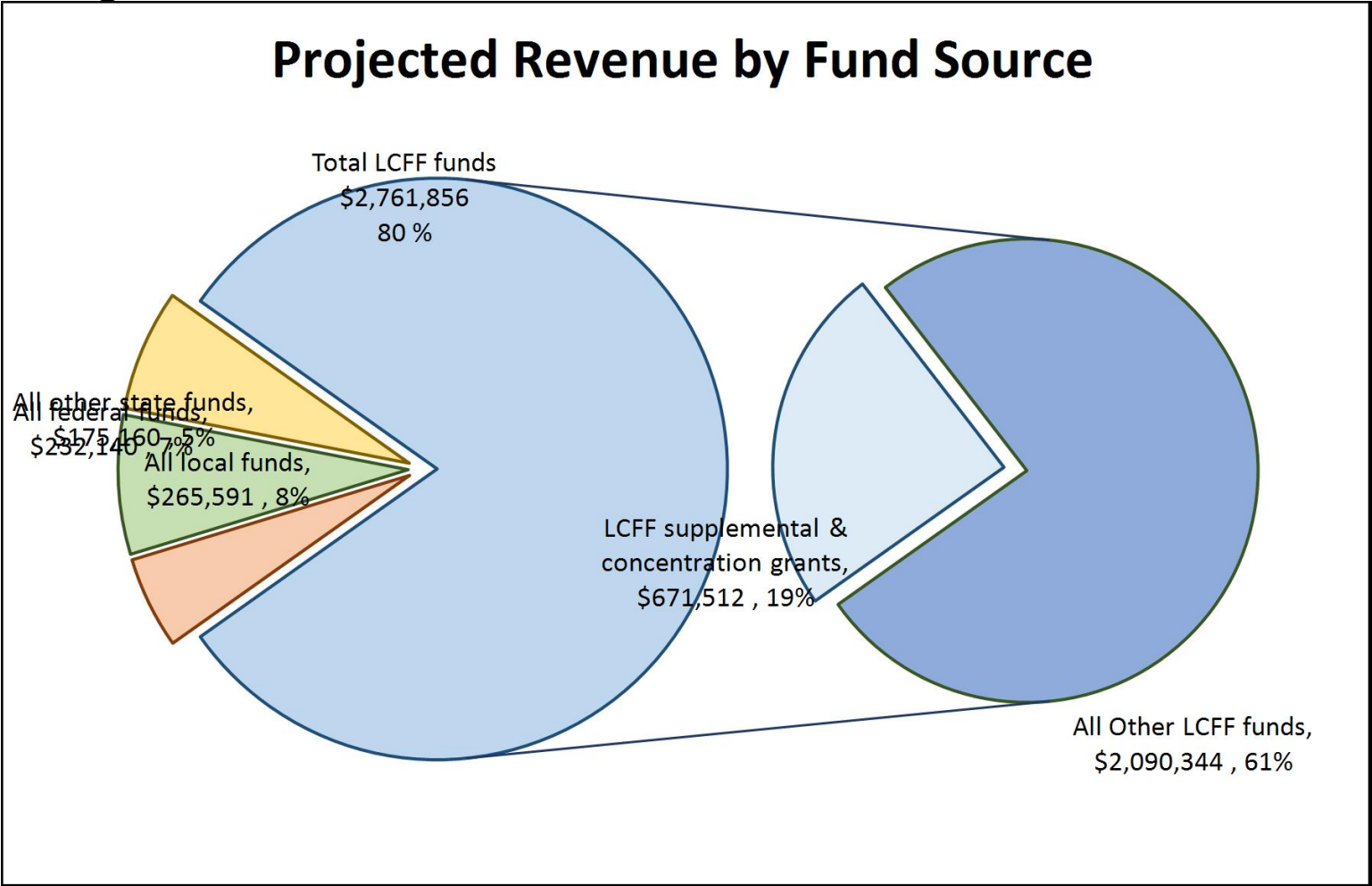


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Vista Charter High School
CDS Code: 54-72249-5430186
School Year: 2025-26
LEA contact information:
Daniel Dutto
Principal
daniel.dutto@tulare.k12.ca.us
(559) 6882021

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 2025-26 School Year

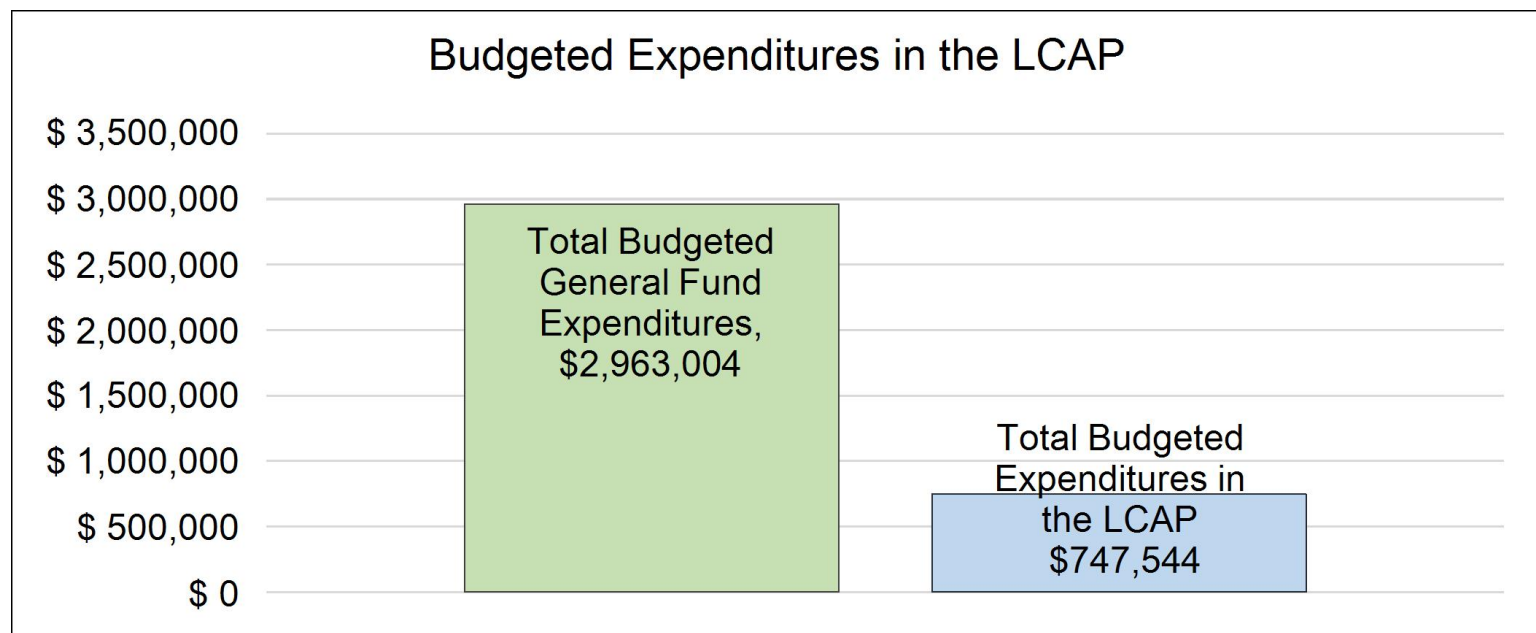


This chart shows the total general purpose revenue Sierra Vista Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra Vista Charter High School is \$3,434,747, of which \$2,761,856 is Local Control Funding Formula (LCFF), \$175,160 is other state funds, \$265,591 is local funds, and \$232,140 is federal funds. Of the \$2,761,856 in LCFF Funds, \$671,512 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 Sierra Vista Charter High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

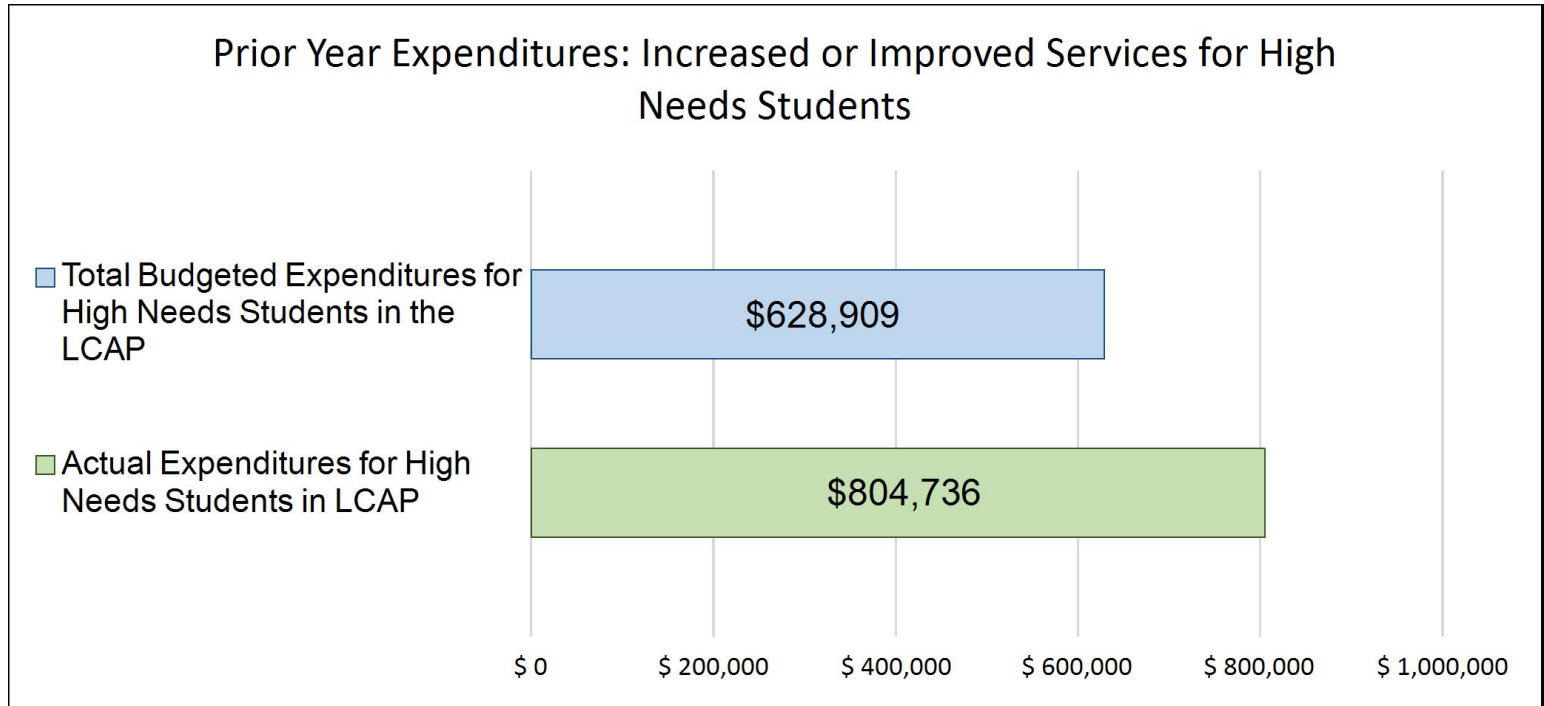
The text description of the above chart is as follows: Sierra Vista Charter High School plans to spend \$296,3004 for the 2025-26 school year. Of that amount, \$747,544 is tied to actions/services in the LCAP and \$2,215,460 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sierra Vista Charter High School is projecting it will receive \$671,512 based on the enrollment of foster youth, English learner, and low-income students. Sierra Vista Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Vista Charter High School plans to spend \$638,768 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Sierra Vista Charter 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 Sierra Vista Charter 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 2024-25, Sierra Vista Charter High School's LCAP budgeted \$628,909 for planned actions to increase or improve services for high needs students. Sierra Vista Charter High School actually spent \$804,736 for actions to increase or improve services for high needs students in 2024-25.

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
Sierra Vista Charter High School	Daniel Dutto Principal	daniel.dutto@tulare.k12.ca.us (559) 6882021

Plan Summary [2025-26]

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.

A dependent charter of the Tulare Joint Union High School District, Sierra Vista Charter High School (SVCHS) was originally Sierra Vista High School, and was developed in 1984 as an alternative for students who would otherwise be unable to attend school within a traditional setting. In 2014, the school converted to a charter high school. Our program is open to all students and offers both a traditional independent study method of instruction, as well as online instruction options. An internal review of the independent study program and the need to provide additional options to enhance student opportunities and performance within the independent study program were the impetus for the development of a charter high school. The vision and purpose of Sierra Vista Charter High School is to provide a quality developmental program addressing the academic, career, and personal/social development of all students. Our program is a vital part of the mission of the Tulare Joint Union High School District which supports, facilitates, and maximized personal and academic achievement for all students. SVCHS proactively assists students to acquire life-long learning skills, foster interpersonal communication skills, develop college and career readiness skills, and to be contributing members of society. SVCHS is part of the Tulare Joint Union High School District and is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. The district currently serves approximately 5,700 students. Sierra Vista Charter High School staff are committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. Sierra Vista Charter High School is using the LCAP process to identify areas of needed improvement. The LCAP will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language Learning (EL) and Foser Youth (FY).

Reflections: Annual Performance

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

In 2024, the California Dashboard returned to reporting on status and change for all performance indicators except college and career. Sierra Vista Charter High School had the following results posted to the 2024 dashboard:

Suspension Rate - Green
English Learner Progress - No Color
Graduation Rate - Green
English Language Arts - Yellow
Mathematics - Orange
College/Career - Red
All Local Indicators as - Standard Met

As a school, we continue to make progress in a variety of areas. The schools A-G rate did drop to 15.9% (-5.2%) for all students. The A-G completion rate for Socioeconomically Disadvantaged (SED) students was 16.1% (-3.9%), and for Hispanics was 16.4%(-2%). The schools Career Technical Education (CTE) Pathway completion rate was 9.3%(+0.6%) for all students. The schools graduation rate was 93.3%(+8%) for all students, 96.4%(+13.8%) for Hispanic students, and 92.5%(+7.8%) for SED students. The school maintained a 0% suspension rate. The schools scores in both English Language Arts and Mathematics increased to 40%(+7%) and 3.3%(+3.3%) respectively, a reflection of the movement from Orange to Yellow for ELA and maintaining Orange for math.

Student groups within the school that received the lowest performance levels on one or more state indicators on the 2024 dashboard:

Socioeconomically Disadvantaged - College and Career, CTE
Hispanic - College and Career, CTE

In 2023, the California Dashboard returned to reporting on status and change for all performance indicators except college and career. Sierra Vista Charter High School had the following results posted to the 2023 dashboard:

Suspension Rate - Blue
English Learner Progress - No Color
Graduation Rate - Orange
English Language Arts - Orange
Mathematics - Orange
College/Career - Very Low
All Local Indicators as - Standard Met

As a school, we continue to make progress in a variety of areas. The schools A-G completion rate was 20.7% for all students. Additionally our A-G completion rate for Socioeconomically Disadvantaged (SED) students was 20.0%, for Hispanic students was 18.4%, and for white students was 18.2%. The schools Career Technical Education (CTE) Pathway completion rate was 8.7% for all students. The school

graduation rate was 85.3% for all students. Additionally, our Graduation Rate for SED students was 84.7%, for Hispanic students was 82.9%, and for white students was 100%. The schools suspension rate was 0%. The schools CAASPP scores in both English Language Arts and Mathematics decreased to 33% and 0% respectively, reflective of the Orange status for both English Language Arts and Mathematics on the dashboard.

Student groups within the school that received the lowest performance levels on one or more state indicators on the 2023 dashboard:

Socioeconomically Disadvantaged - English Language Arts, College/Career
Hispanic - College/Career

Reflections: Technical Assistance

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

N/A

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.

Sierra Vista Charter High School is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
<p>Philosophical Approach: As a dependent charter school of the Tulare Joint Union High School District (TJUHSD), Sierra Vista Charter High School (SVCHS) believes that all Educational Partners play an integral role in the development of the District's LCAP, including identifying needs providing ongoing feedback and suggestions, and support in monitoring actions and metrics, which should all lead to improved student outcomes. We collaborate with all Educational Partners in meaningful dialogue that includes small group activities, presentations, sharing out of information on poster boards, and shared decision making.</p>	
<p>Teachers</p>	<p>The TJUHSD surveys teachers, including SVCHS staff, to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2025. The LCAP is presented to Teachers at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, 5/20/25) The survey findings are also shared at the site School Site Council meetings where the survey data specific to SVCHS is analyzed and feedback is solicited. (10/15/24, 12/10/24, 2/18/25, 5/20/25). Teachers participate at all school staff meetings in January and February to review LCAP and provide feedback.</p>
<p>Parents</p>	<p>The TJUHSD surveys parents, including SVCHS parents, to request feedback related to student academic achievement, school climate,</p>

Educational Partner(s)	Process for Engagement
	<p>student connectedness, and possible solutions to address student needs in January, 2025. The LCAP is presented to Parents at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, 5/20/25)</p> <p>The survey findings are also shared at the site School Site Council meetings where the survey data specific to SVCHS is analyzed and feedback is solicited. (10/15/24, 12/10/24, 2/18/25, 5/20/25). Parents are invited to participate in all School Site Council meetings are encouraged to provide feedback on survey results.</p> <p>The LCAP was presented to Parents at the Superintendent's Student/Parent Advisory Meeting (2/4/25). At this meeting they analyzed metrics, analyzed survey data, and solicited feedback to address student needs.</p>
Students	<p>The TJUHSD surveyed students to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024. The LCAP was presented to Students at the Superintendent's Student/Parent Advisory Meeting (2/4/25) where the LCAP was shared, metrics were analyzed, survey data was analyzed, and feed back was solicited to address student needs.</p> <p>Students are invited to participate in the District Budget Advisory Committee meetings to share the LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, 5/20/25)</p> <p>The survey findings are also shared at the site School Site Council meetings where the survey data specific to SVCHS is analyzed and feedback is solicited. (10/15/24, 12/10/24, 2/18/25, 5/20/25). Students are invited to participate in all School Site Council meetings are encouraged to provide feedback on survey results.</p>
Administrators	<p>The TJUHSD surveyed administrators to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024. The LCAP was presented to administrators at the District Budget Advisory Committee meetings to share LCAP, analyze</p>

Educational Partner(s)	Process for Engagement
	<p>metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, 5/20/25)</p> <p>The LCAP was presented to administrators at the District Cabinet meeting to share the LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 1/17/24.</p> <p>The survey findings are also shared at the site School Site Council meetings where the survey data specific to SVCHS is analyzed and feedback is solicited. (10/15/24, 12/10/24, 2/18/25, 5/20/25).</p> <p>Administrators are invited to participate in all School Site Council meetings are encouraged to provide feedback on survey results.</p> <p>Administrators participate at all school staff meetings in January and February to review LCAP and provide feedback.</p>
Other School Personnel	<p>The TJUHSD surveyed staff to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024.</p> <p>The LCAP was presented to staff at District Budget Advisory Committee meetings where the LCAP was shared, metrics were analyzed, survey data was analyzed, and feedback was solicited to address student needs (10/15/24, 12/10/24, 3/25/25, 5/20/25).</p> <p>The survey findings are also shared at the site School Site Council meetings where the survey data specific to SVCHS is analyzed and feedback is solicited. (10/15/24, 12/10/24, 2/18/25, 5/20/25). Staff are invited to participate in all School Site Council meetings are encouraged to provide feedback on survey results.</p>
Board of Trustees	<p>The LCAP Mid-Year update was presented to the Board of Trustees to update them on mid-year report regarding goals, actions, metrics, and budgeted expenditures (2/1/24).</p> <p>The LCAP was presented to the Board of Trustees that attended the District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, 5/20/25)</p>

Educational Partner(s)	Process for Engagement
SELPA	<p>SELPA meetings to review data, discuss actions, identifying professional development opportunities, and instructional strategies for student with disabilities.</p> <p>August 26, 2024 October 7, 2024 November 4, 2024 December 2, 2024 February 3, 2025 March 3, 2025 April 7, 2025 May 2025 - TBD June 2, 2025</p>
Community Partners	<p>The TJUHSD surveyed Community Members to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January 2024.</p> <p>The LCAP was posted for public comment prior to the Public Hearing (June 2025).</p> <p>Held a Public Hearing to solicit recommendations and comments from members of the public pertaining to specific actions and proposed expenditures to support student needs (6/11/24).</p> <p>Adopted the LCAP and Budget at the Board Meeting and reported local indicator data as an information item (6/12/25).</p> <p>Posted the adopted LCAP on the TJUHSD web page (6/26/25).</p>

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

In response to the needs that educational partners identified related to: Goal #1 - All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready), Sierra Vista Charter High School will implement a broad goal, with additional actions or metrics for:

1. Increase funding for the online learning platform, Imagine Edgenuity, to provide online tutors for academic support in core courses.
(Action 1)

2. Increase funding for Career Technical Education (CTE) Courses to continue to expand CTE opportunities for students to be college and career ready. (Action 2)
3. A Response-to-Intervention room during school hours to provide academic support or supervision for students identified for tier 2 interventions. (Action 3)
4. A PLC Lead is essential for synchronizing online courses with district pacing guides, ensuring instructional materials align with educational objectives and timelines. Their guidance guarantees that online courses integrate seamlessly with district pacing guides, promoting consistency and coherence in the curriculum across all platforms. (Action 4)
5. A Computer Lab room during school hours to provide a place for students to complete tests and assessments. (Action 5)
6. Provide access to teachers of Winter Break for students who need support in completing courses. (Action 6)

In response to the needs that educational partners identified related to: Goal #2 - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores, the Tulare Joint Union High School District will implement a focus goal, with additional actions or metrics for:

In response to the needs that educational partners identified related to: Goal #3 - TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our student, Sierra Vista Charter High School will implement a broad goal, with additional actions or metrics for:

1. Maintain the FTE counselors at 1.0. (Action 1)
2. Increase funding for PBIS Student Incentives to promote school connectedness and attendance. (Action 2)
3. Removal of computer lab aides as computer lab is no longer needed at the school (Action 3)
4. Increase student materials to support students academic needs. (Action 4)
5. Increase Parent & Family Engagement funds to promote family involvement and school connectedness. (Action 6)
6. Removal of security cameras as campus security system is now maintained by district technology department. (Action 7)
7. Increase funds for counseling department to promote SEL activities and academic success. (Action 8)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)	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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The rationale stated here for development of this goal continues as the main driver for development of the Actions within this Goal. Even though our metrics show that we have made progress in achieving this goal, it is important for our school to continue to focus on ALL students having the opportunity to both attend college or transition into a career. Successful completion of core classes with a C or better, CAASPP performance, and CTE completer status will allow us to monitor our progress towards achieving this goal. Grades, assessment data, CTE data, CCI data, graduation rate, dropout rate and more provide us with the necessary information to provide evidence on whether or not our students are college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Passing rate of C or better in ELA courses based on semester grades	Overall - 81.7% EL - 87.0% SWD - 92% SED - 87.1% Homeless - 0%	Overall - 78.9% EL - 55.6% SWD - 80% SED - 81.1% Homeless - 66.7%		Overall - 85% EL - 90% SWD - 95% SED - 90% Homeless - 50%	Overall - (2.8%) EL - (31.4%) SWD - (12%) SED - (6%) Homeless - 66.7%
1.2	Passing rate with a C or better in Mathematics	Overall - 73.7% EL - 78.26% SWD - 86.7%	Overall - 70.7% EL - 50.0% SWD - 70.0%		Overall - 75% EL - 80% SWD - 90%	Overall - (3%) EL - (28.26%) SWD - (16.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses based on semester grades	SED - 78.4% Homeless - 0%	SED - 75.4% Homeless - 75.0%		SED - 85% Homeless -50%	SED - (3%) Homeless -75%
1.3	Passing rate of a C or better in Science courses based on semester grades	Overall - 76.6% EL - 75.0% SWD - 80.0% SED - 84.7% Homeless - 0%	Overall - 74.6% EL - 50.0% SWD - 60.0% SED - 81.1% Homeless - 80.0%		Overall - 80% EL - 80% SWD - 85% SED - 90% Homeless - 50%	Overall - (2%) EL - (25%) SWD - (20%) SED - (3.6%) Homeless - 80%
1.4	Passing rate of a C or better in Social Studies courses based on semester grades	Overall -84.8% EL - 87.0% SWD - 86.1% SED - 89.9% Homeless - 0%	Overall - 87.8% EL - 64.3% SWD - 79.3% SED 92.9% Homeless - 80.0%		Overall - 88% EL - 88% SWD - 88% SED - 91% Homeless - 50%	Overall - 3% EL - (22.7%) SWD - (6.8%) SED - 3% Homeless - 80%
1.5	Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP)	Overall - 33% Hispanic - 33% EL - 0% SED - 32%	Overall - 40% Hispanic - 34.2% EL - N/A SED - 41.1%		Overall - 57% Hispanic - 57% EL - 20% SED - 57%	Overall - 7% Hispanic - 1.2% EL - 0% SED - 9.1%
1.6	Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress (CAASPP)	Overall - 0% Hispanic - 0% EL - 0% SED - 0%	Overall - 3.3% Hispanic - 0.0% EL - N/A SED - 3.57%		Overall - 25% Hispanic - 25% EL - 8% SED - 25%	Overall - 3.3% Hispanic - 0% EL - 0% SED - 3.57%%
1.7	Percentage of CTE Completers	Overall - 8.7%	Overall - 9.3%		Overall - 35%	Overall - 0.6%
1.8	Percentage of students identified as Prepared by the College and Career Indicator	Overall - 2.8% Hispanic - 3.7% SED - 2.9%	Overall - 5.3%		Overall - 25% Hispanic - 25% SED - 25%	Overall - 2.5% Hispanic - SED -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A-G rates (Seniors eligible to attend a CSU/UC)	Overall - 20.7% Hispanic - 18.4% SED - 20.0%	Overall - 15.9% Hispanic - 16.4% SED - 16.1%		Overall - 35% Hispanic - 35% SED - 35%	Overall - (4.8%) Hispanic - (2%) SED - (3.9%)
1.12	Graduation Rate	Overall - 85.3% Hispanic - 82.6% SED - 84.7%	Overall - 93.3% Hispanic - 96.4% SED - 92.5%		Overall - 93% Hispanic - 93% SED - 93%	Overall - 8% Hispanic - 13.8% SED - 7.8%
1.13	Drop out Rate	Overall - 11.8% Hispanic - 13.0% SED - 11,9%	Overall - 4.1% Hispanic - 1.8% SED - 3.5%		Overall - 7% Hispanic - 7% SED - 7%	Overall - (7,7)% Hispanic - (11.2%) SED - (8.4%)
1.14	Teachers teaching without a full credential	2.5%	0%		0%	(2.5%)
1.15	Subjects using state adopted materials	100%	100%		100.0%	0%
1.16	Implementation of academic content and performance standards	100%	100%		100.0%	0%
1.17	Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study	100%	100%		100.0%	0%
1.18	Percentage of students with sufficient access to standards-aligned materials	100%	100%		100.0%	0%
1.19	Teachers appropriately assigned	100.0%	100%		100%	0%

Goal Analysis [2024-25]

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

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

All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.) (Broad Goal)

Action 1.1 - Imagine Edgenuity Courses - This action was implemented as planned. Imagine Edgenuity was used for curriculum to ensure all online curriculum met A-G requirements and students were offered a rigorous catalogue of courses to take. Teachers were probably credentialled and trained on how to use the program.

Action 1.2 - Career Technical Courses - This action was implemented as planned. In person culinary and art classes were offered as well as digital design, game design, and animation classes were offered online.

Action 1.3 - Online - Curriculum Management and Development - This action was implemented as planned. Courses were adjusted to match the pacing guides at other high schools in the district. Curriculum was also update and supplemented to meet state standards.

Action 1.4 - Winter Assessment Sessions - This action was implement as planned. Assessment sessions were offered of the Winter Break to allow students who were behind in their academic a chance to continue to move towards their set goals.

Action 1.5 - RTI Aides - This action was implemented as planned - Two RTI Aides were employed for the year to oversee the Response to Intervention room which is part of the schools Multi-Tiered System of Supports.

Action 1.6 - Computer Lab Aides - This action was implemented as planned - Three Computer Lab Aides were employed throughout the year to oversee the Sierra Vista Computer Lab and proctor student assessments to ensure they have a chance to meet their learning goals.

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.

All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.) (Broad Goal)

Action 1.1 - Imagine Edgenuity Courses - This action had no material differences.

Action 1.2 - Career Technical Courses - This action had material differences between budgeted expenditures and estimated actual expenditures. Even though this action was implemented, the LEA utilized other funds.

Action 1.3 - Online Curriculum Management and Development - This action had material differences between budgeted expenditures and estimated actual expenditures. Even though this action was implemented, the LEA utilized other funds.

Action 1.4 - Winter Assessment Sessions - This action had material differences between budgeted expenditures and estimated actual expenditures. Even though this action was implemented, the LEA utilized other funds.

Action 1.5 - RTI Aides - This action had no material differences

Action 1.6 - Computer Lab Aides - This action had no material differences.

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

All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.) (Broad Goal)

Action 1.1 - Imagine Edgenuity - Effective - Metrics 1.1, 1.2, 1.3 all show an overall small decline in effectiveness of (2.8%), (3%), and (2%) respectively. With 1.4 showing growth of 3%. CAASPP scores increased reflective of metric 1.5 and 1.6 with growth of 7% and 3.3% respectively. CTE completers, 1.7 had a small growth of 0.6% and students identified as college and career ready, 1.8, grew by 2.5%. A-G rates, 1.11, declined (4.8%), while Graduation Rates, 1.12, grew by 8%, and drop out rates, 1.13 dropped by (7.7%). Action 1.14 declines by (2.5%) and action 1.15, 1.16, 1.17, 1.18, and 1.19 all maintained at their current levels.

Action 1.2 - Career Technical Courses - Effective, CTE completers, 1.7 had a small growth of 0.6% and students identified as college and career ready, 1.8, grew by 2.5%.

Action 1.3 - Online Curriculum Management and Development - Effective - Metrics 1.1, 1.2, 1.3 all show an overall small decline in effectiveness of (2.8%), (3%), and (2%) respectively. With 1.4 showing growth of 3%. CAASPP scores increased reflective of metric 1.5 and 1.6 with growth of 7% and 3.3% respectively. A-G rates, 1.11, declined (4.8%), while Graduation Rates, 1.12, grew by 8%, and drop out rates, 1.13 dropped by (7.7%). Action 1.14 declines by (2.5%) and action 1.15, 1.16, 1.17, 1.18, and 1.19 all maintained at their current levels.

Action 1.4 - Winter Assessment Sessions -Effective - Metrics 1.1, 1.2, 1.3 all show an overall small decline in effectiveness of (2.8%), (3%), and (2%) respectively. With 1.4 showing growth of 3%. Graduation Rates, 1.12, grew by 8%, and drop out rates and action 1.16 maintained at its current levels.

Action 1.5 - RTI Aides - Effective - Metrics 1.1, 1.2, 1.3 all show an overall small decline in effectiveness of (2.8%), (3%), and (2%) respectively. With 1.4 showing growth of 3%. CAASPP scores increased reflective of metric 1.5 and 1.6 with growth of 7% and 3.3% respectively. A-G rates, 1.11, declined (4.8%), while Graduation Rates, 1.12, grew by 8%, and drop out rates, 1.13 dropped by (7.7%).

Action 1.6 - Computer Lab Aides - Effective - Metrics 1.1, 1.2, 1.3 all show an overall small decline in effectiveness of (2.8%), (3%), and (2%) respectively. With 1.4 showing growth of 3%. CAASPP scores increased reflective of metric 1.5 and 1.6 with growth of 7% and 3.3% respectively. A-G rates, 1.11, declined (4.8%), while Graduation Rates, 1.12, grew by 8%, and drop out rates, 1.13 dropped by (7.7%).

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.

All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.) (Broad Goal)

Action 1.1 - Imagine Edgenuity - There are no planned changes to this action, metrics, or targeted outcomes.

Action 1.2 - Career Technical Courses - There are no planned changes to this action, metrics, or targeted outcomes.

Action 1.3 - Online Curriculum Management and Development - There are no planned changes to this action, metrics, or targeted outcome

Action 1.4 - Winter Assessment Sessions -There are no planned changes to this action, metrics, or targeted outcome

Action 1.5 - RTI Aides - The source for this actions funding will change over to the Learning Recovery Emergency Block Grant funds.

Action 1.6 - Computer Lab Aides - There are no planned changes to this action, metrics, or targeted 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
1.1	Imagine Edgenuity Courses	Continue to provide online instructional platform through Imagine Edgenuity and qualified teachers to supervise students. Imagine Edgenuity provides a broad range of a-g approved curriculum that all students have access to. The platform also provide online tutors to help students who are in need of support in core courses. Identified as lowest performing at Sierra Vista Charter High School in ELA and math, this will specifically provide support to Socio-economically disadvantaged students by making sure they have access to academic support at home during non-school hours.	\$294,622.00	Yes
1.2	Career Technical Education Courses	Continue to offer career-technical education pathways in art concepts and culinary foods and expand of CTE courses online through Imagine Edgenuity. This action will support all students including English Learners, foster-youth, students with disabilities, and socioeconomically disadvantaged students.	\$3,500.00	Yes
1.3	Online-Curriculum Management and Development	Manage the online curriculum suite to ensure all standards are being covered and pacing is aligned with comprehensive high schools.	\$3,270.00	Yes
1.4	Winter Assessment Sessions	Continue to provide opportunities for advancement to our student through winter assessment sessions. These sessions will provide options for students to either catch up or advance through their academic courses. This action will address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as the lowest performing for Sierra Vista Charter High School in Math were Hispanic and Socioeconomically Disadvantaged students by continuing to provide nontraditional options for completing courses.	\$4,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	RTI Aides	Continue to provide Response to Intervention room aides. This action will be replacing temporary funding for these positions. This is a tier 2 intervention on the SVCHS MTSS providing support for students working on their online coursework. This action will help address the lowest performing students on the academic indicator of the dashboard for ELA and Math including Hispanic and Socioeconomically Disadvantaged students.	\$50,800.00	Yes
1.6	Computer Lab Aides	Sierra Vista Charter High School will continue to provide Imagine Edgenuity testing support through the use of computer lab aides. These aides will provide support for students completing unit tests in all courses including the core courses of English, Math, Science, and Social Studies.	\$76,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

English Learners are a significant student group in our school and our district. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional support to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates and performance on the ELPAC and CAASPP assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students increasing one or more levels on the ELPAC	35%	40%		55%	5%
2.2	Reclassification Rate	9.1%	19%		25%	9.9%
2.3	Passing rate of C or better for English Learners in English courses based on semester grades	78.1%	52.6%		90%	(25.5%)
2.4	Passing rate of C or better for English Learners in Mathematics courses based on semester grades	78.3%	50.0%		85%	(28.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Passing rate of C or better for English Learners in Social Studies courses based on semester grades	87.0%	64.3%		88%	(22.7%)
2.6	Passing rate of C or better for English Learners in Science courses based on semester grades	75.0%	46.7%		80%	(28.3%)
2.7	Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP)	0.00%	N/A		20%	0%
2.8	Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress (CAASPP)	0.00%	N/A		8%	0%
2.9	Graduation rate for English Learners	N/A	100%		50%	100%
2.10	Dropout rate for English Learners	N/A	0%		50%	0%
2.11	Number of English Learners	18	26		16	8
2.12	Number of LTELs - Long-Term English Learners	18	10		16	(8)
2.13	Implementation of English Language	100%	100%		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development Standards in English, Mathematics, History, and Science					

Goal Analysis [2024-25]

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.

English Learners are a significant student group in our school and our district. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional support to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates and performance on the ELPAC and CAASPP assessments. (Focus Goal)

Action 2.1 - ELD Academic Support - This action was fully implemented. A part time ELD teacher supports the EL students at Sierra Vista Charter High School.

Action 2.2 - ELD Material - This action was fully implemented. The ELD program was able to purchase supplies and support programs for the EL students at Sierra Vista.

Action 2.3 - ELD Professional Development - This action was fully implemented. The ELD teacher was able to attend professional development and training sessions to better support the EL students at Sierra Vista Charter High School.

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.

English Learners are a significant student group in our school and our district. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional support to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates and performance on the ELPAC and CAASPP assessments. (Focus Goal)

Action 2.1 - ELD Academic Support -There were no material differences in expenditures for this action.

Action 2.2 - ELD Material -There were material differences in expenditures for this action. Other funds were used to support this action.

Action 2.3 - ELD Professional Development - There were material differences in expenditures for this action. Other funds were used to support this action.

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

English Learners are a significant student group in our school and our district. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional support to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates and performance on the ELPAC and CAASPP assessments. (Focus Goal)

Action 2.1 - ELD Academic Support -Effective, Action 2.1 increase of 5%, Action 2.2 increase of 9.9%, Action 2.3 decrease of (25.5%), Action 2.4 decrease of (28.3.%), Action 2.5 decrease of (22.7%), Action 2.6 decrease of (28.3%), Action 2.7 had no change, Action 2.8 had no change, Action 2.9 had a 100% increase, Action 2.10 had no change, Action 2.11 increased by 8, Action 2.12 decrease by (8), and Action 2.13 had no change.

Action 2.2 - ELD Material -Effective, Action 2.1 increase of 5%, Action 2.2 increase of 9.9%, Action 2.3 decrease of (25.5%), Action 2.4 decrease of (28.3.%), Action 2.5 decrease of (22.7%), Action 2.6 decrease of (28.3%), Action 2.7 had no change, Action 2.8 had no change, Action 2.9 had a 100% increase, Action 2.10 had no change, Action 2.11 increased by 8, Action 2.12 decrease by (8), and Action 2.13 had no change.-

Action 2.3 - ELD Professional Development -Effective, Action 2.1 increase of 5%, Action 2.2 increase of 9.9%, Action 2.3 decrease of (25.5%), Action 2.4 decrease of (28.3.%), Action 2.5 decrease of (22.7%), Action 2.6 decrease of (28.3%), Action 2.7 had no change, Action 2.8 had no change, Action 2.9 had a 100% increase, Action 2.10 had no change, Action 2.11 increased by 8, Action 2.12 decrease by (8), and Action 2.13 had no change.

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.

English Learners are a significant student group in our school and our district. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional support to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates and performance on the ELPAC and CAASPP assessments. (Focus Goal)

Action 2.1 - ELD Academic Support - There are no planned changes to this action, metrics, or targeted outcomes.

Action 2.2 - ELD Material -There are no planned changes to this action, metrics, or targeted outcomes.

Action 2.3 - ELD Professional Development - There are no planned changes to this action, metrics, or targeted 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	ELD Academic Support	Continue to provide an ELD teacher for students who are classified as EL and continue to provide tutorial support for ELD students in Math English and Science.	\$65,606.00	Yes
2.2	ELD Material		\$336.00	Yes
2.3	ELD Professional Development		\$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sierra Vista Charter High School will maintain a positive learning environment where all students and parents feel welcomed, valued, safe, and engaged in the academic success of our students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The rationale stated here for development of this goal continues as the main driver for the development of the actions within this goal. This goal was also originally developed during our first LCAP based on input from our Educational Partners. Our metrics do show improvement in this goal, however the pandemic has greatly impacted our ability to fully engage our students and meet their socioemotional needs. We will continue to focus on creating a positive learning environment where our students and parents feel welcomed, valued, safe and engaged in academic success. We have also added part-time social workers to better support the needs of our students. Our metrics for this goal include monitoring counselor to student ratio's, parent attendance at meetings, as well as student attendance, and the results of surveys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil-to-Counselor Ratio	225:1	181:1		215:1	(44)
3.2	Number of registrations on the districts Parentsquare app	326	326		350	0
3.3	Parents participating at each of the DELAC and ELAC	0, 1, 0, 1	0, 1, 0, 1		3, 3, 3, 3	0, 0, 0, 0
3.4	Attendance Rate	91.81%	93.25%		93.5%	1.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Percentage of students identified as chronic absentee	22.9%	0.0%		15%	(22.9%)
3.6	Suspension Rate	0%	0%		0%	0%
3.7	Expulsion Rate	0%	0%		0%	0%
3.8	Williams Uniform Complaints	0%	0%		0%	0%
3.9	Facility Conditions per Facility Inspection Tool (FIT) Report	0	0		0	0

Goal Analysis [2024-25]

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.

Sierra Vista Charter High School will maintain a positive learning environment where all students and parents feel welcomed, valued, safe, and engaged in the academic success of our students. (Broad Goal)

Action 3.1 - Counselors - This action was fully implemented. Due to a decline in enrollment this action will continue to provide for 1.0 FTE Counselor and no longer 1.44 FTE counselor.

Action 3.2 - PBIS Student Incentives -This action was fully implemented. The school still has a PBIS coach and provides incentives to those students who exhibit the traits of STRONG (Safe, Trustworthy, Responsible, Organized, Never Give Up, and Goal Oriented).

Action 3.3 - Student Materials and Supplies -This action was fully implemented. Supplies needed for classrooms and for academic needs for Foster Youth, EL, and Low Income students.

Action 3.4 - Parent and Family Engagement -This action was fully implemented. Supplies were purchased for activities to connect parents and families with the school. These activities include School Site Council Meetings, ELAC Meetings, and Back to School Night.

Action 3.5 - Counseling Department Supplies -This action was fully implemented. Supplies were purchased by the counseling department to support students social emotional needs and graduation.

Action 3.6 - Social Worker - This action was fully implemented. The school contracted to have a Social Worker on campus three days a week to meet the social emotional needs of the school.

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.

Sierra Vista Charter High School will maintain a positive learning environment where all students and parents feel welcomed, valued, safe, and engaged in the academic success of our students. (Broad Goal)

Action 3.1 - Counselors - There were no material differences for this action.

Action 3.2 - PBIS Student Incentives -There were material difference for this action. The difference was due to other funds being used to support this action.

Action 3.3 - Student Materials and Supplies -There were material difference for this action. The difference was due to other funds being used to support this action.

Action 3.4 - Parent and Family Engagement -There were material difference for this action. The difference was due to changes in price used by vendors for these events.

Action 3.5 - Counseling Department Supplies -There were no material difference for this action

Action 3.6 - Social Worker - There were no material differences for this action.

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

Sierra Vista Charter High School will maintain a positive learning environment where all students and parents feel welcomed, valued, safe, and engaged in the academic success of our students. (Broad Goal)

Action 3.1 - Counselors - Effective - Action 3.1 had a decrease of (44), Action 3.4 had an increase of 1.44%, Action 3.5 had a decrease of (22.9%), Action 3.6 had no change, Action 3.7 had no change, Action 3.10, had no change.

Action 3.2 - PBIS Student Incentives -Effective - Action 3.4 had an increase of 1.44%, Action 3.5 had a decrease of (22.9%), Action 3.6 had no change, Action 3.7 had no change

Action 3.3 - Student Materials and Supplies -Effective - Action 3.4 had an increase of 1.44%, Action 3.5 had a decrease of (22.9%), Action 3.6 had no change, Action 3.7 had no change, Action 3.10 had no change

Action 3.4 - Parent and Family Engagement - Effective - Action 3.2 had no change, Action 3.3 had no change, Action 3.4 had an increase of 1.44%, Action 3.5 had a decrease of (22.9%), Action 3.6 had no change, Action 3.7 had no change, Action 3.8 had no change, Action 3.9 had no change

Action 3.5 - Counseling Department Supplies - Effective - Action 3.1 had a decrease of (44), Action 3.3 had no change, Action 3.5 had a decrease of (22.9%), Action 3.6 had no change, Action 3.7 had no change, Action 3.8 had no change.

Action 3.6 - Social Worker - Effective - Action 3.4 had an increase of 1.44%, Action 3.5 had a decrease of (22.9%), Action 3.6 had no change, Action 3.7 had no change

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.

Sierra Vista Charter High School will maintain a positive learning environment where all students and parents feel welcomed, valued, safe, and engaged in the academic success of our students. (Broad Goal)

Action 3.1 - Counselors - For this action there is a reduction in the amount of FTE counselors provided. This action will provide for 1.0 FTE Counselor instead of 1.44.

Action 3.2 - PBIS Student Incentives -There are no planned changes to the action, metric, or targeted outcomes.

Action 3.3 - Student Materials and Supplies - There are no planned changes to the action, metric, or targeted outcomes.

Action 3.4 - Parent and Family Engagement - There are no planned changes to the action, metric, or targeted outcomes.

Action 3.5 - Counseling Department Supplies - There are no planned changes to the action, metric, or targeted outcomes.

Action 3.6 - Social Worker - The school will no longer contract for social workers services and will instead employ it's own social worker using Community Schools Grant funds.

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	Counselors	Continue to provide 1.44 FTE counseling positions at SVCHS.	\$170,770.00	Yes
3.2	PBIS Student Incentives	Continue with Positive Behavior Intervention and Support (PBIS) student incentives and provide a PBIS coach to plan and facilitate team meetings.	\$9,000.00	Yes
3.3	Student Materials and Supplies	Continue to provide materials and supplies to all students, including Foster Youth, EL, and Low Income students.	\$15,620.00	Yes
3.4	Parent and Family Engagement	Continue to provide parent and family engagement through programs and activities.	\$4,500.00	Yes
3.5	Counseling Department Supplies	Continue to support the counseling department student programs and provide first aid supplies for the nurses office.	\$11,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Social Worker	Provide a contracted Social Worker one day a week to support students social and emotional needs.	\$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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.

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.

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

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.

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
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$671512	\$

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
25.787%	0.000%	\$0.00	25.787%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Imagine Edgenuity Courses</p> <p>Need: As a dependent charter of the Tulare Joint Union High School District, we continue to prioritize students being College and Career ready. In analyzing data we have identified performance gaps between student groups. Specifically, this action will help address the lowest performing students on the academic</p>	This action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math and will provide a rigorous curriculum with built in supports to provide curriculum that is A-G approved and supports students academic achievement. This also allows for the aggregation of passing rates for core classes and allows for easy data analyses.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18

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
	<p>indicator of the dashboard for both ELA and Math. Identified as lowest performing for SVCHS in both Math and ELA were Hispanic and Socioeconomically disadvantaged.</p> <p>Scope: LEA-wide Schoolwide</p>		
1.2	<p>Action: Career Technical Education Courses</p> <p>Need: Accessibility and opportunity for all students including our EL, Foster Youth, and Low Income students to participate in Career Technical Education (CTE), which connect students to career opportunities and CTE pathways as well. The percentage of students who were identified as CTE completers is 8.7% and the percentage of students who were identified as College or Career Ready was 2.8%.</p> <p>Scope: LEA-wide Schoolwide</p>	This action will provide all students, including our EL, Foster Youth, and Low Income students through the district and Hispanic and Socioeconomically Disadvantaged students the opportunity to participate in Career Technical Education, which connects students to career opportunities, Job exposure, CTE pathways, industry partners and more in making our students both College and Career ready.	1.7 and 1.8
1.3	<p>Action: Online-Curriculum Management and Development</p> <p>Need: As a dependent charter of the Tulare Joint Union High School District, we continue to</p>	This action provides all students, including our EL, Foster Youth, and Low Income students and those low performing groups of Hispanic and Socioeconomically Disadvantaged have rigorous curriculum that matches those found at the comprehensive high schools in the TJUHSD.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18

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
	<p>prioritize students being College and Career ready. In analyzing data we have identified performance gaps between student groups. Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for SVCHS in both Math and ELA were Hispanic and Socioeconomically disadvantaged.</p> <p>Scope: LEA-wide Schoolwide</p>		
1.4	<p>Action: Winter Assessment Sessions</p> <p>Need: As a dependent charter of the Tulare Joint Union High School District, there is a continued prioritization on students being College and Career ready. In analyzing data, there are identified performance gaps between student groups . Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for SVCHS in both Math and ELA were Hispanic and Socioeconomically disadvantaged.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>This action supports students academically through the opportunities to continue their current course load or new courses beyond the school day. Providing opportunities for student to advance in courses creates opportunities for student to participate in a variety of elective programs. This action also supports those students who are behind in courses or need to recover credits beyond the regular school day.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.12, 1.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Action: RTI Aides</p> <p>Need: As a dependent charter of the Tulare Joint Union High School District, there is a continued prioritization on students being College and Career ready. In analyzing data, we have identified performance gaps between student groups. Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for SVCHS in both Math and ELA were Hispanic and Socioeconomically disadvantaged.</p> <p>Scope: LEA-wide Schoolwide</p>	This action will provide a structured Tier 2 intervention for students who need additional time and support academically to remediate coursework, get help and support with time management needs for assignment completion.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13
1.6	<p>Action: Computer Lab Aides</p> <p>Need: As a dependent charter of the Tulare Joint Union High School District, there is a continued prioritization on students being College and Career ready. In analyzing data, we have identified performance gaps between student groups. Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for SVCHS in both Math and ELA</p>	Computer lab aides work directly with certificated staff to ensure students complete all needed assessments for their coursework. Being a variable credit school, students must complete and pass assigned assessments to earn a credit in each of their courses. Computer lab aides provide needed support to all students at SVCHS including English Learners, Foster Youth, and Low Income Students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13

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
	<p>were Hispanic and Socioeconomically disadvantaged.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.1	<p>Action: Counselors</p> <p>Need: This action provides that all students, including EL, Foster Youth, and Low Income students have a sense of connectedness with the school to increase attendance rates and the opportunity to complete coursework and courses. By continue to provide for a students academic, social-emotional, and physical needs all students, including the lowest performing groups of Hispanic and Socioeconomically Disadvantaged, the increased connectedness to school will increase the success of all students overall.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Increased counseling support will provide for all students academic and social and emotional needs. Counselors will provide academic support to students during the entire duration at the school and will help them plan courses to meet their future goals, instilling in students the need for academic success related to those goals. Counselors will also oversee students students social emotional needs and participate in SEL school objectives.</p>	3.1, 3.4, 3.5, 3.6, 3.7, 3.10
3.2	<p>Action: PBIS Student Incentives</p> <p>Need: This action provides that all students, including EL, Foster Youth, and Low Income students have a sense of connectedness with the</p>	<p>Continue to support Positive Behavior Intervention and Support to maintain low discipline rates and continue to increase student connectedness with the school and continue to increase attendance rates.</p>	3.4, 3.5, 3.6, 3.7

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
	<p>school to increase attendance rates and the opportunity to complete coursework and courses. By continue to provide for a students academic, social-emotional, and physical needs all students, including the lowest performing groups of Hispanic and Socioeconomically Disadvantaged, the increased connectedness to school will increase the success of all students overall.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.3	<p>Action: Student Materials and Supplies</p> <p>Need: This action provides that all students, including EL, Foster Youth, and Low Income students have a sense of connectedness with the school to increase attendance rates and the opportunity to complete coursework and courses. By continue to provide for a students academic, social-emotional, and physical needs all students, including the lowest performing groups of Hispanic and Socioeconomically Disadvantaged, the increased connectedness to school will increase the success of all students overall.</p> <p>Scope: LEA-wide Schoolwide</p>	Continue to provide for student material academic needs of all students including EL, Foster Youth, and Low Income students.	3.4, 3.5, 3.6, 3.7, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: Parent and Family Engagement</p> <p>Need: This action provides that all students, including EL, Foster Youth, and Low Income students have a sense of connectedness with the school to increase attendance rates and the opportunity to complete coursework and courses. By continue to provide for a students academic, social-emotional, and physical needs all students, including the lowest performing groups of Hispanic and Socioeconomically Disadvantaged, the increased connectedness to school will increase the success of all students overall.</p> <p>Scope: LEA-wide Schoolwide</p>	Parental involvement is a key indicator of families connectedness to a school. Providing multiple opportunities for parents to be involved with activities on campus can help create the connectedness needed. All parents should be involved with their students school and aware of changes and involved in planning for the school, including those of EL, Foster Youth, and Low Income students. It is also to involve the lowest performing students at SVCHS, Hispanic and Socioeconomically Disadvantaged students.	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
3.5	<p>Action: Counseling Department Supplies</p> <p>Need: This action provides that all students, including EL, Foster Youth, and Low Income students have a sense of connectedness with the school to increase attendance rates and the opportunity to complete coursework and courses. By continue to provide for a students academic, social-emotional, and physical needs all students, including the lowest performing groups of Hispanic and Socioeconomically Disadvantaged, the</p>	A schools counseling department is a key department in created connectedness of students and families to school. SVCHS counselors provide academic and social-emotional support to all students at SVCHS, including EL, Foster Youth, and Low Income students. They also provide support for the lowest performing groups, Hispanic and Socioeconomically Disadvantaged students.	3.1, 3.3, 3.5, 3.6, 3.7, 3.8

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
	<p>increased connectedness to school will increase the success of all students overall.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.6	<p>Action: Social Worker</p> <p>Need: This action provides that all students, including EL, Foster Youth, and Low Income students have a sense of connectedness with the school to increase attendance rates and the opportunity to complete coursework and courses. By continuing to provide for a students academic, social-emotional, and physical needs all students, including the lowest performing groups of Hispanic and Socioeconomically Disadvantaged, the increased connectedness to school will increase the success of all students overall.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>A schools counseling team is a key department in created connectedness of students and families to school. SVCHS Social Worker is a member of the SEL team, which is overseen by the counseling department. The Social Worker provides social-emotional support to all students at SVCHS, including EL, Foster Youth, and Low Income students. They also provide support for the lowest performing groups, Hispanic and Socioeconomically Disadvantaged students.</p>	3.4, 3.5, 3.6, 3.7

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
2.1	<p>Action: ELD Academic Support</p> <p>Need: Students who are classified as EL students continue to need additional supports for academic success. Specifically, EL students at SVCHS continue to need support in their English Language Development as 35% of the students move one or more levels on the ELPAC assessment and had a 9.1% reclassification rate. Passing rates with a C or better for the following classes:</p> <p>ELA: 78.1% Math : 78.3% Science: 75.0% Social Studies: 87.0%</p> <p>There were not enough EL students taking the CAASPP test to have a base score.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By providing a credentialled ELD certificated staff member EL students will receive targeted support to meet their academic needs.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13
2.2	<p>Action: ELD Material</p> <p>Need:</p>	This action will provide academic support to EL students by providing academic materials for these students.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Students who are classified as EL students continue to need additional supports for academic success. Specifically, EL students at SVCHS continue to need support in their English Language Development as 35% of the students move one or more levels on the ELPAC assessment and had a 9.1% reclassification rate. Passing rates with a C or better for the following classes:</p> <p>ELA: 78.1% Math : 78.3% Science: 75.0% Social Studies: 87.0%</p> <p>There were not enough EL students taking the CAASPP test to have a base score.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.3	<p>Action: ELD Professional Development</p> <p>Need: Students who are classified as EL students continue to need additional supports for academic success. Specifically, EL students at SVCHS continue to need support in their English Language Development as 35% of the students move one or more levels on the ELPAC assessment and had a 9.1% reclassification rate. Passing rates with a C or better for the following classes:</p>	Continue to provide professional development for ELD staff focusing on the academic support for EL students.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ELA: 78.1% Math : 78.3% Science: 75.0% Social Studies: 87.0%</p> <p>There were not enough EL students taking the CAASPP test to have a base score.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Additional Concentration Grant Funding

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

Concentration grant funding will be used to employ five part-time classified aides to support students through assessments and academic support needed for students who are behind in their coursework. Concentration grant funding will also be used to support EL students through ELD support staff (Part-time Certificated teacher) who will provide core class academic support as well as English Language Development support. Concentration grant funding will also be used to ensure that qualified certificated staff are supervising and managing the online curriculum used to deliver courses to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:27
Staff-to-student ratio of certificated staff providing direct services to students		1:19

2025-26 Total 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	2604116	671512	25.787%	0.000%	25.787%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$638,768.00	\$54,410.00	\$0.00	\$54,366.00	\$747,544.00	\$622,132.00	\$125,412.00

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	Imagine Edgenuity Courses	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$251,872.00	\$42,750.00	\$251,872.00			\$42,750.00	\$294,622.00	
1	1.2	Career Technical Education Courses	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
1	1.3	Online-Curriculum Management and Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$3,270.00	\$0.00	\$3,270.00				\$3,270.00	
1	1.4	Winter Assessment Sessions	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$4,520.00	\$0.00	\$4,520.00				\$4,520.00	
1	1.5	RTI Aides	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$50,800.00	\$0.00		\$50,800.00			\$50,800.00	
1	1.6	Computer Lab Aides	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$76,200.00	\$0.00	\$76,200.00				\$76,200.00	
2	2.1	ELD Academic Support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$64,700.00	\$906.00	\$64,700.00			\$906.00	\$65,606.00	

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	2.2	ELD Material	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$336.00	\$136.00			\$200.00	\$336.00	
2	2.3	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.1	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$170,770.00	\$0.00	\$170,770.00				\$170,770.00	
3	3.2	PBIS Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
3	3.3	Student Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,620.00	\$11,500.00	\$1,810.00		\$2,310.00	\$15,620.00	
3	3.4	Parent and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,500.00	\$1,300.00			\$3,200.00	\$4,500.00	2.27
3	3.5	Counseling Department Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$11,800.00	\$5,000.00	\$1,800.00		\$5,000.00	\$11,800.00	2.27
3	3.6	Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	2.27

2025-26 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
2604116	671512	25.787%	0.000%	25.787%	\$638,768.00	6.810%	31.339 %	Total:	\$638,768.00
								LEA-wide Total:	\$571,932.00
								Limited Total:	\$66,836.00
								Schoolwide Total:	\$571,932.00

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	Imagine Edgenuity Courses	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$251,872.00	
1	1.2	Career Technical Education Courses	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
1	1.3	Online-Curriculum Management and Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,270.00	
1	1.4	Winter Assessment Sessions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,520.00	
1	1.5	RTI Aides	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Computer Lab Aides	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$76,200.00	
2	2.1	ELD Academic Support	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	\$64,700.00	

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 (%)
				Student Group(s)	Low Income			
2	2.2	ELD Material	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$136.00	
2	2.3	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
3	3.1	Counselors	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$170,770.00	
3	3.2	PBIS Student Incentives	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
3	3.3	Student Materials and Supplies	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,500.00	
3	3.4	Parent and Family Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,300.00	2.27
3	3.5	Counseling Department Supplies	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	2.27
3	3.6	Social Worker	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$35,000.00	2.27

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$898,116.00	\$0.00

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	Imagine Edgenuity Courses	Yes	\$406,530	
1	1.2	Career Technical Education Courses	Yes	\$3,500.00	
1	1.3	Online-Curriculum Management and Development	Yes	\$3,270.00	
1	1.4	Winter Assessment Sessions	Yes	\$4,520.00	
1	1.5	RTI Aides	Yes	\$87,900.00	
1	1.6	Computer Lab Aides	Yes	\$54,600	
2	2.1	ELD Academic Support	Yes	\$55,630	
2	2.2	ELD Material	Yes	\$2,286	
2	2.3	ELD Professional Development	Yes	\$2,000.00	
3	3.1	Counselors	Yes	202,460	
3	3.2	PBIS Student Incentives	Yes	\$9,000.00	

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)
3	3.3	Student Materials and Supplies	Yes	\$15,120	
3	3.4	Parent and Family Engagement	Yes	\$4,500.00	
3	3.5	Counseling Department Supplies	Yes	\$11,800	
3	3.6	Social Worker	Yes	\$35,000.00	

2024-25 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)
628909	\$747,246.00	\$733,060.00	\$14,186.00	6.810%	0.000%	-6.810%

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	Imagine Edgenuity Courses	Yes	\$362,390.00	407580		
1	1.2	Career Technical Education Courses	Yes	\$3,500.00	80		
1	1.3	Online-Curriculum Management and Development	Yes	\$3,270.00	0		
1	1.4	Winter Assessment Sessions	Yes	\$4,520.00	0		
1	1.5	RTI Aides	Yes				
1	1.6	Computer Lab Aides	Yes	\$43,160.00	63260		
2	2.1	ELD Academic Support	Yes	\$64,700.00	53890		
2	2.2	ELD Material	Yes	\$136.00	0		
2	2.3	ELD Professional Development	Yes	\$2,000.00	0		
3	3.1	Counselors	Yes	\$201,770.00	162430		
3	3.2	PBIS Student Incentives	Yes	\$9,000.00	4400		
3	3.3	Student Materials and Supplies	Yes	\$11,500.00	3500		
3	3.4	Parent and Family Engagement	Yes	\$1,300.00	900	2.27	

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	3.5	Counseling Department Supplies	Yes	\$5,000.00	5320	2.27	
3	3.6	Social Worker	Yes	\$35,000.00	31700	2.27	

2024-25 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)
1918840	628909	0.00%	32.775%	\$733,060.00	0.000%	38.203%	\$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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