LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Leadership Academy-High Desert

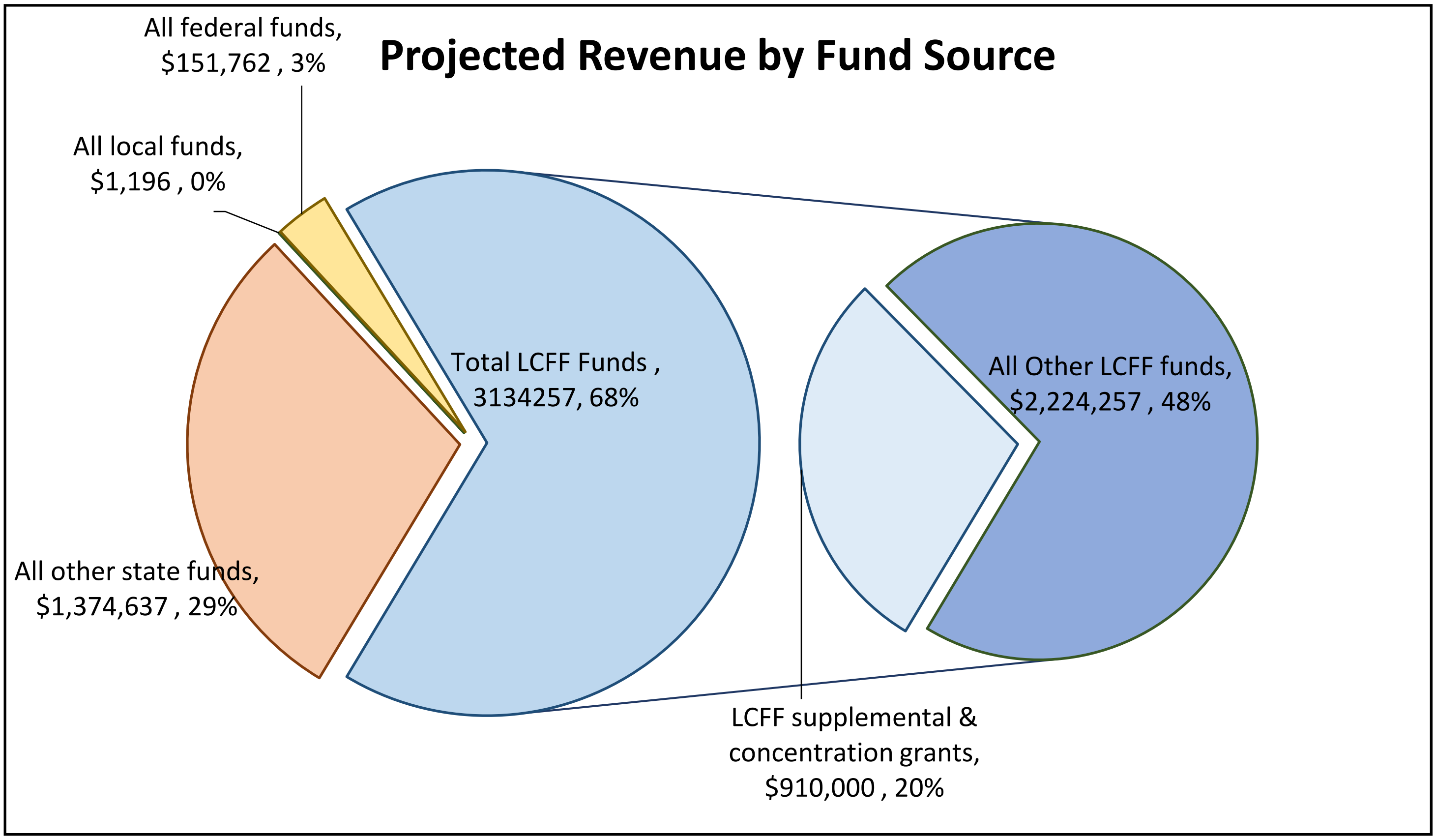
CDS Code: 36 75044 0107516

School Year: 2026-27

LEA contact information: Victor Allende, Executive Director(760) 949-9202, victor.allende@slahd.com

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

Budget Overview for the 2026-27 School Year

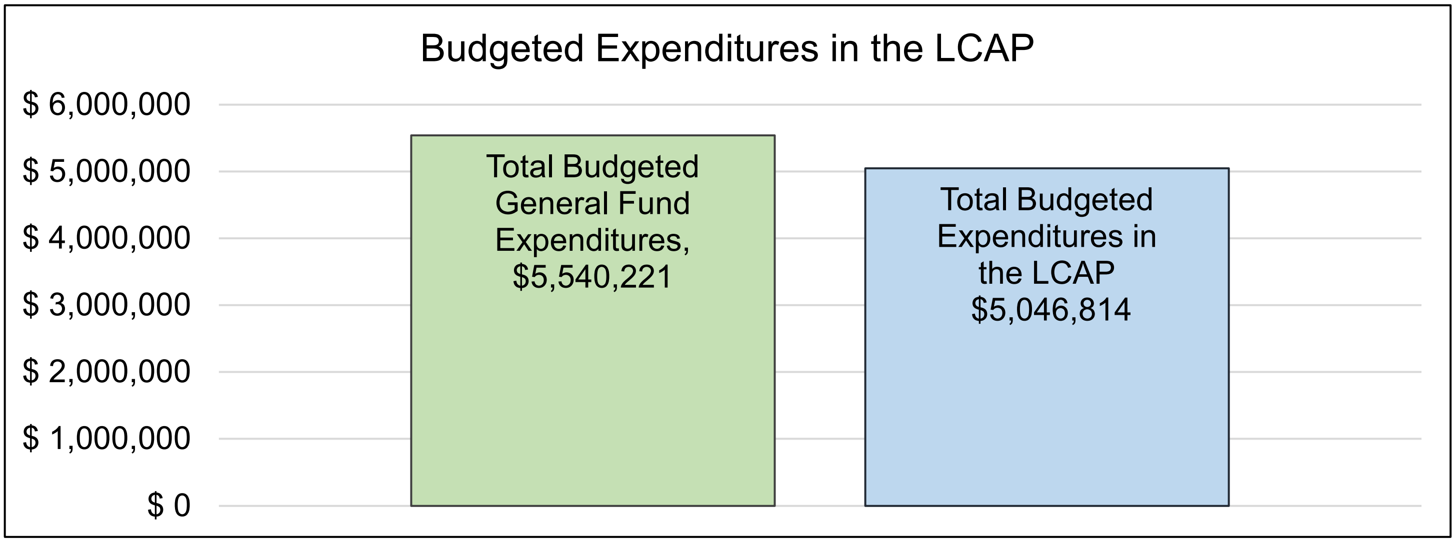


This chart shows the total general purpose revenue Summit Leadership Academy-High Desert expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Leadership Academy-High Desert is $4,661,852.00, of which $3,134,257.00 is Local Control Funding Formula (LCFF), $1,374,637.00 is other state funds, $1,196.00 is local funds, and $151,762.00 is federal funds. Of the $3,134,257.00 in LCFF Funds, $910,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Summit Leadership Academy-High Desert plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Leadership Academy-High Desert plans to spend $5,540,221.00 for the 2026-27 school year. Of that amount, $5,046,814.33 is tied to actions/services in the LCAP and $493,406.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

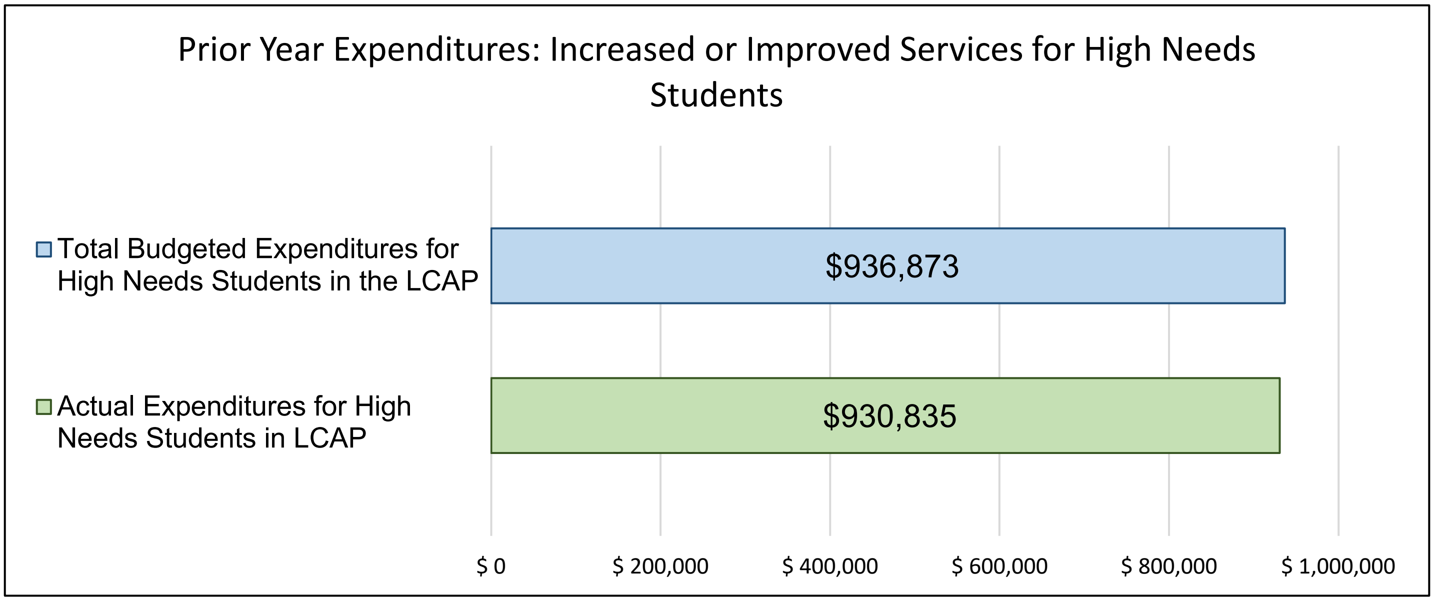
General Fund Budget Expenditures not included in the LCAP include business office staff, accounting, legal, office supplies, payroll and banking fees.

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

In 2026-27, Summit Leadership Academy-High Desert is projecting it will receive $910,000.00 based on the enrollment of foster youth, English learner, and low-income students. Summit Leadership Academy-High Desert must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Leadership Academy-High Desert plans to spend $1,307,161.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Summit Leadership Academy-High Desert budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Summit Leadership Academy-High Desert estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Summit Leadership Academy-High Desert's LCAP budgeted $936,873.00 for planned actions to increase or improve services for high needs students. Summit Leadership Academy-High Desert actually spent $930,835.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $6,038.00 had the following impact on Summit Leadership Academy-High Desert's ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted primarily due to the reallocation of additional state funding sources used.

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
Summit Leadership Academy-High Desert	Victor Allende Executive Director	victor.allende@slahd.com 7609499202

Plan Summary 2026-2027

General Information

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

Summit Leadership Academy – High Desert (SLA) is a tuition-free public charter school established in 2004, serving students in grades 7 through 12 from the Hesperia, Oak Hills, Adelanto, Phelan, Apple Valley, and Victorville communities. Summit Leadership Academy – High Desert offers a leadership program for all students, equipping them with the skills and integrity needed to succeed in leadership roles. The school provides a traditional educational experience with small class sizes – averaging 25 students per class – that allow for personalized instruction. Current academic offerings focus on public service careers and college preparation, helping students become leaders in their communities. SLA's team of educators mentor and challenge students to grow as scholars and individuals as they prepare for life after graduation. Community service, rigorous academics, strong values, and physical health make up the core components of Summit Leadership Academy's heart, mind, body, and soul philosophy. Students, families, and staff collaborate to ensure all students have access to the programs and opportunities they need to reach their goals. SLA is governed by a Board of Directors, which generally meets monthly at the school site.

It is Summit Leadership Academy's mission to provide rigorous academics and public service education to develop students into future leaders. SLA strives to develop self-motivated lifelong learners who have mastered the skills, knowledge, and expertise necessary to succeed not only in an academic environment but to transition and become a successful, globally aware, citizen able to compete and thrive in an ever-changing world.

SLA serves approximately 275 students from a beautifully diverse community. Significant student groups include 68.0% Hispanic students, 15.6% African American students and 8.7% White students. Additionally, 81.1% of students are socioeconomically disadvantaged, 20% are English Learners, 22.9% are students with disabilities, 7.6% are homeless youth and 4% are foster youth. The school has an unduplicated pupil percentage of 85% (2025-26 DataQuest).

Summit Leadership Academy - High Desert is 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.

2025 Dashboard Performance

Summit Leadership Academy - High Desert (SLA) continues to focus on improving outcomes on the California School Dashboard.

Academic Performance in English Language Arts (ELA): Despite a decline from the previous year, SLA's ELA performance remains improved compared to baseline levels. On the 2025 Dashboard, all students scored 121.9 points below standard and received a Red performance level. Compared to the 2022-23 baseline, all students improved by 26.7 points. Socioeconomically disadvantaged students improved by 29.2 points from baseline, scoring 128.8 points below standard, while Hispanic students improved by 5.4 points from baseline, scoring 121.2 points below standard. Although performance declined from the prior year, the results indicate that students continue to perform above baseline levels. SLA will continue strengthening literacy interventions, targeted academic supports, and English language development to accelerate growth for all students and student groups.

Academic Performance in Math: SLA's Mathematics performance also remains above baseline levels despite continued challenges. All students scored 190.4 points below standard and received a Red performance level. Compared to the 2022-23 baseline, all students improved by 8.9 points. Socioeconomically disadvantaged students improved by 9.7 points from baseline, scoring 189.9 points below standard. Hispanic students scored 205.4 points below standard, representing a decline of 7.1 points compared to baseline. While growth has been slower in mathematics than desired, the school will continue to strengthen instructional supports, intervention programs, and targeted strategies to improve mathematics achievement.

English Learner Progress Indicator: English Learners demonstrated improvement compared to baseline levels, with 29.4% of English Learners making progress toward English language proficiency or maintaining the highest proficiency level. Although this represents a decline from the previous year's 44.7%, it remains 13.2 percentage points above the 2022-23 baseline of 16.2%. The school received a Red performance level on the 2025 Dashboard and will continue implementing targeted English learner supports, designated ELD instruction, intervention programs, and professional development focused on accelerating English language acquisition.

Graduation Rate: SLA's combined four- and five-year graduation rate was 84.6%, resulting in an Orange performance level. This represents a decline from 94.6% in the prior year and from the 100% baseline. Graduation rates for Hispanic students were 87.5%, while socioeconomically disadvantaged students graduated at a rate of 84.2%. The school will continue focusing on credit recovery, counseling support, attendance interventions, and college and career readiness pathways to improve graduation outcomes.

College/Career Indicator (CCI): SLA continues to demonstrate significant progress in preparing students for postsecondary success. The percentage of graduates classified as "Prepared" increased from 4.8% at baseline to 21.1% in 2025, maintaining a Yellow performance level. Hispanic students showed particularly strong growth, increasing from 6.5% to 25.8%, while socioeconomically disadvantaged students improved from 5.1% to 21.6%. These results reflect the positive impact of expanded college coursework, career technical education opportunities, counseling supports, and college and career readiness initiatives.

Suspension Rate: Suspension rates decreased dramatically in 2025, reflecting the effectiveness of the school's Wellness Center supports, PBIS implementation, restorative practices, behavioral interventions, and student support services. The suspension rate for all students decreased from 30.6% in 2023 to 3.3% in 2025, resulting in an improvement of 27.3 percentage points and a Green performance level.

Similar improvements were observed among key student groups, including English Learners (30.6% to 1.5%), socioeconomically disadvantaged students (30.9% to 3.7%), Students with Disabilities (27.7% to 1.4%), and Hispanic students (26.4% to 2.8%), all of whom achieved Green performance levels. African American students also demonstrated notable improvement, decreasing from 50.0% to 6.8%, although this group remains at a Yellow performance level and will continue to be monitored. Overall, the significant reductions in suspensions suggest that proactive behavioral supports, restorative approaches, counseling services, and strengthened intervention systems have been highly effective in creating a more positive and supportive school environment.

Chronic Absenteeism: Chronic absenteeism also improved significantly in 2025, demonstrating the positive impact of the school's attendance interventions, family outreach efforts, transportation supports, and student engagement strategies. The chronic absenteeism rate for all students decreased from 62.8% in 2023 to 37.8% in 2025, an improvement of 25 percentage points and an increase from a Red to Orange performance level. Significant improvements were also observed among student groups identified for support, including English Learners, whose chronic absenteeism rate decreased from 66.7% to 10.0%, socioeconomically disadvantaged students, whose rate decreased from 62.1% to 39.7%, and Hispanic students, whose rate decreased from 67.3% to 32.8%. While chronic absenteeism remains an area of focus, the substantial reductions across student groups indicate that attendance monitoring, family engagement, transportation assistance, and targeted interventions are contributing to improved student attendance and engagement.

Local Indicators: All state-mandated local indicator requirements were met.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to English Learner Progress, Chronic Absenteeism, Suspension Rate and English Language Arts on the 2023 Dashboard:

English Learner Progress: English Learners (see Actions 3.1, 3.2, 3.3 and 3.4).The successful combined implementation of Action 3.1 Data, Reporting & Analysis, Action 3.2 Curriculum, Action 3.3 Professional Development and Action 3.4 Academic Intervention has led to improved outcomes for English Learners on the ELPI. The analysis of disaggregated data by the IT liaison ensures accurate, real-time analysis to monitor EL progress. Standards-aligned curriculum and scaffolding are designed to support English Learners progress towards proficiency. Academic supports include daily intervention periods, after-school tutoring and foundational courses to reinforce literacy. In addition, teachers receive professional development focused on instructional strategies for English Learners (including long-term English Learners).

Chronic Absenteeism: All students, socioeconomically disadvantaged students, Hispanic students (see Actions 1.2 Socio-emotional Wellness, 1.6 Attendance and 1.7 Activities). The combined implementation of Actions 1.2, 1.6 and 1.7 provides a comprehensive approach to reducing chronic absenteeism for all students and significant student groups. Through Action 1.2 Socio-emotional Wellness, SLA supports improved attendance by providing wrap-around services, SEL curriculum and mental health resources to address barriers with attendance. In addition the Wellness Center, calming corners and regular SEL check-ins provide a safe, supportive and welcoming environment that fosters connection with the school. Action 1.6 Attendance includes clear restorative practices used in attendance and behavioral meetings.Action 1.7 Activities also supports increased student engagement and a sense of belonging through the variety of activities and events offered at the school.

Suspension Rate: All students, English Learners, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students (See Actions 1.2 and 1.7). SLA is reducing suspension rates through proactive, restorative practices such as PBIS and MTSS, social emotional learning and expanded mental health supports (Action 1.2 Socio-emotional Wellness). These efforts combined with Action 1.7 Activities reinforce positive student incentives and engagement activities that create a safe and supportive school environment.

English Language Arts: socioeconomically disadvantaged students (see Actions 3.1, 3.2 and 3.3). The successful combined implementation of Action 3.1 Data, Reporting & Analysis, Action 3.2 Curriculum, Action 3.3 Professional Development and Action 3.4 Academic Intervention has led to improved outcomes in ELA for socioeconomically disadvantaged students. The school analyzes data to identify performance gaps and provide targeted interventions. Professional development is focused on evidence-based instructional practices such as differentiating instruction to better support socioeconomically disadvantaged students. In addition, academic interventions – including daily in-class intervention periods, after-school tutoring, foundational ELA courses and summer enrichment programs – provide additional learning opportunities to close achievement gaps and prevent learning loss.

Learning Recovery and Emergency Block Grant (LREBG)

Summit Leadership Academy - High Desert has $38,767 in unexpended LREBG funds for the 2026-27 school year. LREBG funds will be utilized to partially fund Goal 2, Action 4 with additional instructional aides who will provide targeted small-group and individualized interventions for students to address learning loss and improve student outcomes.

Reflections: Technical Assistance

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

Not Applicable

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.

Summit Leadership Academy - High Desert is a single school LEA that 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Parents	Parents provided valuable input through various methods, including online surveys and meetings with school leadership via the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent groups. These surveys captured parent preferences regarding curriculum delivery (such as textbook hard copies versus web-based formats), communication methods, IT support needs, desired extracurricular activities, and strategies to build school pride and improve student motivation. This feedback played a key role in shaping decisions related to extracurricular programming, communication strategies, and student engagement initiatives. Additionally, parent group discussions helped identify both strengths and areas for growth within the school community.
Teachers, administrators, and other school personnel	Teachers, administrators, and staff were actively engaged through weekly meetings with the Executive Director, where they discussed barriers to student learning and collaborated on strategies to address them. Their insights led to significant initiatives, including the addition of enrichment and dual enrollment courses, the realignment of science instruction, the development of intervention curriculum, and the strategic scheduling of classes to ensure equitable access for all students. Staff also participated in surveys to provide input on professional development topics, safety and security concerns, and counseling needs, which informed improvements in those areas.
Students	Students participated in surveys to share their perspectives on how they learn best, what extracurricular activities interest them, and what could help boost school pride and academic motivation. Their voices influenced key decisions, such as expanding enrichment opportunities, implementing dual enrollment options, and designing programs aimed at increasing student engagement and academic success.
Board	The Board is kept informed of stakeholder feedback through reports and regular communication with school leadership. Board members used this information to guide strategic planning and support initiatives aligned with the needs and priorities identified by parents, students, and staff. Their role was instrumental in approving and reinforcing changes related to curriculum, scheduling, and student support services based on the collective input of the school community.

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

Educational partners, including staff, families, and students, identified the need for stronger literacy supports, expanded English Learner interventions, improved access to instructional materials, and enhanced professional development to better support socioeconomically disadvantaged students, Hispanic students, English Learners, and Long-Term English Learners. In response, the school refined the 2026-27 Equity Multiplier Focus Goal to strengthen academic preparation and intervention in English Language Arts, with an emphasis on reading and writing, while also improving English language development outcomes. Feedback and implementation experiences informed enhancements to Action 3.2 (Curriculum), including a pilot hybrid instructional model utilizing both paper-based and digital curriculum resources in select courses while maintaining technology-based supports such as text-to-speech, language translation, accessibility tools, and data analytics for English Learners and students with disabilities. Educational partners also emphasized the importance of continued access to curriculum and interventions that support literacy development and language acquisition.

Educational partner feedback, staff input, and analysis of student performance data also influenced refinements to Action 3.3 (Professional Development) and Action 3.4 (Academic Intervention). Staff identified a need for additional training related to MTSS implementation, English Learner instruction, differentiation, accommodations for students with disabilities, and social-emotional supports, all of which have been incorporated into the 2026-27 professional development plan. In addition, instructional staff and student performance data highlighted the need for stronger literacy interventions, expanded reading and writing supports, targeted ELPAC preparation, and additional English language development opportunities for English Learners and Long-Term English Learners. As a result, Action 3.4 will include year-long state assessment preparation, literacy-focused interventions, phonetic decoding and vocabulary development, small-group ELPAC preparation, reclassification support, and targeted academic interventions designed to accelerate outcomes for the student groups identified in the Equity Multiplier Focus Goal. Action 3.1 (Data Reporting and Analysis) will continue to support these efforts through the use of disaggregated student data to monitor progress, identify achievement gaps, and inform instructional and intervention decisions.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Create a safe and inclusive educational environment that prioritizes the mental, physical, and emotional well-being of students, fostering academic achievement and leadership development. This environment will address the needs of the whole student, supporting both academic success and personal growth. At the same time, we will strengthen engagement with educational partners (students, families, and community members) by ensuring that diverse perspectives are heard and incorporated, and that everyone is actively involved in supporting the holistic development of each student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Summit Leadership Academy - High Desert's mission emphasizes providing rigorous academics and public service education to develop future leaders, while the vision focuses on shaping self-motivated, lifelong learners prepared to thrive in a complex, global society.

Goal 1 was recently combined to better reflect the strong connection between student well-being and educational partner engagement. Goal 1 addressed the importance of a safe and supportive learning environment that nurtures students' mental, physical, and emotional well-being – foundational elements for academic achievement and leadership development. Goal 2 focused on strengthening engagement with educational partners, including students, families, and community members, to build strong networks of support.

By merging these goals, the school recognizes that academic and personal success are most effectively achieved when students are supported not only by school systems, but also by an engaged and inclusive community. A safe, inclusive environment and active educational partner engagement are both essential to preparing students to lead, serve, and adapt in an ever-changing world. This combined goal ensures that the school is addressing the needs of the whole student, while also fostering meaningful collaboration that helps every learner grow into a capable, confident, and globally aware citizen.

Measuring and Reporting Results

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

1.1	Facility maintenance will be measured by use of an annual internal facility evaluation form.	2023-24 Facility condition is currently measured as "good."	2024-25 Good	2025-26 Good	2026-27 Facility condition is measured as "good."	Maintain
1.2	Number of safety incidents	2023-24 # of reportable accidents/injuries - 1	2024-25 6	2025-26 5	2026-27 # of reportable accidents/injuries - 1	+4
1.3	Students' sense of belonging	2023-24 2.56	2024-25 3.7	2025-26 Pre-screener: 2.81	2026-27 3.25	+0.25
1.4	Staff safety metric	2024-25 82.4%	N/A New Metric Baseline established in 2024-25	2025-26 91.7%	2026-27 90% or higher	N/A
1.5	Suspension rates	2022-23 All 30.6% EL: 30.6% SED: 30.9% SWD: 27.7% African American: 50% Hispanic: 26.4% White: 18.8%	2023-24 All 22.5% EL: 20.9% LTEL: 22.6% SED: 23.2% SWD: 31.7% African American: 28.6% Hispanic: 21.7% White: 11.8%	2024-25 All 3.3% EL: 1.5% LTEL: 0.0% SED: 3.7% SWD: 1.4% African American: 6.8% Hispanic: 2.8% White: 2.8%	2025-26 <7%	All: -27.3% EL: -29.1% SED: -27.2% SWD: -26.3% African American: -43.2% Hispanic: -23.6% White: -16.0%
1.6	Expulsion rates	2022-23 0.3%	2023-24 0.92%	2024-25 1.0%	2025-26 <0.3%	+0.7%
1.7	Chronic absenteeism rate	2022-23 All 62.8% Hispanic: 67.3% SED: 62.1%	2023-24 All 41.8% Hispanic: 37.5% SED: 44.3%	2024-25 All 37.8% Hispanic: 32.8% SED: 39.7%	2025-26 <50%	All: -25.0% Hispanic: -34.5% SED: -22.1%
1.8	Attendance rate	2023-24 88%	2024-25 85.36%	2025-26 88.6%	2026-27 94%	+0.6%

1.9	Parent interaction & events	2023-24 ParentSquare interactions - <1% SSC/ELAC - 1 Other - 1	2024-25 ParentSquare interactions - 0 SSC/ELAC - 3 Other - N/A	2025-26 Discontinued	2026-27 ParentSquare interactions - 10% SSC/ELAC - 3 Other - 10	N/A
1.9	Parent interaction & events (Revised methodology for capturing parent interactions and events)	N/A	N/A	2025-26 Contactable Percentage: 99.2% (Baseline)	2026-27 95% or higher	N/A
1.10	Seeking parent input rating: Efforts school is making to seek parent input in making decisions (New Metric established in 2025-26. Data source: EdPartner LCAP Survey)	N/A	N/A	2025-26 42.9% positive (Baseline)	2026-27 45% positive	N/A
1.11	Extracurricular activities offerings	2023-24 Clubs - 2 Athletics - 1 co-ed 3 boys 4 girls	2024-25 Clubs - 2 Athletics - 2 co-ed 2 boys 2 girls	2025-26 Clubs- 3 Athletics- 2 Co-ed 3 Girls 2 Boys	2026-27 Clubs - 4 Athletics - 6	Clubs - +1 Athletics - -1
1.12	Number of events held	2023-24 # of Educational partner events - 6 # of Student events - 26 # of Community events - 7	2024-25 # of Educational partner events-18 # of Student events - 57 # of Community events - 6	2025-26 Educational partner events- 10 Student events- 13 Community events- 17	2026-27 # of Educational partner events - 10 # of Student events - 25 # of Community service events - 10	# of Educational partner events: +3 # of Student events: -18 # of Community events: +6

1.13	CTSO events	2023-24 Cadet Corps - 4 SkillsUSA - 5	2024-25 Cadet Corps - 11 SkillsUSA - 6 Combo - 2	2025-26 Cadet Corps - 9 SkillsUSA - 0	2026-27 Cadet Corps - 5 SkillsUSA - 5	Cadet Corps: +5 SkillsUSA : -5
1.14	Stability rate	2022-23 50.9%	2023-24 48.9%	2024-25 55.4%	2025-26 60%	+4.5%
1.15	Volunteers	2023-24 2	2024-25 7	2025-26 6	2026-27 6	+4 volunteers

Goal Analysis for 2025-2026

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

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

Overall, the actions associated with Goal 1 were implemented and supported the creation of a safe, inclusive, and supportive school environment while increasing opportunities for student engagement, family participation, and leadership development. Most actions were fully implemented as planned, including facilities maintenance and restroom renovations (Action 1.1), safety and security systems (Action 1.3), community outreach and family engagement efforts (Action 1.4), athletics programming (Action 1.5), attendance interventions (Action 1.6), and student activities and leadership opportunities (Action 1.7). The school successfully completed major facility improvements, maintained comprehensive safety systems and training programs, expanded community partnerships, offered six athletic programs and a cheer squad, increased extracurricular opportunities, and continued implementing attendance supports and outreach efforts.

One substantive difference between planned and actual implementation occurred within Action 1.2 (Socio-Emotional Wellness). While the Wellness Center, counseling partnerships, Sown to Grow surveys, PBIS systems, and student wellness supports were implemented, full integration of the SEL curriculum was delayed as staff reviewed curriculum materials and leadership worked to build teacher capacity for implementation. Additional refinements to MTSS documentation and wellness data tracking systems were identified as areas for future improvement. Similarly, while attendance supports under Action 1.6 were fully implemented, school leadership identified the need for additional procedural refinement and staff training to strengthen implementation. Under Action 1.7, many student activities and leadership opportunities were successfully implemented; however, planned pep rallies did not occur due to staffing capacity limitations.

Implementation successes included the continued development of the Wellness Center as a hub for student support, expansion of counseling and wraparound service partnerships, improved school safety through proactive monitoring systems, increased athletic participation and student recognition, growth in community service opportunities, and expanded student leadership experiences through Cadet Corps and other extracurricular programs. Challenges included building staff capacity to fully implement SEL instruction, strengthening attendance intervention procedures, increasing volunteer participation, improving family engagement metrics, and ensuring sufficient staffing to support all planned student activities and events. Despite these challenges, the school successfully implemented the majority of planned actions and established a strong foundation for continued improvement in student wellness, safety, engagement, and school connectedness.

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

Action 1.2 Socio-emotional Wellness: Budgeted $208,630; Actual $127,683. Actual expenditures differed from budgeted amount due to staffing; the school did not retain a Wellness Coordinator

Action 1.3 Safety & Security: Budgeted $53,370; Actual $62,706. Actual expenditures differed from budgeted amounts due to an increase in actual insurance costs

Action 1.4 Community Outreach: Budgeted $97,608; Actual $117,277. Actual expenditures differed from budgeted amounts due to staffing; the school hired a student store clerk

Action 1.5 Athletics: Budgeted $58,736; Actual $78,115. Actual expenditures differed from budgeted amounts due to an increase in sports coaching stipends and athletics incidentals

Action 1.7 Activities: Budgeted $106,128; Actual $118,034. Actual expenditures differed from budgeted amounts due to an increase in college field trips for students

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

The actions implemented under Goal 1 were generally effective in making progress toward creating a safe, inclusive educational environment that supports student well-being, engagement, and academic success. Several key outcome metrics demonstrated positive progress. Attendance improved from 88.0% to 88.6%, chronic absenteeism decreased from 62.8% to 37.8%, and stability rates increased from 50.9% to 55.4%, indicating that students were attending school more consistently and remaining enrolled longer. Significant reductions in suspension rates were observed across all student groups, including decreases of 27.3 percentage points overall, 29.1 points for English learners, 27.2 points for socioeconomically disadvantaged students, and 43.2 points for African American students. These improvements suggest that the Wellness Center supports, PBIS systems, counseling partnerships, attendance interventions, and school climate efforts were effective in creating a more supportive environment for students.

Actions supporting student engagement and school connectedness also demonstrated positive outcomes. The number of clubs increased from two to three, extracurricular and athletic opportunities expanded, community events increased from seven to seventeen, and students experienced notable success through athletics, Cadet Corps, and leadership activities. The school maintained a “Good” facility rating and increased staff perceptions of safety from 82.4% to 91.7%, reflecting the effectiveness of facility improvements, safety systems, and ongoing professional development efforts. Community outreach efforts resulted in continued participation in SSC/ELAC meetings, family events, community service projects, and partnerships that connected students and families with needed resources.

Some metrics indicate areas where additional improvement is needed. Students’ sense of belonging improved only modestly from the baseline and remains below desired levels, suggesting that continued implementation of SEL curriculum, wellness supports, and school connectedness strategies is necessary. Parent engagement metrics, particularly ParentSquare interactions, did not demonstrate meaningful growth, indicating a need to revise family engagement measures and strengthen outreach strategies. Expulsion rates increased slightly compared to baseline, and volunteer participation remained relatively low despite improvements over baseline levels. Additionally, the number of student events declined compared to the prior year, although community events increased substantially. These results suggest that while Goal 1 actions have been largely effective in improving safety, attendance, student behavior, and engagement, continued refinement of family engagement efforts, SEL implementation, volunteer recruitment, and student connectedness initiatives will be necessary to fully achieve 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.

Metric 1.9 Parent Interaction and Events was revised from the total number of parent interactions to the percentage of families with deliverable contact information as reported through ParentSquare. The revised metric provides a more meaningful measure of the school's ability to communicate with families by focusing on communication accessibility rather than interaction volume.

Metric 1.10 Seeking parent input rating was established in 2025-26. The school is utilizing an EdPartner LCAP survey to gather feedback on family involvement in decision making.

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	Facilities	Maintain facilities in accordance with health code, education code, and other applicable regulations. This includes space leases, maintenance and custodial supplies, custodial personnel, and outsourced maintenance services. Renovate and modernize facilities as needed to meet the Good Repair Standard. Maintain the work order tracking system, formalized employee checklists, standardized manager inspections, and daily facility communication protocols to improve accountability and operational efficiency. Ongoing staff training will be provided to increase capacity and consistency in utilizing facility inspection tools, employee checklists, and maintenance procedures. Ensure proper management of shared spaces, such as the cafeteria and field, on the co-located property.	$ 421,289	No

1.2	Socio-emotional Wellness	The school will provide a comprehensive system of social-emotional, behavioral, and mental health supports to address the needs of the whole child. Through the Wellness Center, students and families will have access to wraparound services, counseling, wellness coaching, psychoeducation, and community resources designed to improve student well-being, school connectedness, and academic success. The Wellness Center will serve as a centralized hub for student support services and will coordinate partnerships with organizations such as FamSpot, BeeWell, Desert Mountain Children's Center, and other service providers to provide counseling, youth advocacy, family engagement opportunities, and referrals to community resources. The school will implement Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) frameworks to provide proactive behavioral, social-emotional, and academic interventions. Structured intervention and support processes will outline community agreements, tiered supports, documentation expectations, and decision-making procedures to ensure students receive timely and appropriate academic, behavioral, and social-emotional supports. The school will continue utilizing Minga and other systems to support positive behavior reinforcement, student incentives, and progress monitoring. A comprehensive social-emotional learning (SEL) program utilizing Sown to Grow will be implemented to support students' social-emotional development, emotional regulation, conflict resolution, and school connectedness. Staff will receive ongoing professional development to strengthen implementation of SEL lessons, respond appropriately to student needs, and build capacity in trauma-informed practices, mental health awareness, and culturally responsive supports. The Sown to Grow survey will be administered multiple times throughout the school year to monitor student wellness, engagement, and sense of belonging. Weekly SEL check-ins, Check-In/Check-Out supports, and Wellness Center interventions will be utilized to identify students in need of additional support and monitor progress over time. To strengthen service delivery and intervention effectiveness, the school will continue refining MTSS documentation processes, wellness center data tracking systems, and intervention monitoring tools to ensure consistent implementation, improved data collection, and informed decision-making regarding student supports.	$ 116,903	No

1.3	Safety & Security	The school utilizes a variety of security systems to monitor safety, including student tracking, visitor management, cybersecurity, alarm and surveillance systems, and digital monitoring tools. These systems are fully installed and staff are trained on their use. Systems will continue to be maintained and enhanced as necessary to meet the operational and safety needs of the school. Raptor technology scans all visitors for compliance with Megan's Law and criminal background checks, ensuring an additional layer of campus security. Liability insurance is maintained to protect the school's assets. The Safety and Threat Assessment Committee leads professional development, evaluates threats to safety on campus, reviews incidents, and identifies recommendations for school safety improvements. The committee will maintain and annually update a comprehensive safety training and drill calendar. Professional development topics include de-escalation, slips and falls prevention, emergency response, cyber safety, bullying prevention, substance abuse awareness, and other risk management matters. The Wellness Center provides support for students through conflict resolution, behavioral interventions, and restorative practices designed to reduce suspensions, prevent repeated violations, and strengthen school climate. The school utilizes Blocksi web filtering and monitoring systems to identify concerns related to cyberbullying, self-harm, and student safety and facilitate timely intervention when needed. The school will continue providing staff training through Vector and other professional learning opportunities and will continue evaluating opportunities to strengthen cybersecurity systems, digital safety tools, and overall campus safety practices.	$ 64,587	Yes

1.4	Community Outreach (CSPP)	Staff will collaborate with families to promote participation in school academic and extracurricular programs, coordinate school events and activities, celebrate student achievement, and foster a positive school climate. A designated staff member will serve as the primary point of contact for family outreach. Various communication avenues, including ParentSquare, social media, newsletters, and both virtual and in-person meetings, will be utilized to inform families and increase engagement. Staff will receive professional development to effectively utilize communication technology and outreach strategies. The school will continue to employ and support bilingual staff to reduce communication barriers and improve access for families. Staff will build and maintain community partnerships that provide students and families with opportunities for community service, career preparation, wraparound services, and access to community resources. School events such as Back-to-School Night, orientation, Coffee with the Principal, SSC, ELAC, PAC meetings, family workshops, and parent education nights will continue to promote family engagement and collaboration. In partnership with FamSpot and other community organizations, the school will coordinate quarterly parent nights, connect families with community resources, and expand access to basic-needs supports, including food, hygiene products, clothing, housing resources, and other services. A web-based volunteer application process will continue to be utilized to remove barriers and increase volunteer participation. The school will continue partnering with community organizations, alumni, and educational partners to support student recruitment, fundraising efforts, postsecondary success, and college and career readiness opportunities. Staff will also strengthen communication and follow-up with graduates during their first three years after high school.	$ 135,528	No
1.5	Athletics	The school will offer multiple athletic opportunities, including cheer, while maintaining gender equity and broad access to extracurricular programs. Athletic teams and cheer programs will attend home games, promote school spirit, and support student engagement through schoolwide activities and seasonal pep rallies. Athletics, cheer, and student leadership groups will collaborate to expand school spirit initiatives and increase student participation in extracurricular activities. Athletic facilities and equipment, including the on-campus weight room, will support year-round conditioning, skill development, and preparation for league and CIF-level competition. Sports conditioning, skill building, leadership development, and sportsmanship education will be implemented throughout the year to support student-athletes and promote positive school culture.	$ 152,111	No

1.6	Attendance	Staff will monitor student attendance, manage the SARB process, and implement interventions for students who are chronically absent. Restorative practices will be utilized during attendance meetings to identify barriers to attendance and connect students and families with appropriate supports and resources. Designated bilingual staff and communication systems, including automated notifications and personalized outreach, will communicate with families regarding attendance in their preferred language whenever possible. Attendance initiatives may include personalized communications, attendance incentives, wellness supports, transportation assistance, and referrals to community resources. Home-to-school transportation will continue to be provided for eligible students. Breakfast and lunch will be served daily through the Community Eligibility Provision, and school supplies and uniform items will be provided to reduce barriers to attendance. Before- and after-school opportunities will be offered to mitigate learning loss and support students with attendance challenges. A data consultant and designated staff will oversee attendance data management, validation, and reporting to ensure compliance and support data-informed intervention decisions. The school will continue refining attendance procedures, staff training, attendance incentive programs, and collaboration among administration, front office staff, and Wellness Center personnel to improve attendance outcomes.	$ 909,929	Yes

1.7	Activities	A variety of activities, including pep rallies, dances, lunch socials, leadership events, community service projects, recognition programs, and grade-level traditions, will be hosted by school organizations, clubs, athletic programs, and student leadership groups to promote school connectedness, engagement, and school pride. Faculty members will advise student-led clubs for both junior high and high school students. Class Advisors will work with students through focus groups and other feedback opportunities to establish grade-level traditions and activities designed to strengthen relationships, increase student voice, and create meaningful school experiences. CTE teachers will continue participating in community events with students, including parades, presenting colors, Patriot Day celebrations, service projects, and other local activities. Students will engage in Cadet Corps, SkillsUSA, leadership development activities, competitions, and career-connected experiences that reinforce technical skills, citizenship, and college and career readiness. Staff will support extracurricular activities, competitions, clubs, and student events to promote the sustainability of programs, strengthen school culture, and create additional opportunities for student engagement and team building. Seasonal pep rallies will be coordinated in partnership with cheer coaches, student leadership groups, and other student organizations to increase school spirit and student participation.	$ 67,520	No

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	Prepare students for post-graduate success in college and career with a primary focus on leadership and public service.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to align with Summit Leadership Academy's mission to provide rigorous academics and public service education to develop students into future leaders. It directly supports the school's academic program by ensuring alignment with state standards and enhancing both college preparation and career technical education pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ASVAB qualifying rate	2023-24 12.5%	2024-25 20%	2025-26 33.3%	2026-27 21.5%	+20.8%
2.2	Graduation rate Metric updated to utilize Dashboard combined 4-/5-year rate	2022-23 All 100% Hispanic: 100% SED: 100%	2023-24 All 94.6% Hispanic: 91.7% SED: 94.3%	2024-25 All 84.6% Hispanic: 87.5% SED: 84.2%	2025-26 90% or higher for all students and student groups	All : -15.4% Hispanic: -12.5% SED: -15.8%
2.3	CTE completers Data source updated to utilize Dashboard Additional Reports: Met UC/CSU Requirements and CTE Pathway Completion Report	2022-23 All - 25/55.6% Hispanic -20/60.6% SED - 24/57.1% SWD - 8/61.5%	2023-24 All - 16/43.2% Hispanic - 9/37.5% SED - 15/42.9% SWD -5/41.7%	2024-25 All - 21/53.8% Hispanic - 17/53.1% SED - 20/52.6% SWD - n/a	2025-26 25%	All: -1.8% Hispanic: -7.5% SED: - 4.5% SWD: n/a

2.4	A-G eligibility rate Data source updated to utilize Dashboard Additional Reports: Met UC/CSU Requirements and CTE Pathway Completion Report	2022-23 All - 2/4.4% Hispanic -1/3.0% SED - 2/4.8% SWD - 1/7.7%	2023-24 All - 1/2.7% Hispanic - 0/0% SED - 0/0% SWD - 0/0%	2024-25 All - 4/10.3% Hispanic - 4/12.5% SED - 4/10.5% SWD - n/a	2025-26 10%	All: +5.9% Hispanic: +9.5% SED: + 5.7% SWD: n/a
2.5	ELA Distance from Standard Data Source: Ca Dashboard Metric updated from SBAC ELA Pass Rate	2022-23 All Students: -148.6 SED: -158.0 Hispanic: -126.6	2023-24 All Students: -111.4 SED: -110.9 Hispanic: -109.9	2024-25 All Students: -121.9 SED: -128.8 Hispanic: -121.2	2025-26 -100 points or higher	All Students: +26.7 SED: +29.2 Hispanic: +5.4
2.6	Math Distance from Standard Data Source: Ca Dashboard Metric updated from SBAC Math Pass Rate	2022-23 All Students: -199.3 SED: -199.6 Hispanic: -198.3	2023-24 All Students: -191.9 SED: -193.1 Hispanic: -189.8	2024-25 All Students: -190.4 SED: -189.9 Hispanic: -205.4	2025-26 -180 points or higher	All Students: +8.9 SED: +9.7 Hispanic: -7.1

2.7	Science Indicator Data Source: Ca Dashboard Science indicator methodology shifted to Science Points on 2025 Dashboard; previously reported Distance from Standard (DFS)	2022-23 Science Distance from Standard (DFS) All Students: -39.0 SED: -40.4 Hispanic: -37.3	2023-24 Science Distance from Standard (DFS) All Students: -29.5 SED: -30.5 Hispanic: -28.6	2024-25 Science Points (SP) All Students: 35.7 SP SED: 33.4 SP Hispanic: 33.6	2025-26 All: 38 SP Hispanic: 36 SP SED: 36 SP Year 3 Targets updated to reflect Science Points methodology	*Not applicable - baseline year and current year outcomes use different California School Dashboard methodologies (Distance from Standard vs. Science Points). Progress is reported based on performance trends within the current Science Points metric.*
2.8	Post-secondary college attendance	N/A	N/A	2023-24 24%	2025-26 Post-secondary college enrollment - 30%	Not applicable – baseline reset due to methodology and data source change
2.9	College course completion	2023-24 College credit completion - 81%	2024-25 92% (23/25) - all college credit courses 88% (7/8) - non-CTE 100% (16/16) CTE course	2025-26 74% (17/23) of students completed the college course with C or better. 43% (3/7) non-CTE course 87% (14/16) CTE course	2026-27 College credit completion - 85%	-7%
2.10	% EL improving on ELPAC (ELPI)	2022-23 16.2%	2023-24 44.7%	2024-25 29.4%	2025-26 20%	+13.2%
2.11	Reclassification Rate	N/A Metric Added in 2025	N/A Metric Added in 2025	2024-25 8% (Baseline)	2025-26 10%	N/A

2.12	Work-based Learning	N/A Metric Added in 2025	2024-25 11 (Baseline)	2025-26 9	2026-27 15	-2
2.13	Teachers appropriately credentialed / assigned	2021-22 Course misassignments - 6.33	2022-23 Course misassignments - 3.65	2023-24 Course misassignments - 5.46	2024-25 Course misassignments - 10	-0.87 assignments
2.14	Broad course of study % of students have access to and are enrolled in required core subject areas and a broad course of study.	2023-24 100%	2024-25 100%	2025-26 100%	2026-27 100%	Maintain
2.15	Students with access to standards aligned materials	2023-24 100%	2024-25 100%	2025-26 100%	2026-27 100%	Maintain
2.16	College/Career Indicator Metric Updated in 2024 to better measure College and Career Readiness	2022-23 All: 4.8% Hispanic: 6.5% SED: 5.1%	2023-24 All: 16.7% Hispanic: 4.3% SED: 14.7%	2024-25 All: 21.1% Hispanic: 25.8% SED: 21.6%	2025-26 CCI - 15% or higher	All: +16.3% Hispanic: +19.3% SED: +16.5%

Goal Analysis for 2025-26

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

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

Overall, the actions associated with Goal 2 were implemented and supported the school's efforts to prepare students for post-secondary success in college, career, leadership, and public service. Action 2.2 (Technology) and Action 2.4 (Special Education) were fully implemented, while Action 2.1 (College & Career) and Action 2.3 (Instruction) were partially implemented due to staffing transitions and the phased rollout of several initiatives. Through Action 2.2 (Technology), the school maintained a 1:1 technology program, provided internet-enabled devices to qualifying students, and expanded technology infrastructure. Action 2.1 (College & Career) expanded college course opportunities through College and Career Access Pathways (CCAP) and concurrent enrollment partnerships, provided counseling and college-readiness supports, continued CTE programming, and offered work-based learning opportunities. Action 2.3 (Instruction) supported data-driven instruction, tutoring, English learner services, MTSS implementation, and curriculum enhancements, while Action 2.4 (Special Education) provided direct services, additional staffing, progress monitoring systems, and compliance oversight to support students with disabilities.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 2.1 (College & Career) was generally effective in improving college and career readiness outcomes. The College and Career Indicator increased from 4.8% at baseline to 21.1%, while A-G eligibility increased from 4.4% to 10.3%. ASVAB qualifying rates increased from 12.5% at baseline to between 32% and 41%, and CTE pathway completion improved from the prior year. These results suggest that counseling supports, expanded college coursework, CTE pathways, and career-readiness experiences contributed positively to student preparation for post-secondary opportunities.

Action 2.2 (Technology) was effective in ensuring equitable access to instruction, as 100% of students continued to have access to standards-aligned instructional materials and a broad course of study through the school's 1:1 technology program and technology infrastructure improvements.

Action 2.4 (Special Education) was effective in strengthening supports for students with disabilities through additional staffing, improved progress-monitoring systems, enhanced communication practices, and increased oversight of compliance and service delivery.

While Action 2.3 (Instruction) supported improvements in some academic and English learner outcomes, the results indicate that additional refinement is needed. ELA and Math Distance from Standard scores remain significantly below state standards, graduation rates declined from 100% to 84.6%, and college course completion rates decreased compared to prior years. Delays in implementing the formalized academic incentive program and the phased rollout of SEL and MTSS enhancements may have limited the overall impact of instructional interventions. Continued focus on academic interventions, professional development, and data-driven instructional practices will be necessary to accelerate student achievement and improve graduation outcomes.

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.

Metric 2.7: Science Indicator: The CA Dashboard Science Indicator methodology shifted from Distance from Standard (DFS) reporting in 2024 to Science Points in 2025. The 2025 Science Indicator in the Year 2 Outcome reflects the Science Points (SP) outcomes. The Year 3 target has been updated to reflect the Science Point methodology. Current Difference from Baseline is not applicable.

Metric 2.8: Post-secondary college attendance has been updated due to a change in Data Source and Methodology. The school is utilizing the National Student Clearinghouse system to capture post-secondary college enrollment.

Metric 2.11: Reclassification Rate was added this year. The 2024-25 Reclassification Rate is based on CalPADS reporting and will serve as the baseline year.

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

Actions

Action #	Title	Description	Total Funds	Contributing

2.1	College & Career (CTE)	A dedicated Guidance Counselor supports students through matriculation, connects students to college resources such as the Victor Valley College (VVC) Bridge Program, and prepares students for post-secondary opportunities. The Counselor also ensures students have equitable access to the courses required to meet their post-secondary goals and maintains a graduate pathway profile that illustrates multiple pathways toward College and Career Indicator (CCI) readiness. One hundred percent of courses offered are a-g compliant. Instructional materials and supplies will continue to be allocated to support both a-g and CTE coursework. Career Technical Education (CTE) courses will be offered in public safety and/or military science pathways. The school will continue expanding partnerships with Victor Valley College to increase access to College and Career Access Pathways (CCAP), concurrent enrollment, financial aid support, and postsecondary matriculation services. Efforts will continue to increase the number of college-credit courses offered during regular school hours, including opportunities for students to receive direct support from VVC representatives. Work-based learning opportunities will occur through classroom instruction, schoolwide events, community service projects, leadership activities, Career Technical Student Organizations (CTSOs), and career-connected learning experiences. Students will participate in leadership conferences, SkillsUSA activities, and other college and career readiness opportunities designed to prepare them for postsecondary success. The School Counselor, CTE staff, and administration will collaborate with local colleges, employers, educational partners, and community organizations to strengthen partnerships that support college and career readiness, work-based learning opportunities, CTE pathway completion, and successful transitions to postsecondary education and careers. Curriculum and supports will also be implemented to ensure students in independent study settings can continue making progress toward CTE completer status.	$ 723,824	Yes

2.2	Technology	Technology devices and services are supplied and maintained to provide access to web-based instructional programs and support academic achievement through a variety of learning modalities. Devices are distributed to ensure all students have equitable access to the curriculum. The school maintains a 1:1 student-to-device ratio, and internet-enabled devices are provided to qualifying students, including students in independent study, students experiencing homelessness, and students with limited home internet access. A designated staff member serves as liaison with the school’s IT vendor and manages technology assets, system integration, and technology infrastructure. Professional development is provided to staff regarding instructional technology systems, cybersecurity practices, communication tools, and data platforms to improve efficiency and support student learning. Parents receive support regarding educational technology systems, including Aeries and ParentSquare, during orientation and enrollment processes. The school will continue exploring opportunities to expand family technology training and support through community partnerships. The school will continue researching and implementing technology solutions that improve instruction, communication, recordkeeping, device management, and data analysis. Based on educational partner feedback, the school will pilot a hybrid instructional model utilizing both digital and paper-based curriculum resources in select courses while maintaining technology-based supports for students.	$ 141,185	No

2.3	Instruction	The school shall make every effort to employ highly qualified teachers, tutors, and support staff to promote schoolwide academic success and expand learning opportunities for students. Teachers with preliminary credentials will complete and/or continue induction requirements, and additional tutors and intervention staff will support academic achievement and intervention programs. Designated staff will utilize academic and behavioral data to guide professional development, instructional decision-making, intervention planning, and continuous improvement efforts. Staff will continue implementing PBIS and MTSS strategies using established intervention processes, flowcharts, and documentation systems to support academic and behavioral interventions. The school will continue refining MTSS documentation procedures and data systems to improve consistency, intervention monitoring, and data analysis. School leaders, teachers, and support staff will oversee programs and operations to ensure quality implementation of instructional programs, English learner services, intervention supports, and state assessment administration. Faculty will continue developing and implementing strategies that promote academic achievement, assessment participation, and student engagement. The independent study program will serve students who are unable to attend school in person or who prefer an alternative educational setting. Additional curricular tools, differentiated instructional resources, and intervention supports will be utilized to meet the needs of diverse learners and address learning gaps. Educators will partner with the Counselor and Wellness Center staff to integrate social-emotional learning into the educational program. Staff will receive ongoing professional development related to MTSS implementation, verbal de-escalation, social-emotional learning, differentiated instruction, and evidence-based practices that support student achievement and well-being.	$ 1,389,749	No

2.4	Special Education (LREBG)	Special Education teachers and support staff will provide IEP-related services directly to students and support general education teachers in implementing accommodations, modifications, and specialized instructional supports. Administrators, support staff, and contracted providers will oversee data collection, compliance, and implementation of special education services. The school will continue contracting specialized services, including nursing services, speech therapy, occupational therapy, psychoeducational evaluations, and other related services necessary to support student success. Special Education staff and faculty will receive specialized professional development related to instructional practices, progress monitoring, compliance requirements, leadership development, and strategies that support students with disabilities. Designated staff and administrators will support communication, organization, and program implementation through effective staffing structures, ongoing training, and technology systems. Technology tools and data systems will be utilized to improve communication, monitor IEP implementation, track student progress, and strengthen collaboration among teachers, aides, students, and families. Progress-monitoring systems will continue to be expanded to provide greater access for special education aides and general education teachers, ensuring classroom instruction remains aligned with individual student needs and IEP goals. Administrators will continue leveraging data systems to monitor special education compliance, service delivery, and program effectiveness.	$ 434,096	No

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	SLA will strengthen and target academic preparation and intervention in English Language Arts, focusing on reading and writing, to accelerate outcomes for socioeconomically disadvantaged students and Hispanic students. In addition, SLA will strengthen English language development to improve outcomes for English Learners and Long-Term English Learners on the English Language Proficiency indicator.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student performance data, Dashboard results, and feedback from educational partners, which identified a continued need to improve academic outcomes for socioeconomically disadvantaged students, Hispanic students, English Learners, and Long-Term English Learners. Analysis of 2025 Dashboard results indicated that socioeconomically disadvantaged students and Hispanic students continue to experience low performance in English Language Arts and Mathematics, while English Learners demonstrated low performance on the English Learner Progress Indicator (ELPI). These results highlight the need for additional targeted supports to accelerate academic achievement and English language acquisition for the student groups identified through the Equity Multiplier.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Distance from Standard Data Source: Ca Dashboard Metric updated from SBAC ELA Pass Rate	2022-23 All Students: -148.6 SED: -158.0 Hispanic: -126.6	2023-24 E All Students: -111.4 SED: -110.9 Hispanic: -109.9	2024-25 E All Students: -121.9 SED: -128.8 Hispanic: -121.2	2025-26 -100 points or higher	All Students: +26.7 SED: +29.2 Hispanic: +5.4
3.2	Math Distance from Standard Data Source: Ca Dashboard Metric updated from SBAC Math Pass Rate	2022-23 All Students: -199.3 SED: -199.6 Hispanic: -198.3	2023-24 All Students: -191.9 SED: -193.1 Hispanic: -189.8	2024-25 All Students: -190.4 SED: -189.9 Hispanic: -205.4	2025-26 -180 points or higher	All Students: +8.9 SED: +9.7 Hispanic: -7.1
3.3	English Learner proficiency rate	2022-23 16.5%	2023-24 44.7%	2024-25 29.4%	2025-26 20%	+13.2%

3.4	Local ELA indicator	2023-24 iReady tier 1 Reading - 4%	2024-25 14.%	2025-26 31%	2026-27 20%	+27%
3.5	Local Math indicator	2023-24 iReady tier 1 Math - 4%	2024-25 14.%	2025-26 33%	2026-27 20%	+29%
3.6	Science Indicator Data Source: Ca Dashboard Science indicator methodology shifted to Science Points on 2025 Dashboard	2022-23 CAST Distance from Standard (DFS) All Students: -39.0 SED: -40.4 Hispanic: -37.3	2023-24 CAST Distance from Standard (DFS) All Students: -29.5 SED: -30.5 Hispanic: -28.6	2024-25 Science Points (SP) All Students: 35.7 SP SED: 33.4 SP Hispanic: 33.6	2025-26 All: 38 SP Hispanic: 36 SP SED: 36 SP Year 3 Targets updated to reflect Science Points methodology	A numeric comparison is not calculated because the baseline year and current year outcomes use different California School Dashboard methodologies (Distance from Standard vs. Science Points). Progress is reported based on performance trends within the current Science Points metric.

Goal Analysis for 2025-26

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

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

Overall, the actions associated with Goal 3 were fully implemented and focused on strengthening academic preparation, intervention, and English language development. Action 3.1 (Data Reporting & Analysis) was fully implemented through the use of third-party data analysis services and enhanced data systems that allowed staff to monitor academic performance and identify achievement gaps among student groups. Action 3.2 (Curriculum) was fully implemented through the use of standards-aligned curriculum and instructional tools designed to support differentiated instruction and provide accommodations for English learners and other student groups. Action 3.3 (Professional Development) was fully implemented through ongoing staff training focused on instructional strategies, technology integration, and evidence-based practices to support underserved student populations. Action 3.4 (Academic Intervention) was fully implemented through tutoring programs, intervention courses, summer enrichment opportunities, English learner supports, and targeted state assessment preparation.

While all actions were implemented, some substantive adjustments were made during the year. Under Action 3.4 (Academic Intervention), the school shifted from a rotating teacher tutoring model to a designated intervention lead who coordinated after-school tutoring and attendance recovery supports. The planned 9th-grade mathematics intervention course was discontinued due to low enrollment, while ELA intervention efforts were expanded. Additionally, intervention curriculum and state assessment preparation activities were refined throughout the year to better address student learning needs and English learner supports. Successes included strengthened data analysis systems, expanded tutoring and intervention supports, targeted professional development focused on English learners and socioeconomically disadvantaged students, and increased use of instructional technology tools. Challenges included continued language barriers affecting academic performance across content areas, refining intervention systems to better target student needs, and improving academic outcomes for historically underserved student groups.

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

Action 3.1 Data Reporting & Analysis: Budgeted $61,223; Actual $68,365. Actual expenditures differed from budgeted amount due to an increase in IT licenses for new chromebooks

Action 3.3 Professional Development: Budgeted $14,415; Actual $19,715. Actual expenditures differed from budgeted amount due to an increase in induction programs

Action 3.4 Academic Intervention: Budgeted $123,819; Actual $298,482. Actual expenditures differed from budgeted amount due to an increased in independent study teachers and substitute teacher

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

The actions implemented under Goal 3 were generally effective in making progress toward improving academic outcomes for socioeconomically disadvantaged students, Hispanic students, and English learners. Action 3.4 (Academic Intervention), supported by Action 3.2 (Curriculum) and Action 3.3 (Professional Development), contributed to substantial growth on local academic indicators. The percentage of students meeting or exceeding grade-level expectations on the iReady Reading assessment increased from 4% at baseline to 31%, while students meeting or exceeding grade-level expectations in iReady Mathematics increased from 4% to 33%, exceeding the Year 3 targets in both areas. English learner outcomes also improved, with the percentage of English learners making progress toward English proficiency increasing from 16.5% at baseline to 29.4%. These results suggest that targeted intervention supports, English learner services, tutoring programs, and staff training have positively impacted student achievement.

Action 3.1 (Data Reporting & Analysis) strengthened the school's ability to identify achievement gaps and monitor progress for student groups, allowing instructional and intervention efforts to be adjusted based on student performance data. This data-driven approach supported implementation of targeted interventions and professional development activities throughout the year.

While progress was evident on local indicators and English learner outcomes, state assessment results indicate that additional improvement is needed. ELA Distance from Standard improved compared to baseline levels for all students, socioeconomically disadvantaged students, and Hispanic students; however, performance declined compared to the prior year and remains significantly below the long-term target. Similarly, Math Distance from Standard improved compared to baseline for all students and socioeconomically disadvantaged students but declined for Hispanic students. These outcomes suggest that Action 3.4 (Academic Intervention) and Action 3.2 (Curriculum) are beginning to produce positive results, particularly in foundational reading and mathematics skills, but additional refinement and sustained implementation will be necessary to accelerate growth on state assessments and close achievement gaps for the identified student groups.

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

The goal was revised to serve as the school's Equity Multiplier Focus Goal and now places a more explicit emphasis on strengthening English Language Arts achievement, particularly reading and writing, for socioeconomically disadvantaged students and Hispanic students, while also improving English language development outcomes for English Learners and Long-Term English Learners.

Action 3.2 (Curriculum) was revised to incorporate a pilot hybrid instructional model utilizing both paper-based and digital curriculum resources in response to educational partner feedback, while continuing to provide technology-based supports for English Learners and students with disabilities.

Action 3.3 (Professional Development) was updated to include additional training related to MTSS implementation, English Learner instruction, differentiation, accommodations for students with disabilities, Mental Health First Aid, communication systems, and state assessment preparation.

Action 3.4 (Academic Intervention) was refined to place a greater emphasis on literacy development, reading and writing interventions, phonetic decoding, vocabulary development, ELPAC preparation, reclassification support, year-long state assessment preparation, and targeted interventions for English Learners and Long-Term English Learners.

Metric 2.7: Science Indicator: The CA Dashboard Science Indicator methodology shifted from Distance from Standard (DFS) reporting in 2024 to Science Points in 2025. The 2025 Science Indicator in the Year 2 Outcome reflects the Science Points (SP) outcomes. The Year 3 target has been updated to reflect the Science Point methodology. Current Difference from Baseline is not applicable.

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	Data Reporting & Analysis	SLA contracts with a third-party data firm to provide detailed data analysis of benchmark assessments, local assessments, and state assessments. This data is used to identify trends and monitor student academic and behavioral progress by analyzing individual, aggregated, and disaggregated data for all students, with a specific focus on English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Hispanic students. Data analysis will be utilized to monitor progress toward improving English Language Arts achievement, reading and writing proficiency, and English language development outcomes. SLA has a dedicated information technology liaison on staff who has developed expertise in data tools and systems to improve collection, reporting, and analysis. This includes analytical tools within curriculum platforms such as Savvas, HMH, McGraw Hill, Edgenuity, IXL, iReady, Google Classroom, Clever, and Aeries. The school will continue leveraging the expertise of existing staff, technology consultants, and specialized software training to strengthen system integration, improve data accessibility, optimize reporting systems, and support timely intervention decisions for student groups identified within the Equity Multiplier Focus Goal.	$ 146,003	No
3.2	Curriculum	SLA utilizes curriculum that aligns with state standards and scaffolds instruction to meet students' individual learning needs. Curriculum resources allow educators to analyze disaggregated assessment data to inform instructional practices, address diverse learning needs, and support individual student growth. An emphasis will be placed on strengthening reading, writing, language acquisition, and literacy development for socioeconomically disadvantaged students, Hispanic students, English Learners, and Long-Term English Learners. Curriculum tools will continue to support differentiated instruction through embedded intervention resources, language supports, accessibility features, and data analytics. Based on educational partner feedback, SLA will pilot a hybrid instructional model utilizing both paper-based and digital curriculum resources in select courses while continuing to leverage supports for English Learners and students with disabilities, including text-to-speech functionality, embedded glossaries and dictionaries, language translation tools, accessibility features, and disaggregated performance analytics.	$ 104,185	No

3.3	Professional Development	The designated testing coordinator, lead teachers, and other staff with specialized expertise will provide professional development regarding instructional strategies and tools that support English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Hispanic students. In collaboration with the information technology liaison, staff will also receive training to increase utilization and efficiency of instructional technology platforms, communication tools, and data systems. Although the majority of educators are highly qualified, specialized strategies are necessary to address the unique needs of underserved student populations. Focused professional development and research regarding evidence-based instructional practices will provide educators with the tools and skills necessary to improve student achievement in reading, writing, and English language development. The Executive Director, lead teachers, internal subject matter experts, and external consultants will continue facilitating professional development during in-service days, weekly faculty meetings, and individualized coaching sessions. Professional development topics may include English learner instruction, differentiation, MTSS implementation, Mental Health First Aid, accommodations for students with disabilities, state assessment preparation, communication systems, verbal de-escalation, and other practices designed to improve student outcomes.	$ 133,889	No

3.4	Academic Intervention	SLA will provide targeted academic intervention opportunities designed to strengthen English Language Arts achievement, reading and writing proficiency, and English language development for socioeconomically disadvantaged students, Hispanic students, English Learners, and Long-Term English Learners. After-school tutoring will provide students with additional opportunities for individualized academic support. A designated intervention instructor will coordinate tutoring services, monitor student participation and progress, and utilize research-based strategies designed to address identified learning gaps. In addition to summer school credit recovery, summer enrichment programs for incoming 7th - 9th grade students will mitigate learning loss and help students build foundational skills in preparation for the upcoming school year. These programs are designed not only for credit recovery but also for academic enrichment, literacy development, and skill building. Foundational support courses for English and Mathematics will provide additional academic instruction during regular school hours to improve academic performance in core classes. The school will continue refining the curriculum for the daily intervention period to bridge learning gaps, strengthen reading and writing skills, improve literacy outcomes, and provide targeted support for English Learners and Long-Term English Learners. Intervention programming will incorporate year-long state assessment preparation, test-taking strategies, study skills, vocabulary development, phonetic decoding, pronunciation support, and English language development activities. Small-group ELPAC preparation, reclassification support, and targeted literacy interventions will be provided to accelerate language acquisition and improve outcomes on the English Language Proficiency Indicator. Student progress will be monitored regularly to evaluate intervention effectiveness, inform instructional adjustments, and ensure supports are meeting the needs of students identified within the Equity Multiplier Focus Goal.	$ 106,015	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 910,000	$89,325

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
29.03%	0%	$0	29.03%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal 1 Action 3	**Action:** Safety and Security **Need:** Low Income students, English Learners, and Foster Youth need to feel physically and mentally safe in order to attend school and be able to learn. **Scope:** LEA-wide	Safety & Security addresses the needs of Low Income students, English Learners, and Foster Youth students by providing a safe, secure, and supportive school environment that promotes student well-being, school connectedness, attendance, and academic success. Through campus safety systems, bullying prevention, cyber safety monitoring, restorative practices, Wellness Center services, and behavioral interventions, students receive proactive supports that help reduce barriers to learning and address social-emotional and safety-related needs. This action is provided on an LEA-wide basis because a safe and positive school climate is foundational to student learning and is most effective when implemented consistently across the entire school community. Schoolwide implementation ensures all students have access to safety systems and support services while particularly benefiting unduplicated pupils, who may experience additional challenges that impact their educational experience.	• 1.2 Number of safety incidents • 1.3 Students' sense of belonging • 1.4 Staff safety metric
Goal 1 Action 6	**Action:** Attendance **Need:** Low Income, English Learners, and Foster Youth require additional resources and monitoring to promote attendance and access to educational and wellness programs. **Scope:** LEA-wide	Attendance addresses the needs of Low Income, English Learners, and Foster Youth students by providing targeted attendance monitoring, family outreach, transportation assistance, meals, wellness supports, attendance interventions, and connections to community resources that help remove barriers to regular school attendance. These services are particularly important for unduplicated pupils, who may experience challenges related to housing instability, transportation, health, language access, or family circumstances that can impact attendance and engagement. This action is provided on an LEA-wide basis because improving attendance and reducing chronic absenteeism requires consistent schoolwide systems, interventions, and family engagement efforts that benefit all students while providing meaningful support for English learners, foster youth and low income students.	• 1.7 Chronic absenteeism rate • 1.8 Attendance rate

2.1	**Action:** College & Career (CTE) **Need:** Low Income, English Learners, and Foster Youth require additional access to college and career preparation courses and programs. **Scope:** LEA-wide	College & Career (CTE) addresses the needs of Low Income, English Learners, and Foster Youth students by providing equitable access to college and career readiness opportunities, including academic counseling, dual enrollment and CCAP courses, CTE pathways, leadership development, work-based learning experiences, financial aid support, and postsecondary planning services. These supports help remove barriers to college and career access by increasing exposure to postsecondary opportunities, assisting students with matriculation and financial aid processes, and preparing students for success after graduation. This action is provided on an LEA-wide basis because all students benefit from access to comprehensive college and career readiness programs; however, Foster Youth, English Learners, and Low-Income students particularly benefit from the additional guidance, resources, and opportunities that help close opportunity gaps and improve postsecondary outcomes.	• 2.1 ASVAB qualifying rate • 2.3 CTE completers • 2.4 A-G eligibility rate • on Report • 2.8 Post-secondary College Enrollment • 2.9 College Course Completion • 2.16 College/Career Indicator

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
N/A	N/A	N/A	N/A

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

Not applicable

Additional Concentration Grant Funding

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

The school will utilize funding to staff two specialist who will support attendance improvement efforts. These staff members will monitor student attendance, coordinate attendance interventions, manage the SARB process and work directly with students and families experiencing attendance challenges.

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	$ 3,134,257	$ 910,000	29.034%	0.000%	29.034%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,520,416	$ 1,374,637	$ -	$ 151,762	$ 5,046,814	$ 3,281,947	$ 1,764,867

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	Facilities	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 129,358	$ 291,931	$ 414,822	$ 6,468	$ -	-	$ 421,289	0.000%
1	1.2	Socio-emotional Wellness (DA)	Students with Disabilities Foster Youth Low Income	No	LEA-wide	All	All Schools	Ongoing	$ 64,809	$ 52,094	$ -	$ 116,848	$ -	$ 54	$ 116,903	0.000%
1	1.3	Safety & Security	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 64,587	$ 64,587	$ -	$ -	-	$ 64,587	0.000%
1	1.4	Community Outreach (CSPP)	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 107,825	$ 27,703	$ 44,214	$ 76,373	$ -	$ 14,941	$ 135,528	0.000%
1	1.5	Athletics	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 123,806	$ 28,305	$ 148,694	$ 3,075	$ -	$ 342	$ 152,111	0.000%
1	1.6	Attendance	Foster Youth Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 116,083	$ 793,846	$ 909,929	$ -	$ -	-	$ 909,929	0.000%
1	1.7	Activities	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 31,711	$ 35,809	$ 10,671	$ 56,850	$ -	-	$ 67,520	0.000%
2	2.1	College & Career (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 698,159	$ 25,665	$ 332,645	$ 391,179	$ -	-	$ 723,824	0.000%
2	2.2	Technology	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 141,185	$ 136,185	$ 5,000	$ -	-	$ 141,185	0.000%
2	2.3	Instruction	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 1,375,617	$ 14,132	$ 1,244,837	$ 141,643	$ -	$ 3,269	$ 1,389,749	0.000%
2	2.4	Special Education	Students with Disabilities English Learners	No	LEA-wide	All	All Schools	Ongoing	$ 339,371	$ 94,726	$ 80,714	$ 310,635	$ -	$ 42,748	$ 434,096	0.000%
3	3.1	Data Reporting & Analysis	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 75,611	$ 70,392	$ 42,385	$ 94,590	$ -	$ 9,028	$ 146,003	0.000%
3	3.2	Curriculum	All	No	LEA-wide	N/A	All Schools	Ongoing		$ 104,185	$ 5,627	$ 49,075	$ -	$ 49,484	$ 104,185	0.000%
3	3.3	Professional Development	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 113,583	$ 20,307	$ 85,107	$ 31,125	$ -	$ 17,658	$ 133,889	0.000%
3	3.4	Academic Intervention	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 106,015	$ -	$ -	$ 91,777	$ -	$ 14,238	$ 106,015	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,134,257	$ 910,000	29.034%	0.000%	29.034%	$ 1,307,161	0.000%	41.706%	**Total:**	$ 1,307,161
								LEA-wide Total:	$ 1,307,161
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1.3	Safety & Security	Yes	LEA-wide	All	All Schools	$ 64,587	0.000%
1	1.6	Attendance	Yes	LEA-wide	All	All Schools	$ 909,929	0.000%
2	2.1	College & Career (CTE)	Yes	LEA-wide	All	All Schools	$ 332,645	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,970,169.21	$ 5,052,258.00

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	Facilities	No	$ 422,978	$ 416,100
1	1.2	Socio-emotional Wellness	No	$ 208,630	$ 127,683
1	1.3	Safety & Security	Yes	$ 53,370	$ 62,706
1	1.4	Community Outreach (CSPP)	No	$ 97,608	$ 117,277
1	1.5	Athletics	No	$ 58,736	$ 78,115
1	1.6	Attendance	Yes	$ 882,785	$ 842,894
1	1.7	Activities	No	$ 106,128	$ 118,034
2	2.1	College & Career (CTE)	Yes	$ 521,608	$ 556,669
2	2.2	Technology	No	$ 193,811	$ 208,131
2	2.3	Instruction	No	$ 1,614,090	$ 1,516,023
2	2.4	Special Education	No	$ 527,785	$ 534,781
3	3.1	Data Reporting & Analysis	No	$ 61,223	$ 68,365
3	3.2	Curriculum	No	$ 83,184	$ 87,283
3	3.3	Professional Development	No	$ 14,415	$ 19,715
3	3.4	Academic Intervention	No	$ 123,819	$ 298,482

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 861,660	$ 936,873	$ 930,835	$ 6,038	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Safety & Security	Yes	$ 53,370	$ 62,706.00	0.000%	0.000%
1	1.6	Attendance	Yes	$ 882,732	$ 842,894	0.000%	0.000%
2	2.1	College & Career (CTE)	Yes	$ 771	$ 25,235.04	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,918,804	$ 861,660	0.000%	29.521%	$ 930,835	0.000%	31.891%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - o **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.
    - o 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,

- o 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:
  - o The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o 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.
  - o 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.
  - o 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.
  - o 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.

- o 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.

    - o 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).

    - o 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.

    - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - o 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%).

- o 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)**
  - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - o 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).

California Department of Education
November 2024