.00
4	4.2	Translation and Outreach Services	Yes	\$215,000.00	\$238,929.00
4	4.3	Educational Partner Engagement	Yes	\$15,000.00	\$16,581.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$14,511,688.00	\$13,576,829.00	\$14,955,766.00	(\$1,378,937.00)	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	\$2,377,000.00	\$2,609,647.00	0.00%	
1	1.2	All academic interventions and program materials	Yes	\$1,473,000.00	\$1,631,836.00	0.00%	
1	1.3	Tutoring and supports for students	Yes	\$1,475,000.00	\$1,625,679.00	0.00%	
1	1.4	Counseling students towards graduation and materials	Yes	\$665,493.00	\$714,505.00	0.00%	
1	1.5	Student activities that increase learning efforts	Yes	\$305,000.00	\$326,233.00	0.00%	
1	1.7	Professional Development for English Learners	Yes	\$10,000.00	\$11,040.00	0.00%	
2	2.1	Career-readiness, Career Technology Education and college-readiness for English learners, low-income and foster youth students	Yes	\$1,931,000.00	\$2,129,475.00	0.00%	
2	2.2	Professional development addressing English learners, low-income and foster youth students	Yes	\$100,000.00	\$111,963.00	0.00%	
2	2.3	Technology Access & Support	Yes	\$1,013,015.00	\$1,105,496.00	0.00%	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$1,644,321.00	\$1,806,443.00	0.00%	

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	\$735,000.00	\$821,753.00	0.00%	
3	3.2	Social and Emotional Supports	Yes	\$954,000.00	\$1,063,577.00	0.00%	
3	3.3	Access to Transportation	Yes	\$30,000.00	\$33,171.00	0.00%	
3	3.4	Access to Nutrition	Yes	\$165,000.00	\$185,158.00	0.00%	
4	4.1	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Yes	\$469,000.00	\$524,280.00	0.00%	
4	4.2	Translation and Outreach Services	Yes	\$215,000.00	\$238,929.00	0.00%	
4	4.3	Educational Partner Engagement	Yes	\$15,000.00	\$16,581.00	0.00%	

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)
\$35,850,802.00	\$14,511,688.00	0.000%	40.478%	\$14,955,766.00	0.000%	41.717%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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