

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Mission Academy

CDS Code: 37754160138651

School Year: 2026-27

LEA contact information:

Jenna Unis

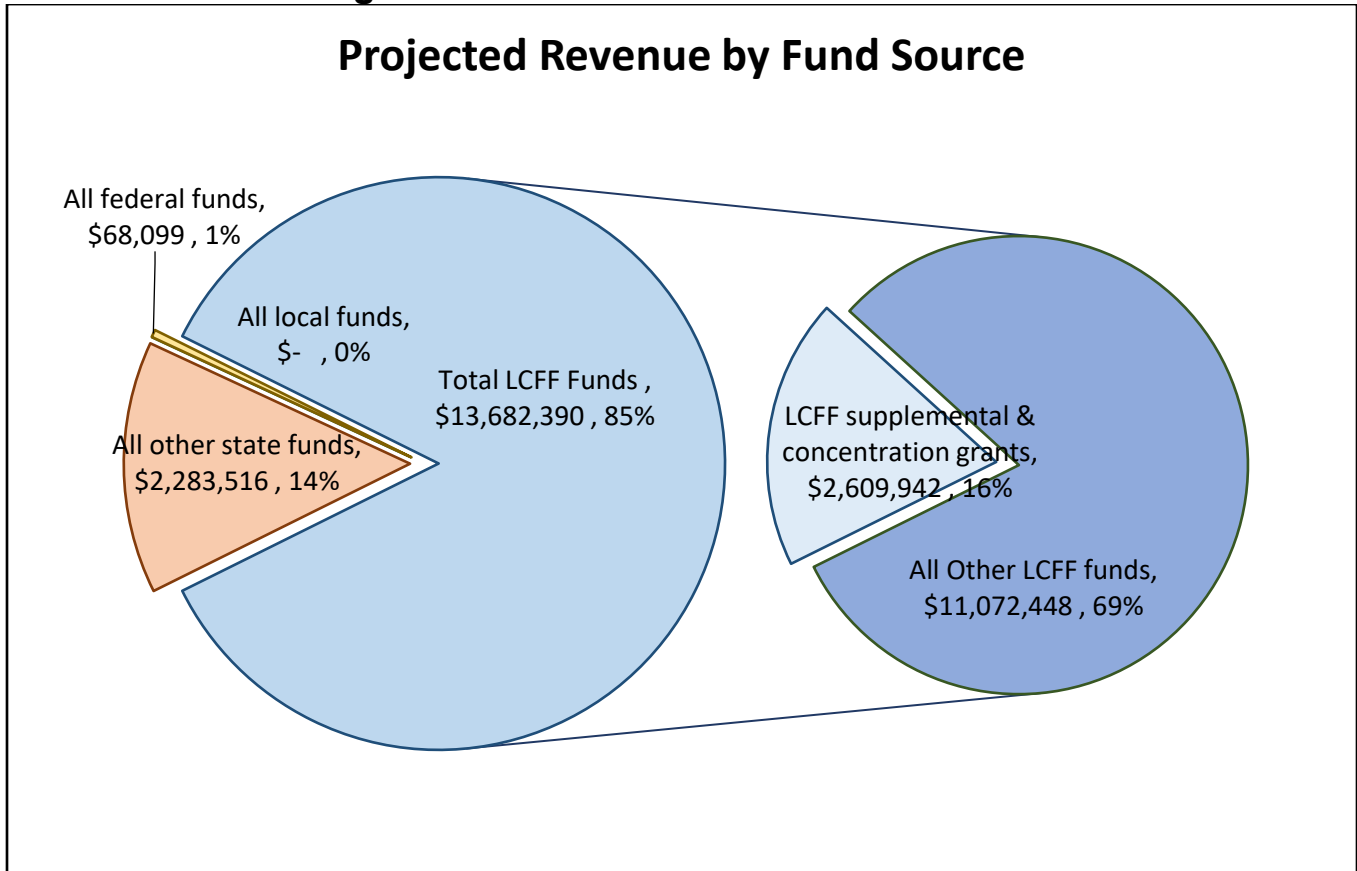
Principal

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(619) 540-3555

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

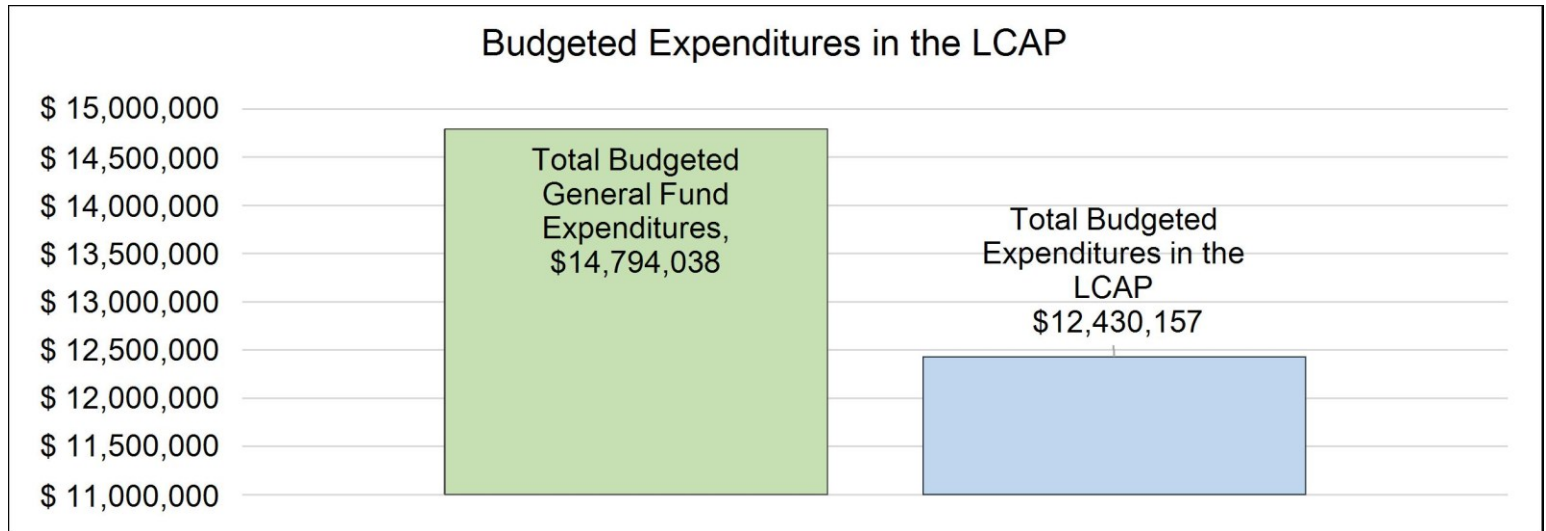


This chart shows the total general purpose revenue San Diego Mission Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Mission Academy is \$16,034,005, of which \$13,682,390.00 is Local Control Funding Formula (LCFF), \$2,283,516.00 is other state funds, \$0.00 is local funds, and \$68,099.00 is federal funds. Of the \$13,682,390.00 in LCFF Funds, \$2,609,942.00 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 San Diego Mission Academy 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: San Diego Mission Academy plans to spend \$14,794,038.00 for the 2026-27 school year. Of that amount, \$12,430,157.00 is tied to actions/services in the LCAP and \$2,363,881 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

- Audit fees
- Legal expenses
- Association fees
- Special Education expenditures
- Mandated Block expenditures
- Ancillary Grants
- AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28
- Student Support and Professional Development Discretionary Block Grant

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

In 2026-27, San Diego Mission Academy is projecting it will receive \$2,609,942.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Mission Academy must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Mission Academy plans to spend \$2,609,942.00 towards meeting this requirement, as described in the LCAP.

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

Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials.
- Action 6: Professional Development for English learners.

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

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

Goal #3: Increase Student Retention

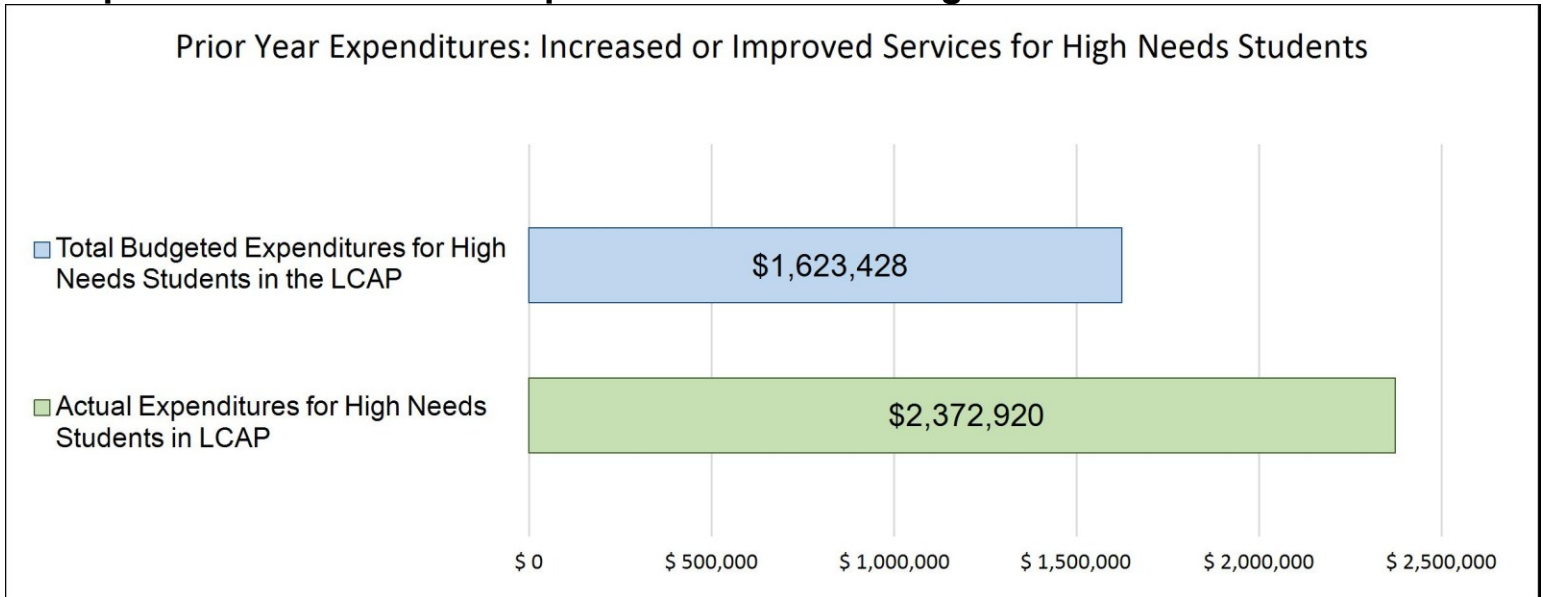
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.

Goal #4: Increase Educational Partner Engagement

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

LCFF Budget Overview for Parents

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



This chart compares what San Diego Mission Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Mission Academy 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, San Diego Mission Academy's LCAP budgeted \$1,623,428.00 for planned actions to increase or improve services for high needs students. San Diego Mission Academy actually spent \$2,372,920.00 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Mission Academy	Jenna Unis Principal	principal@sdmissionacademy.org (619) 540-3555

Plan Summary [2026-27]

General Information

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

San Diego Mission Academy (SDMA) is a year-round, virtual, independent study program designed to provide middle and high school students with a flexible and personalized pathway to earning their diplomas. As a Dashboard Alternative School Status (DASS) school, our mission is to prepare all graduates for post-secondary success by offering an equitable, high-quality, and student-centered virtual learning experience.

San Diego Mission Academy has 423 students enrolled, with the following student demographics:

- 11.4% English Learners (EL)
- 68.2% Low-Income (LI)
- 1.4% Foster Youth (FY)
- 21% Students with Disabilities (SWD)
- 11.7% LTELS

San Diego Mission Academy is committed to supporting students in their college and career readiness journey by providing personalized, standards-aligned coursework, one-on-one instruction, and academic advising. Many students choose SDMA because they seek an alternative to the traditional high school model, requiring more individualized support or greater flexibility to accommodate work, caregiving responsibilities, or personal circumstances. Regardless of their reasons for enrolling, our rigorous academic program, aligned with California

and Common Core Standards, ensures a challenging yet highly tailored educational experience.

Our approach emphasizes strong school-to-home connections, personalized teacher-student interactions, and student-driven learning. The instructional model integrates the best elements of independent study and virtual learning, enabling students to work closely with educators, counselors, and support staff. Each student receives a Personalized Learning Plan (PLP), developed with input from credentialed Academic Advisers, incorporating assessment data, academic history, goals, and personal interests to maximize engagement and success.

To assess student progress, San Diego Mission Academy utilizes multiple evaluation tools, including learning records, virtual meetings, student work samples, benchmark tests, and state assessments. Additionally, through WIOA partnerships and collaborations with community organizations, students gain access to career training, post-secondary planning resources, and financial aid guidance to support their transition beyond high school.

Our goal is to empower students with the skills, confidence, and resilience needed for lifelong success in their academic and professional pursuits.

Reflections: Annual Performance

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

Reflections: Successes

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

Graduation Rate

Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 98.8%. This is high for a DASS school serving students who enroll needing to recover credits. This is a +5.8% point increase from the baseline year. 100% of our low-income, Hispanic, and White students graduated in 2025. Just below the All-student group were our students with disabilities at 94.4%. Our African American, Asian, English learners, foster youth, homeless, and all other student groups did not have enough in the population to warrant a calculation. This shows that our mission of meeting students' academic and social-emotional needs was effective. We plan to increase our success with our students by increasing such supports as tutoring for all seniors.

English Learner Progress

The CA Dashboard ELPI shows 52.2% making progress towards English, but there was no color because there were not enough students in the group for a calculation. This was a significant increase of 23.6% from the previous year. Our LTEL group was red, showing 50% making progress. We met our expected outcome of moderate growth. Our English Learner reclassification rate was 8.25%, and was a 1.25%

increase. The state average was 46.4% English Learner Progress Indicator for all EL students who made progress last year. Our intent is to meet or beat the state average.

CA Dashboard English Language Arts

Our Academic Indicator for English Language Arts showed the All-student group performing at 19.8 points below standard and received a yellow status. This was a increase from the previous year of 30.2 points below standard. There were no student groups in the red. African American, Asian, Hispanic, Filipino, White, English learners, LTELs, students with disabilities, socioeconomically disadvantaged, foster youth, homeless, and all other groups did not have enough students for a status to be calculated.

CAASPP English Language Arts

The CAASPP scores also showed that 35% of our 11th graders were meeting or exceeding standards. This was a increase of 10% points from last year and is approaching the expected outcome of 46%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. Below the All-student group were students with disabilities at 26%, English learners at 10%, and low-income students at 32%. Student groups above the All-group were foster youth at 100% and White at 45%. Our African American, Asian, homeless, foster youth, and all others did not have enough students for a calculation. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling.

CA Dashboard Mathematics

The Academic Indicator for Mathematics for the All-student group is a yellow status, and it increased by +49.3 points from the previous year. The All-group was below standard by 74.2 points. There were no student groups in the red. All other student groups did not have enough students for a status to be calculated, including our African American, Asian, Hispanic, Filipino, White, English learners, LTELs, socioeconomically disadvantaged, foster youth, homeless, and students with disabilities. There were no other groups that were two or more performance levels below the “all student” group.

CAASPP Mathematics

Our 11th graders scored 29% in meeting standards on the CAASPP for Mathematics. This is a 19-point increase from the previous year. Our students with disabilities were at 13%, Hispanic students at 22%, and English learners at 5%, which were below the All-student group. Low-income students were at 29%. White students were above the All-student group at 41%. Our African American, Asian, foster youth, homeless, and all other student groups did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CAASPP Science

The CAASPP Science scores also showed that 20% of our high school students were meeting or exceeding standards. This was an increase of 6% from the previous year and is approaching our expected outcome of 23%. The Hispanic and low-income students were at 10% and

20% proficient. Our African American, Asian, White, English learners, homeless, foster youth, students with disabilities, and all others did not have enough in the population to warrant a calculation. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Success Rate

Another important measure for us is our success rate, which is the percentage of students who graduate, along with the percentage that are retained or returned to their local school district. This metric was recalibrated to be an end-of-year measurement. Our success rate was running high at the end of last year and is 92.73%. This is 7.73 points above the target outcome. It's been high over the last three years, indicating that our mission to meet students' academic and social-emotional needs remains effective.

Credit Completion

Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. It has increased over the last two years and was over +4.26 this year. With additional supports in place, such as tutoring, our students were able to earn, on average, +28% more credits compared to the baseline. Our low-income students also earned a +28% higher credit completion rate than in the baseline year. Students in the low-income and special education groups earned +.94 and +.67 points higher, respectively, in credit completion compared to last year. The foster youth student group was just below the All-student group by .2-points. The English learner group was +.52 points more compared to the baseline year. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

Attendance

Our attendance rate is high at 92.06% and is about an 8 percentage point increase from the previous year. Our expected outcome is 90%. We believe that additional re-engagement strategies can be implemented to help improve students' attendance rate. Our teachers and retention support staff work to address the serious concerns we have for students' attendance. Building relationships and staying connected to students is a critical part of our programs that requires additional interventions.

Non-Completer Rate

This metric was recalibrated to be an end-of-year measurement. Last school year, we saw an increase in our non-completer rate up to 7.27%, but this is still below our 10% threshold. Our teachers and retention support staff work to address the serious concerns we have for students potentially dropping out. Building relationships and staying connected to students has kept the non-completer rate low.

Suspension and Expulsion Rate

Suspension rate was blue, which is "Very Low" on the CA Dashboard. It was 0.0% for the All-student group. All student groups earned a blue status, including English learners, LTELs, low-income, Hispanic, African American, and all other groups in the population. Our foster youth, Asian, and all other students had 0% suspensions. Expulsions were low at 0.0%.

School Survey Results

Our school survey data shows that 96% of our students felt connected this year. This is the same as last year and is over our expected outcome. This is an important metric for us, and we expect it to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 100% of the students surveyed said that they feel safe at school.

It is very important to us to ensure that we are doing everything possible to provide students with the time and attention to support them during their time with us. Teachers also reported that 100% feel safe and 97% feel connected to the school. We have high expectations for school safety and connection, and we intend to continue to improve our school connectedness.

Parents are encouraged to participate in their students' education as well as school activities, events, and celebrations. This year, we had about the same amount of parents participate in our PAC and ELAC meetings. In the school survey, 100% said that they feel engaged, which is above our expected outcome of 90%.

Standards were met for the following state indicators:

- * Parent Engagement,
- * Local Climate Survey,
- * Access to a Broad Course of Study,
- * Basic Teacher and Instructional Materials, and
- * Implementation of Academic Standards.

How will we maintain our success?

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

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

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

Reflections: Identified Need

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

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

5-Year Cohort Graduation Rate

The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 38.9% in 2025, 49.5% in 2024, and 37.2% in 2023. This is far below the 68% threshold, and it is a decrease of +10.6 points. As a DASS school, we use the 1-year graduation rate. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Below the All-student group, were our Hispanic students at 34.9%, and they decreased by 15.1 points. Additionally, our socioeconomically disadvantaged students were below the All-student group at 35.6% and increased by 9.6 points. There were not enough students in the following groups to warrant a performance color for African American, Asian, Filipino, two or more races, English learners, LTELs, students with disabilities, homeless, foster youth, and all other student groups. We recognize the inequities between the highest student group and the other student groups, and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

Chronic Absenteeism

This indicator shows orange for the All-student group at 35.3%. We take this seriously, but the metric is for district seat-based programs and not a match for independent study. Our Hispanic and low-income groups had an orange status. We have two other metrics that better measure student attendance and retention. We use those to help monitor student absenteeism in an independent study setting.

Retention Rate

One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify, early on, which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. This metric was recalibrated to be an end-of-year measurement. At the end of 2025, our retention rate was 79.51%, which is just .5 points below our target outcome. We will continue to ensure that our teachers, tutors, and counselors collaborate as a team to retain students.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: socioeconomically disadvantaged.

English Learner Performance Indicator: none.

Academic Indicator -English Language Arts: none.
Academic Indicator -Mathematics: none.
College and Career Indicator: socioeconomically disadvantaged.

Learning Recovery and Emergency Block Grant

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

Reflections: Technical Assistance

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

San Diego Mission Academy was not eligible for Technical Assistance, because there were not enough students in the student groups for a valid calculation.

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.

San Diego Mission Academy

Support for Identified Schools

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

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

- We assigned our State and Federal Programs coordinator to provide leadership for the school in conducting a needs assessment. By analyzing the 2023, 2024, and 2025 CA Dashboard 5-year cohort graduation data to identify gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. Our framework is based on Carnegie's Improvement Science, and our model is the Plan-Do-Study-Act process for achieving continual improvement.
- The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.

- The data informed the CSI plan by guiding the root cause analysis towards intensive tutoring, as a viable research-based strategy that would increase student math skills, credit completion, and therefore graduation rates. The data revealed that students who participated in tutoring earned more credits than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for intensive tutoring.
- The educational partners were engaged in the process through meetings held by leadership, sharing the data, and eliciting consultation from ELAC, PAC, staff, and student groups. Our discussions centered on equity for all students with regard to learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support, such as tutoring. Additionally, as a professional network of DASS independent study schools, we reviewed graduation data using the fishbone protocol. This helped to reveal root causes. A deeper dive was done with the fishbone protocol with our admin team around credit completion rates, and the potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified, and administration, in the analysis of the data. This led to their support for Goal 1 Action 3, which assigns intensive tutoring to students as a means to improve the graduation rate.

Evidence-Based Intervention – Intensive Tutoring

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

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

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

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

- CCLA (California Collaborative for Learning Acceleration): CCEE administers this initiative, providing an online repository of professional learning for mathematics, literacy, and language development.
- The impact of high-impact tutoring on student attendance: Evidence from a state initiative: Lee, M. G., Loeb, S., & Robinson, C. D. (2025). Ed Working Paper No. 24-1107, Annenberg Institute at Brown University.
- Personalized Learning Initiative Research Team. (2024). Realizing the promise of high dosage tutoring at scale: Preliminary evidence for the field. University of Chicago Education Lab & MDRC.
- Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J. M. V., Dodge, K., Farkas, G., Fryer, R. G., Jr., Mayer, S., Pollack, H., Steinberg, L., & Stoddard, G. (2023). Not too late: Improving academic outcomes among adolescents. *American Economic Review*, 113(3), 738–765.
- Anger, S., Christoph, B., Galkiewicz, A., Margaryan, S., Sandner, M., & Siedler, T. (2025). Online tutoring, school performance, and school-to-work transitions: Evidence from a randomized controlled trial (Discussion Paper No. 18307). IZA Institute of Labor Economics.
- Evidence-Based Resources Keeping Students on Track to Graduation: (2012) – Center for Equity and Excellence in Education (LACOE Resource).
- Department of Education: Using Evidence to Strengthen Education Investments (2016).
- What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator’s Practice Guide, (2017): https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf
- Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute (2021). Found at https://fordhaminstitute.org/national/commentary/addressing_unfinished-learning-targeted-help-and-high-dosage-tutoring.
- High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Loss: Pamela Fong, REL West (2021). Found at <https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>.
- The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
- Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan May Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late_improving_academic_outcomes_for_disadvantaged_youth_2015.pdf.

This research on math tutoring, using a randomized controlled trial, involved 2,718 males in the ninth and tenth grades, from the south and west sides of Chicago. They were 90% on free and reduced lunch programs, and 95% were either African American or Hispanic. They demonstrated an increase in math scores by 0.19 to 0.31 standard deviations, as well as increases in math grades by 0.50 standard deviations. The positive impact of tutoring is also supported by the meta-analysis of the studies listed above, with one study in particular stating that there was an effect size for this practice above a 0.33 standard deviation (Nickow, Oreopoulos, Quan, 2020). This is a match for our demographics as well.

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

Therefore, our professional network team and our educational partners selected the following research-based strategies to implement:

- * We will provide one-on-one intensive tutoring in math, ELA, and other core subjects as needed.
- * We will provide positive social incentives for good attendance.
- * We will track specific data for our seniors through site teams of teachers, counselors, and student retention support staff.
- * We are going to continue seeking educational partner involvement and input.

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

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

The State and Federal Program coordinator provided guidance to the school through a resource inequities analysis. This showed that funds should be principally directed into LCAP Goal 1 Action 3, because the following groups had significant gaps between the highest student group's graduation rate and other student group rates. Additionally, all of our student groups are below the 68% threshold. The 5-year graduation rate was 38.9% in 2025, 49.5% in 2024, and 37.2% in 2023. This is far below the 68% threshold, and it is a decrease of +10.6 points. As a DASS school, we use the 1-year graduation rate. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Below the All-student group, were our Hispanic students at 34.9%, and they decreased by 15.1 points. Additionally, our socioeconomically disadvantaged students were below the All-student group at 35.6% and increased by 9.6 points. This shows that student groups had a gap of about 20-32 points from the highest student group. This data shows that there are inequities in performance, and our LCAP with its CSI plan is designed to address them in a comprehensive manner with research-based strategies such as intensive tutoring.

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

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

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

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

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

Furthermore, the framework for guiding our process was based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network, will help our school improve its outcomes on multiple metrics. Through our professional network, we used a fishbone protocol to determine root causes behind the conditions and drivers that lead to the outcome of a graduation metric. This helped us to define the problem we would like to address. Our discussion focused on what changes we wanted to introduce and why. We plan to collect and share data regularly around credit completion, attendance, and senior graduation progress to help answer the question: “How will we know which change is an actual improvement?”

The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis:

- 1) Make the work problem specific and user-centered: What specifically is the problem we are trying to solve?
- 2) Variation in performance is the core problem to address: What works, for whom, and under what set of conditions?
- 3) See the system that produces the current outcomes: What are the drivers that yield change?
- 4) We cannot improve at scale what we cannot measure: What are the key outcomes that track progress?
- 5) Anchor practice improvement in disciplined inquiry: How will we engage in rapid cycles of Plan, Do, Study, Act (PDSA)? “How will we know which change is an actual improvement?”
- 6) Accelerate improvements through networked communities: How can we accomplish more together?

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

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

To help ensure that we have the whole school community mobilized to support our Comprehensive Support and Improvement plan, we will report results back to teachers, students, parents, and the school board. We will share our progress on our CSI plan at least twice a year. We can build the capacity of our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) by sharing the school data progress with them at their meetings and eliciting their feedback as part of our PDSA model. Our school board learns about student progress towards graduation regularly, but with the CSI plan in place, we will ask for their feedback and input as part of our process. We have regular data reports that we can share with teachers and parent groups throughout the year, and we will continue to collaborate and celebrate as students make progress towards graduation.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>PAC/Parent Advisory Committee Parents, Students, Staff & Community Members</p>	<p>Our school gathers feedback for the Local Control and Accountability Plan (LCAP) through regular PAC meetings. Parents, students, and community members are notified of upcoming meetings via mass messaging, communication from teachers, students, and parents, as well as through monthly parent newsletters. PAC meetings are accessible remotely via video or phone conferencing. During each meeting, the progress of the LCAP is reviewed, and attendees share their feedback verbally, through chat, and with virtual meeting engagement tools such as polls, surveys, and emoji reactions. For those unable to attend live meetings, recordings are distributed through the Parent Newsletter.</p> <p>Quarter 1 - August 28, 2025: Agenda Topics - Assembly Bill 84, LCAP, CSI, Student Achievement Awards (GRIT Awards)</p> <ul style="list-style-type: none"> • Discussed scope and impact of Assembly Bill 84. • Reviewed the Purpose of the Local Control Accountability Plan (LCAP) • Reviewed LCAP Goals 1-4 and solicited educational partner feedback. • Reviewed Purpose of Comprehensive Support and Improvement (CSI). Discussed eligibility, State vs. Federal graduation rate, CSI plan and goal. <p>-GRIT awards recognize students who demonstrate our student learning objectives, Growth Mindset, Resilience, independence, and Transformation.</p>

Educational Partner(s)	Process for Engagement
	<p>Quarter 2 - November 20, 2025: Agenda Topics - LCAP, LREBG Grant and Action, CSI, Student GRIT Awards, Counseling Updates.</p> <ul style="list-style-type: none"> • Overview of LCAP (Local Control and Accountability Plan), and the Mid-Year LCAP Report, emphasizing the achievement of an increase in student tutoring of 57% this schoolyear so far. • Reviewed LCAP Focus Goal #2: Increase Student Attendance. Solicited Primary Caregiver (PCG) input regarding ideas to increase student attendance. • Discussed LREBG Grant and Action added to LCAP. Explained it is \$13,021.00 in state funding provided to help schools address learning loss and support recovery after COVID-19 pandemic. PCGs encouraged to participate in a poll to ask them which areas should be prioritized for the use of LREBG funds, with the top three PCG responses being College and Career Readiness, Mental Health and Social-Emotional Supports, and Tutoring and Academic Intervention Programs. • Comprehensive Support and Improvement Plan: Discussed eligibility and the CSI Improvement Team PLC. Explained the improvement team goal of increasing the federal graduation rate by 1% each year by identifying and providing targeted interventions including increased tutoring, credit completion monitoring, and personalized graduation planning to all 4th/5th year students. • Counselor Updates were discussed including encouragement for students to participate in Dual Enrollment courses, and information about the Senior Social. Additionally information concerning mental health services was shared such as the 988 suicide and crisis lifeline, as well as an introduction to Hazel Health services, and Care Solace. • PCGs were invited to participate in a poll regarding preferred method of communication, resulting in 71% preferring texting, 23% email, and 4% phone call. • GRIT Awards - awards recognize students who demonstrate our student learning objectives, growth mindset, resilience, independence, and transformation.

Educational Partner(s)	Process for Engagement
	<p>Quarter 3 - February 26, 2026: Agenda Topics - LCAP and Mid-Year LCAP Report, School Accountability Report (SARC), CA School Dashboard Results, Comprehensive Support and Improvement Plan(CSI), Counselor Updates, GRIT Awards</p> <ul style="list-style-type: none"> • Presented the Mid-Year LCAP Report. • PCGs were provided with an explanation and access to the SARC (School Accountability Report Card), focusing on its role in providing transparent performance data regarding the school as a whole. Direct links to the SARC reports were provided in the chat. The data presented in the reports pertains to the 2023-2024 and 2024-2025 school years. • Discussed the purpose of the CA School Dashboard, which provides important school data to help improve student learning through reflection and LCAP design. Gave an overview of key performance indicators. <p>Reviewed the LCAP goals and the associated actions, highlighting both increases and decreases in various areas.</p> <ul style="list-style-type: none"> • Discussed CSI and the goal of increasing graduation rates by 1% each year, noting possible targeted, evidence-based strategies to improve the graduation rate. Provided a survey for PCG input regarding their opinion about potential strategies. The top three strategies according to PCG input were One-on-one tutoring, Sustained One-on-one Attention and Problem Solving, and Addressing Social-Emotional Issues. Emphasized the importance of providing comprehensive support across all schools and for all students. • Counselor Updates included information regarding Dual Enrollment, the Senior Social, Hazel Health Care, Care Solace, and upcoming Student Workshops. • Conducted PCG poll asking if they feel that all students are being educated with high expectations, quality instruction, and materials. 100% of PCGs answered yes. • Conducted GRIT Awards, and explained the categories and what each represents. Categories include growth mindset, resilience, independence, and transformation.

Educational Partner(s)	Process for Engagement
	<p>Quarter 4 - April 30, 2026: Agenda Topics - Hazel Heath, State and Federal Programs Update, Local Control and Accountability Plan Draft, Annual Survey Results, CSI plan Update, Counselor Updates, Awards</p> <ul style="list-style-type: none"> • A Presentation by Hazel Health Liaison was given regarding Hazel Health services: <ul style="list-style-type: none"> • Free school-funded virtual therapy services for students • Available during the school year and summer • Support for anxiety, depression, trauma, and emotional regulation • Short term, individualized support coordinated with school counseling teams • Family therapy services expected to expand • A Local Control & Accountability Plan (LCAP) Update was given: <ul style="list-style-type: none"> • Overview of LCAP and its role in guiding school goals and funding • 2026–2027 LCAP Draft Highlights included discussion of 4 priority goal areas of academic progress, college and career readiness, student retention, and educational partner engagement. • Shared data points regarding graduation and attendance trends, reclassification rates for English Learners, and survey participation results. • Gave a reminder of Learning Recovery Emergency Block Grant usage (LREBG) • Gave a Comprehensive Support and Improvement (CSI) plan update. • Solicited educational partner feedback regarding the development of the 2026-27 LCAP draft, which was positive, approved, and with no challenges or requested changes observed. • Conducted an open feedback session, with discussions regarding QR code use, counseling frequency and communication.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Gave a counseling update, including discussion on dual enrollment, senior social events, and mental health supports. • Discussed career readiness and leadership development, elective credit opportunities, resume workshops, national competition participation, and post-graduation support • Shared enrollment information regarding 2026–2027 Independent Study Agreements (ISAs). • Conducted student awards.
<p>ELAC/ English Learner Advisory Committee Parents of English Learners, Students, Staff & Community Members</p>	<p>Through ongoing ELAC meetings, the school collects input for the Local Control and Accountability Plan (LCAP). Families and PCGs of English Learners as well as community members are informed of upcoming meetings through multiple communication methods, including direct outreach from staff, school messaging systems, and the monthly parent newsletter. Meetings are offered virtually, with both video and phone access available, and Spanish translation is provided to ensure accessibility. During each session, updates on LCAP goals and progress are shared, and participants are invited to provide feedback and ask questions. For those unable to attend, meeting recordings are shared through the parent newsletter. Additional feedback is gathered during meetings through the use of polls and surveys.</p> <p>Quarter 1 - August 27, 2025: Agenda Topics - What is ELAC, LCAP Goals, Elev8 Student Learner Outcomes (GRIT), Elev8 Multilingual Program, NWEA Testing, ELPAC testing and student support information, and Reclassification</p> <ul style="list-style-type: none"> • The purpose and role of ELAC was defined and discussed. PCGs were invited to provide input regarding ways to increase parent participation at ELAC meetings. • A review was given of the four LCAP Goals and the importance of the LCAP overall. • A detailed explanation was given of LCAP Goal #1: Increase Academic Progress, along with a description of the ways the school is addressing the goal, including Student Support Staff and Interventions, Additional Academic Interventions, Tutoring, Counseling for Graduation Support, and Professional Development.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • The four learner outcomes that make up the GRIT framework were discussed, being Growth, Resilience, Independence, and Transformation. PCGs were invited to provide input about one thing they think would help their student make more academic progress this year. • NWEA testing was discussed, including what it is, when it is taken, and who takes it. • Reclassification was explained along with the criteria for students to transition from being an English Learner to Fluent English Proficient. Notified PCGs of the new ELPAC Preparation Sessions. • Conducted a Reclassification Celebration for students who had been reclassified. • The Multilingual Department and Program was explained. PCGs were invited to provide general input via survey. <p>Quarter 2 - November 19, 2025: Agenda Topics - ELAC Election Results, Member Responsibilities, and Multilingual Program, Mid-Year LCAP Report, LCAP Focus Goal, LREBG Grant and Action, CSI Plan, Elev8 Student Learner's Outcomes (GRIT), NWEA and CAASPP Testing, Reclassification and Celebration</p> <ul style="list-style-type: none"> • ELAC election results were announced, and ELAC member legal responsibilities were explained. • A review of the Multilingual Program was conducted, including services, program monitoring and financial information that impact the program and students. PCGs were invited to provide input regarding what they feel would help to increase parent participation at ELAC meetings. • An overview of the four LCAP Goals was given, as well as the Mid-Year LCAP report, noting the number of students receiving tutoring had increased by 57% so far, sessions had increased by 180% and the number of tutoring hours increased by 104%. • A review of the focus goal, Goal #2: Increase Student Attendance, was provided. PCGs were invited to provide input regarding thoughts they might have to increase student attendance.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Discussed LREBG Grant and Action added to LCAP. Explained it is \$164,188.00 in state funding provided to help schools address learning loss and support recovery after COVID-19 pandemic. The goals of the grant were shared and PCGs were encouraged to share their ideas for using the funds. • PCGs were invited to share one thing they think would help their child make more academic progress this year. • Comprehensive Support and Improvement (CSI) was explained and how it is related to our school's graduation rate. Graduation rate data was shared and discussed. Additionally the school's CSI plan was communicated. • The Elev8 Student Outcomes (GRIT) program was reviewed, and their associated attributes, being Growth Mindset, Resilience, Independence, and Transformation. PCGs were invited to share which of those attributes they think is most important for their child and why. Prior PCG feedback was shared regarding ELAC Parent Workshops. 53.3% said they would like to attend a workshop. • NWEA and CAASPP testing information was shared. • Reclassification: Students were recognized and presented with Certificates for being recognized by the State of CA as English Proficient by passing the ELPAC assessment and meeting other criteria. <p>Quarter 3 - February 25, 2026: Agenda Topics - The Importance of PCG Feedback, Attendance, EL Funding and Budget, ELAC Needs Assessment, ELPAC Testing & Updates</p> <ul style="list-style-type: none"> • PCGs were informed of the proof of parent attendance at PAC and ELAC meetings that is required for online schools by the State of CA. PCGs were invited to share how satisfied they are with the notifications they receive from the school, and if they find them clear and in a language they understand. • The importance of student attendance was discussed, including the differences between traditional schools and online schools. PCGs were asked to share their thoughts about that, as well as if there was anything else that would

Educational Partner(s)	Process for Engagement
	<p>help them monitor their student's progress to make sure they finish their class within 4 weeks.</p> <ul style="list-style-type: none"> An explanation of EL funding and budgeting was given, citing the differences between how General Funds and EL funds are used. This included an overview of LCAP and the role of ELAC in providing recommendations for what is in the school's plan. <p>-An overview of the ELACs Annual Needs Assessment was given and the results were shared. PCGs were invited to respond what they think could be changed, if anything, to the school's plan to better serve our EL students.</p> <ul style="list-style-type: none"> An ELPAC update was given including links to videos in English and Spanish that PCGs could view for more information. PCGs were invited to respond to three additional questions: Do they know their student's current ELPAC level, Had they received past reports from the State of California, and what is one thing they will do this year to stay involved with the school. <p>Quarter 4 - April 29, 2026: Agenda Topics - State and Federal Programs Update, LCAP Goals Progress, Survey Results, LREBG Update, CSI Plan, 2026-2027 LCAP Draft, Reclassification, Reclassified Students, Testing Updates, Upcoming Events</p> <ul style="list-style-type: none"> Group discussion regarding the importance of Parent comments and opinions being received and documented during ELAC meetings. Solicited feedback regarding how educational partners feel the school has or has not shown that it listens to parents' ideas and also asked to share one way a teacher has supported their student this year. State and Federal Programs Update including 2026-27 Local Control and Accountability Plan Draft An explanation of LCAP goals and actions was given and how the school uses funds for student learning and success. LCAP goal performance data was shared. An overview of English Learner services was given including EL staff, tutoring, personalized plans, reclassification support and professional development for EL professionals.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • The annual survey results were shared. • A reminder regarding the Learning Recovery Emergency Block Grant was given, including its potential uses. • A Comprehensive Support and Improvement plan was given, addressing actions to improve the student graduation rate through increased credit completion through increased tutoring, credit monitoring, and graduation planning. • Solicited educational partner feedback regarding the development of the 2026-27 LCAP draft, which was positive, approved, and with no challenges or requested changes observed. • An ELPAC update was given. • Reclassification was explained including an update on Reclassification Evaluation Criteria. • Reclassified Student Recognition awards were given. • Additional student awards were given. • An update on the upcoming 2026-27 Multilingual Program was given
Teachers	<p>Teachers and staff are provided with ongoing opportunities to share input and participate in conversations about schoolwide priorities, including progress toward LCAP goals, during weekly team meetings. Staff also contribute feedback through an annual school survey and have access to an anonymous survey that can be used at any time throughout the year. Within subject-area and grade-level teams, educators work together to review data, track student progress, and reflect on how well the school is meeting its goals.</p> <p>Teacher/Staff Meeting Dates:</p> <p>7/11/25, 7/18/25, 8/1/25, 8/29/25, 9/12/25, 10/10/25, 10/17/25, 10/24/25, 10/31/25, 11/7/25, 11/21/25, 12/5/25, 12/12/25, 12/19/25, 1/16/26, 1/23/26, 1/30/26, 2/13/26, 2/27/26, 3/6/26, 4/17/26, 4/24/26, 5/1/26, 5/8/26, 5/15/26, 5/22/26, 5/29/26, 6/5/26, 6/12/26, 6/19/26, 6/26/26</p>
Principals	<p>The principal works closely with other regional principals to review reporting requirements, discuss emerging school needs, and consider</p>

Educational Partner(s)	Process for Engagement
	<p>available resources that inform the development and monitoring of the LCAP. Alongside the leadership team, the principal plays an active role in shaping and refining the plan based on ongoing data review, identified inequities, and anticipated needs. The leadership team also meets on a quarterly basis to examine data and track progress toward LCAP goals and overall school priorities.</p> <p>Regional Principal Meeting Dates:</p> <p>7/7/2025, 7/14/2025, 7/21/2025, 7/28/2025, 8/4/2025, 8/11/2025, 8/18/2025, 8/25/2025, 9/8/2025, 9/15/2025, 9/22/2025, 9/29/2025, 10/6/2025, 10/13/2025, 10/20/2025, 10/27/2025, 11/3/2025, 11/10/2025, 11/17/2025, 12/1/2025, 12/8/2025, 12/15/2025, 1/5/2026, 1/12/2026, 1/26/2026, 2/2/2026, 2/9/2026, 2/23/2026, 3/2/2026, 3/9/2026, 3/16/2026, 3/23/2026, 3/30/2026, 4/13/2026, 4/20/2026, 4/27/2026, 5/4/2026, 5/11/2026, 5/18/2026, 6/1/2026, 6/8/2026, 6/15/2026, 6/22/2026, 6/29/2026</p>
Administrators	<p>The administrative team meets on a regular basis to review reporting expectations at both the local and state levels, discuss emerging needs across the school, and determine how resources can best support ongoing LCAP development and monitoring. Administrators work closely with the leadership team throughout this process, contributing input and helping shape the plan so it reflects the school's specific priorities. These priorities are identified through continuous review of data, consideration of future needs, and an ongoing focus on areas of inequity. In addition to these regular discussions, the leadership team also meets quarterly to review data and assess progress toward LCAP goals and broader school objectives.</p> <p>Administrators/Leadership Meeting Dates:</p> <p>7/7/2025, 7/14/2025, 7/21/2025, 7/28/2025, 8/4/2025, 8/11/2025, 8/18/2025, 8/25/2025, 9/8/2025, 9/15/2025, 9/22/2025, 9/29/2025, 10/6/2025, 10/13/2025, 10/20/2025, 10/27/2025, 11/3/2025, 11/10/2025, 11/17/2025, 12/1/2025, 12/8/2025, 12/15/2025, 1/5/2026, 1/12/2026, 1/26/2026, 2/2/2026, 2/9/2026, 2/23/2026, 3/2/2026,</p>

Educational Partner(s)	Process for Engagement
	3/9/2026, 3/16/2026, 3/23/2026, 3/30/2026, 4/13/2026, 4/20/2026, 4/27/2026, 5/4/2026, 5/11/2026, 5/18/2026, 6/1/2026, 6/8/2026, 6/15/2026, 6/22/2026, 6/29/2026
Students	<p>The Student-Parent Advisory Committee (SPAC) creates a space where students and families can come together to talk about school programs and support student success. It serves as a small, collaborative group where participants can share their perspectives, ask questions, and contribute ideas that help guide decisions and improve the experience for all students.</p> <p>SPAC Meeting Dates:</p> <p>8/8/25: Agenda Topics - Goal/Objective, Trauma Resilient Education Communities (TREC), Parent TREC Certification, SPAC Updates, Parent Engagement Liaison.</p> <p>9/19/25: Agenda Topics - Goal/Objective, Student Voice Discussion, Parent Engagement Liaison, Focus Group Chat, Ask Away Activity, Parent Resource Discussion, SPAC Updates.</p> <p>11/7/25: Agenda Topics - Goal/Objective, Building Trust Discussion, Ask Away Activity, Parent Engagement Liaison, Community Liaison, Student Support Highlights, SPAC Updates.</p> <p>12/12/25: Agenda Topics - Goal/Objective, Collaboration, Cultural Humility, Family and School Partnership, Role of SPAC, Trauma Resilient Educational Communities (TREC), SPAC Updates.</p> <p>1/30/26: Agenda Topics - Goal/Objective, Mental Health and Trauma Resilient Practices, Student and Family Voice, Wellness and Connection Brainstorm, Parent Liaison, Community Liaison, Student Support Highlights/Updates.</p> <p>3/13/26: Agenda Topics - Goal/Objective, WASC Discussion and Feedback, Parent Liaison, Community Liaison, SPAC updates.</p> <p>4/24/26: Agenda Topics - TBD</p>

Educational Partner(s)	Process for Engagement
	<p>In addition to SPAC meetings, students are frequently in contact with their course teachers via Canvas messaging, and their Academic Advisers/Teachers through phone and text messaging.</p>
SELPA/Special Education Local Plan Area	<ul style="list-style-type: none"> • Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The El Dorado Charter SELPA participates and provides guidance in the CDE’s Special Education Monitoring Processes. • The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members. • Dropout (and Graduation), post-secondary outcomes data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA. • Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA. • Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. • The El Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC). • The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.
School Board	Board Meetings:

Educational Partner(s)	Process for Engagement
	<p>9/8/25: Finance Update and Financial Reporting, Area Superintendent Update, Principal Update, Annual Board Training Announcement.</p> <p>12/11/25: Finance Update, Area Superintendent Update, Mid-Year 2025-26 LCAP Monitoring Report with Learning Recovery Emergency Block Grant (LREBG) Action Update, Vendor List</p> <p>3/5/26: Finance Update, Area Superintendent Update, California Dashboard Report, Graduation Dates.</p> <p>4/14/26: Finance Update, Area Superintendent Update, Local Control and Accountability Plan Goals and Metrics, School Survey Update, CDE Notification of 2024-2025 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2025-2026 Special Education Monitoring Activities, Vendor List, Fiscal Policy Update, Declaration of Need</p> <p>5/26/26: Finance Update, Area Superintendent Update, Report on Math Placement Results, LCFF Local Indicators Report, 2026-2027 Budget Overview for Parents (BOP) and Local Control and Accountability Plan (LCAP), AMS Prop 28 Funding Annual Report for fiscal year 25-26, 26-27 LCFF Approval, 26-27 Annual Budget approval</p>
Public Comment	5/5/26 through 5/22/26, the public comment period provided parents and members of the public the opportunity to submit comments regarding specific actions and expenditures proposed in the 2026-2027 LCAP.
Public Hearing	6/5/2026 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	6/5/2026 The governing board adopted the 2026-2027 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.
Budget Adoption and Local Indicator Report	6/5/2026 The governing board adopted the 2026-2027 Budget, and they were presented with the Local Indicators Report.

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

The 2026–2027 LCAP was developed through ongoing engagement with educational partners. Input from families, staff, and community members played a key role in guiding the development of goals, actions, and the use of LCFF funds. This input was considered alongside required metrics and local indicators to better understand and respond to student needs. Updates to the current plan reflect this continued review and collaboration. The feedback summarized below highlights how educational partner input informed the development of the LCAP.

Parents Feedback:

Goal 1.1: Families again consistently pointed to the ELPAC Prep course, interactive Kahoot reviews, and ELAC meetings as strengths. They shared that these supports help reinforce key skills while also keeping students engaged.

Goal 1.2: The school utilizes a coordinated system of tools to monitor student progress in real time, allowing for early identification of student needs and timely academic intervention. Communication with students and families supports awareness of progress and available supports. One parent said "I believe my student and I receive relevant and effective communication through phone, text and email. I think my student has access to her school team that's above and beyond".

Goal 1.3: Extended tutoring hours have made it easier for students to get help when they need it, especially outside of the regular school day. Additionally, the number of students engaged in tutoring has increased. This added flexibility helps ensure that more students can access consistent academic support, regardless of their schedules or circumstances. When polled, PCGs reported the top three evidence based strategies they preferred for targeted academic support were One-on-one tutoring, Sustained One-on-one Attention and Problem Solving, and Addressing Social Emotional Issues. One parent said "Tutoring has been very helpful for my children when they are having a challenging time with schoolwork; they feel relieved and confident".

Goal 1.6: Members of the Multilingual Department were given the opportunity to attend the California Association for Bilingual Education (CABE) Conference, the CATESOL State Conference, and the ELL Conference State Innovative Schools Summit as part of the school's ongoing investment in EL staff professional development. Through these experiences, teachers were able to learn and try new strategies, engage with current research, and collaborate with other EL Professionals. These efforts have ultimately strengthened support for students and contributed to improved outcomes.

Goal 1.7: When parents were asked to provide input regarding the possible uses of the Learning Recovery Emergency Block Grant (LREBG), the top three results were tutoring / academic intervention programs, mental health / social-emotional supports, and college / career readiness.

Goal 2.1: PCGs often express enthusiasm for our Jobs for America's Graduates (JAG) coursework, a career readiness program that focuses on employability skills, career exploration, and real-world readiness.

Goal 2.4: Our Learning Management System continues to be a crucial tool for giving teachers the ability to customize assignments and integrate additional resources, enhancing learning experiences for our students. Parents have expressed appreciation for the continued use of Nearpod and Edpuzzle, to help address learning gaps and support student success. When polled, 100% of PCGs reported that they felt all

students with different genders, socio-economic status, or origins are being educated with high expectations, quality instruction, and materials.

Goal 3.1: PCGs reported appreciation for the efforts that staff make to retain students and keep them engaged. PCGs expressed a desire to see more positive social incentives for good attendance as a way to improve retention efforts.

Goal 4.1: PCGs reported a high level of satisfaction with regard to communication between the school and home, noting that staff create a positive learning environment for students. PCGs reported appreciation for having positive interactions with staff where they felt supported and informed. One parent noted "I love the communication you guys have with me and my son".

Goal 4.2: PCGs have expressed a high level of appreciation for how our school provides language access, clarity, accessibility, and inclusive communication ensuring communication is understood. This includes the use of written and spoken translation services. This helps to ensure families, regardless of preferred language, receive clear information about school policies, student progress, and key updates including school events.

Administration Feedback:

Goal 1.1: During regular leadership meetings, administrative personnel have cited seeing marked improvements in assessment performance for English and Math, as well as English Learner Progress.

Goal 1.4: Our school counselors were able to participate in the acclaimed and ASCA recognized Hatching Results professional development for school counselors program. Through this experience, counselors learned new and valuable approaches to supporting student success. The strategies and tools they brought back have strengthened counseling services, expanded mental health supports, and have helped to ensure students receive consistent, equitable guidance.

Goal 2.2: Our school has continued to integrate the tenets and practices embodied by our Trauma Resilient Educational Communities accreditation (TREC). This has equipped staff with tools and effective strategies to better support, serve, and communicate with students facing adversity and living with traumatic events and circumstances.

Goal 2.3: The school continues to provide quality educational tools that are needed for student success. Laptops with built-in hotspots and unlimited data are issued to students, helping to ensure consistent access to learning and educational content wherever they are. Additional resources are available, such as noise-cancelling headphones, cameras, and wacom tablets for specialized coursework. For students with 504 plans and IEPs, assistive technology is provided to support accessibility and help them fully engage in their learning. These resources help create a more equitable and supportive learning environment.

Goal 3.1: Our retention team has refined processes that have focused on targeted outreach, early intervention, consistent follow-up, as well as improved communication among staff, which have resulted in a marked decrease in chronic absenteeism by 10.3%.

Goal 4.1: During regular leadership meetings, administrative personnel have noted positive increases in engagement including better consistency in communication across a variety of platforms both internally and externally, an increase in PCG responsiveness, as well as consistently high PCG participation in school and community events.

Student Feedback:

Goal 1.3: Our on-demand tutoring services continue to be available to students 5 days a week from 8 a.m. to 5:30 p.m. Student access to tutoring support and services is conveniently managed through appointment booking links, which ensures they receive the support they need to succeed in a timely manner. Students continue to report a high level of enthusiasm and appreciation for the high-impact tutoring services they receive.

Goal 3.1: Our efforts to increase the efficiency and potency of our engagement, accountability, and attendance practices have shown positive results. Regarding the school's accountability practices, one student noted: "Its allowed me to create a schedule for my day".

Goal 3.2: Our counseling department has consistently received positive feedback concerning the various services they provide to students, such as Hazel Health and Care Solace. Both programs have played a key role in supporting students' mental and social well-being, particularly during times when additional care and stability are needed. When asked about how they feel supported by our school, one student said "mental wellness look like being able to recognize what emotions I am experiencing and knowing how to help myself or being able to get help".

Teachers Feedback:

Goal 1.1: 8 students were recognized and presented with Certificates for being recognized by the State of CA as English Proficient by passing the ELPAC assessment and meeting other criteria.

Goal 1.3: Teachers participating in our Comprehensive Support and Improvement(CS) Team PLC are actively continuing to increase tutoring services beyond the 50% goal. Through collaborative efforts, we are enhancing strategies, and expanding access to ensure more students benefit from personalized assistance. Teachers have overwhelmingly reported the positive value inherent to high-impact tutoring.

Goal 1.6: Teachers have reported confidence in the efforts made to increase the Multilingual Program's structure and effectiveness. During an in-person Parent Involvement and Family Engagement Team Meetup focused on English Learners and Long Term English Learners, one teacher stated: "I like the regional communication that is happening because we can share ideas".

Goal 2.1: Teachers have consistently reported a high degree of buy-in and support for the school offering career readiness courses such as Career Planning to students. These courses provide students with practical skills, industry knowledge, and real-world life experiences, prepping them for both higher learning and the workforce. Additionally, staff again attended the JAG (Jobs for America's Graduates) Summit, which provided valuable professional development opportunities to enhance student success. The summit offered insight into effective career-readiness strategies and exposure to innovative practices.

Goal 2.4: Our teachers have continued to closely monitor A-G-bound students, ensuring they stay on track to meet college admission requirements. By providing targeted support, academic guidance, and early intervention, our teachers help students maintain strong performance in rigorous coursework.

School Board Feedback:

The school board was pleased with the growth in enrollment, academics performance and improvement reflected in multiple areas of the California Dashboard. The Board commended the school JAG specialists. The board was pleased with the Area Superintendent Reports and the Principal Reports, and praised their efforts.

Public Feedback:

Our LCAP is shaped over time through ongoing input from our educational partners. As the program continues to grow, we regularly review both student and school performance data to better understand where we are seeing success and where additional attention is needed. These insights are paired with feedback from families, students, and staff, which helps guide conversations and next steps. We make a point to gather input throughout the year and work collaboratively to respond to what we are hearing. Using data to inform decisions remains an important part of this process, but it is just as important to include the perspectives of those directly connected to the school. Their feedback helps bring context to the data and ensures that decisions are grounded in real experiences. Recognizing student progress and celebrating achievements is also a key part of our approach, as it helps build motivation and reinforces a culture of growth. Overall, the combination of data and educational partner input continues to guide our priorities and supports ongoing efforts to improve outcomes for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Reclassification (Priority #4)	19% Data Year: 23-24 LPs 1-7	7% Data Year: 2024-25 LP1-7	8.25% Data Year: 2024-25 EOY	28% 3% each year	-10.75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal	Data Source: Internal Calculation	Data Source: NWEA reports on PowerBI	EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	
1.2	EL Annual Progress on ELPI -Priority #4	42.90% Data Year: 2023 Data Source: CA Dashboard	ELPI: 28.6% Declined 14.3% , No Color LTEL 38.1% progressing, Maintained 1.7% No Color Data Year: 2023-24 Data Source: Dashboard 2024	ELPI: 52.2% Increased 23.6% , No Color LTEL 50% progressing, Increased 11.9%, No Color Data Year: 2025 Data Source: Dashboard 2025	52% ELPI Orange or Above Data Year: 2026 Data Source: CA Dashboard	ELPI - Increased 23.6% LTEL - Increased 11.9%
1.3	Reading - First Test Lexile Average (Local Metric)	All: 1024 EL: 818 LTEL: 939.35 FY: ** LI: 1012 SWD: 870 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1130.20 EL: 991.05 LTEL: 1016.97 FY: 1061.67 LI: 1084.17 SWD: 1053.78 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI ** too few students to report.	All: 1249.96 EL: 1141.89 LTEL: 1183.55 FY: 1315 LI: 1237.74 SWD: 1111.01 Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1050 EL: 950 LTEL: 950 FY: 950 LI: 1050 SWD: 975 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +225.96 EL: +323.89 LTEL: +244.20 FY: (w/o comparison) LI: +225.74 SWD: +241.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Reading - % Re-Tested and % Demonstrating Lexile Growth (Local Metric)	All: 49% / 20% EL: 45% / 43% FY: ** LI: 62% / 22% SWD: 39% / 19% Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 96% / 70% EL: 88% / 71% FY: ** LI: 91% / 75% SWD: 96% / 48% Data Year: 24-25 LPs 1-7 Data Source: Internal PowerBI	All: 96.9% / 69.3% EL: 97% / 75% FY: ** / ** LI: 95.5% / 73.8% SWD: 100% / 66.7% Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +47.9% / +49.3% EL: +52% / +32% FY: (w/o comparison) LI: +33.5% / +51.8% SWD: +61% / +47.7% Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI
1.5	Math - First Test Lexile Average (Local Metric)	All: 1038 EL: 787 LTEL: 1006.5 FY: ** LI: 1019 SWD: 720 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 1061.48 EL: 852.75 LTEL: 863.00 FY: 855.00 LI: 1009.65 SWD: 887.44 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1202.83 EL: 1112.84 LTEL: 1110.98 FY: 1151.67 LI: 1196.25 SWD: 1086.61 Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	All: 1050 EL: 830 LTEL: 830 FY: 850 LI: 1050 SWD: 800 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +164.83 EL: +325.84 LTEL: +104.48 FY: (w/o comparison) LI: +177.25 SWD: +366.61
1.6	Math - % Re-Tested and % Demonstrating Quantile Growth (Local Metric)	All: 49% / 20% EL: 48% / 56% FY: ** LI: 61% / 34% SWD: 38% / 38% Data Year: 23-24 LPs 1-7	All: 95% / 52% EL: 83% / 80% FY: ** LI: 88% / 47% SWD: 95% / 52% Data Year: 24-25 LPs 1-7	All: 95.4% / 79.2% EL: 97.2% / 82.9% FY: 88.9% / 87.5% LI: 94.9% / 72.1% SWD: 93.5% / 72.1%	All: 95% / 50% EL: 95% / 50% FY: 95% / 50% LI: 95% / 50% SWD: 95% / 50% Data Year: 26-27 LPs 1-7	All: +46.4% / +59.2% EL: +49.2% / +26.9% FY: (w/o comparison) LI: +33.9% / +38.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI	Data Source: Internal PowerBI	Data Year: 2025-26 LPs 1-7 Data Source: NWEA reports on PowerBI	Data Source: Internal PowerBI	SWD: +55.5% / +34.1% Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI
1.7	Average Credit Completion (Priority #4)	All: 3.33 EL: 3.59 FY: ** LI: 3.31 SWD: 3.19 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 4.02 EL: 3.12 FY: 2.98 LI: 3.98 SWD: 3.78 Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerB	All: 4.26 EL: 4.11 LTEL: 4.10 FY: ** LI: 4.25 SWD: 3.86 Data Year: 2025-26 LPs 1-7 Data Source: Internal Data+Design	All: 4.0 EL: 3.8 FY: 3.6 LI: 4.0 SWD: 3.7 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	ALL: 0.93 EL: 0.52 LTEL: (w/o comparison) FY: (w/o comparison) LI: 0.94 SWD: 0.67
1.8	DASS 1 Year Graduation Cohort Rate - Priority 5	All: 93% EL:** FY: ** LI: 88.9% SWD: 92.3% Homeless:** AA:** AS: ** H/L: 95.2% WH: 83.3% Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 97.1% EL: ** FY: ** LI: 95.1% SWD: ** Homeless: ** AA: ** AS: ** H/L: 100% WH: 100% Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate	All: 98.8% EL: ** FY: ** LI: 100.0% SWD: 94.4% Homeless: ** AA: ** AS: ** H/L: 100.0% WH: 100.0% LTEL: ** Data Year: 2025 Data Source: current Internal SIS, CA Dashboard –	All: 88% EL: 88% FY: 88% LI: 88% SWD: 88% Homeless: 88% AA: 88% AS: 88% H/L: 88% WH: 88% LTEL: 88% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or	All: +5.80% EL: (w/o comparison) FY: (w/o comparison) LI: +11.10% SWD: +2.10% Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +4.80% WH: +16.70% LTEL: (w/o comparison)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			**Data suppressed due to small count	DASS Graduation Rate **Data suppressed due to small count	Internal Calculation	
1.9	Teachers are Highly Qualified (Priority #1)	90% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 24-25 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 24-25 EOY Data Source: Internal HR Tracking	100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	+10%
1:10	Teachers are Appropriately Assigned (Priority #1)	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 24-25 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 24-25 EOY Data Source: Internal HR Tracking	100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference

Goal Analysis [2025-26]

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

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

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

The actions outlined in Goal 1 supported the progress in meeting the following goal: Increase Academic Progress. Action

1.1: English Learners support staff, interventions, and materials

Implementation Status: 4 - Full Implementation

Analysis Statement: We employ highly qualified teachers and tutors to deliver customized instruction to our English Language Learner students, including dedicated paraprofessionals (of whom we increased this year). Our curriculum includes Language Tree, which identifies and bridges language skills gaps to accelerate early EL acquisition, EDGE, which prepares students for core content coursework, and Burlington English for newcomers learning the english language. Furthermore, our Summative ELPAC Prep Course is facilitated through small group instruction and aimed to boost students' unique listening, reading, writing and speaking proficiency gaps by providing them with

the essential skills to enhance their performance in the exam. ELLevation software provides professional development for staff that specifically targets students who are acquiring a new language. No substantive difference in the planned action compared to the actual implementation.

Actions 1.2: All academic interventions and program materials

Implementation Status: 4 - Full Implementation

Analysis Statement: Our highly qualified instructional faculty adeptly recognizes the unique learning needs of each student, tailoring their teaching methods and feedback accordingly. Through meticulous data analysis, they evaluate students' progress, adapt instructional strategies, and offer additional support, including daily office hours and on-demand tutoring available from 8 AM to 5:30 PM, five days a week. Using various communication tools, our staff proactively intervenes to address learning challenges, ensuring students and parents stay informed about progress. With a trauma-informed approach, our staff fosters a positive learning environment, encourages thoughtful goal setting, and strives to improve student academic outcomes. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and support for students

Implementation Status: 3 - Full Implementation

Analysis Statement: On-demand tutoring and booking sessions are available from 8 AM to 5:30 PM, five days a week with our team of experienced and educated tutors. Students can access tutoring through booking appointments, and also through live chat on the tutor website. Within our Comprehensive Support and Improvement (CSI) Plan, there is a deliberate effort in the coming years to enhance individual student engagement in tutoring sessions, particularly with fourth and fifth year seniors. Our CSI team meets consistently to study data and direct actions toward plan success. This year, in addition to the continued increase of fourth and fifth year participation in tutoring and establishing a connection with a caring tutor, our improvement team's PDSA activities identified the need to make some small adjustments to our continued implementation of our CSI goal.

Action 1.4: Counseling students towards graduation and materials

Implementation Status: 4 - Full Implementation

Analysis Statement: Our counseling team works closely with our Academic Advisors to provide academic guidance and ensure students are placed in suitable classes for their post-secondary desires. They assist with overcoming social and emotional challenges and offer help with college and career. Moreover, our counselors establish solid partnerships with the Foster and Homeless Youth Educational Services department at our local county office of education, guaranteeing additional support for homeless students nearing graduation as they transition to post-secondary endeavors. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Teachers and staff are qualified and appropriately assigned

Implementation Status: 4 - Full Implementation

Analysis Statement: Our objective is to recruit highly qualified teachers, as their deep understanding and expertise significantly enrich student learning. It is essential to offer thorough training to new educators to ensure they possess the necessary pedagogical skills for engaging students effectively. The caliber of education provided by certified teachers plays a vital role in improving student success rates and achieving positive learning outcomes. No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Professional development for English Learners

Implementation Status: 4 - Full Implementation

Analysis Statement: Year-round, we prioritize professional development to support the needs of our English Language Learners, including sending EL staff to the California Association of Bilingual Educators (CABE) conference. All staff members are trained in implementing SDAIE techniques to improve learning facilitation and understand the student's IELDP for implementation of targeted strategies for improved language skills. Additionally, our EL department Program Specialist conducts individual and small group sessions to enhance teacher efficacy in EL practices. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: LREBG - Intervention programs and support personnel to support students

Implementation Status: 3 - Initial Implementation

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

Overall Successes:

The overall success of our school is linked to the presence of essential tools and systems that significantly contribute to enhancing student outcomes. Our engaging curriculum fosters active student participation and a deeper understanding of key concepts, driving academic achievement. Additionally, last year's implementation of the new EL curriculum continues to provide tailored support for English Language Learners at all levels, ensuring they receive the necessary resources to thrive academically. Moreover, our school's success is bolstered by our highly qualified staff, including support staff and tutors, whose expertise and dedication play a pivotal role in guiding and nurturing students towards academic excellence. We have seen a continuing, year-over-year increase in credit completion. This school year, our average credit completion increased from 4.02 to 4.26, which is a sizable jump and marks the second year in a row where we met or exceeded the 3-year target of 4.0. Despite a continual increase in enrollment, our one year DASS graduation rate increased this school year from 97.1% to 98.8%. These combined efforts create a supportive, engaging environment that promotes student success and facilitates positive student outcomes.

Overall Challenges:

As a school, we confront numerous challenges in our endeavor to bridge the academic gaps and address the trauma experienced by our students. Many of our students come from diverse backgrounds and face various socio-economic and personal challenges that impact their academic performance. These challenges may include inadequate access to resources, unstable home environments, and exposure to traumatic experiences. Additionally, the effects of trauma can manifest in various ways, including difficulty concentrating, behavioral issues, and emotional distress, all of which can hinder learning and academic progress. Furthermore, we continue to address these challenges by using a holistic approach that involves collaboration among teachers, counselors, and community resources to provide comprehensive support and interventions tailored to meet the individual needs of each student. Additionally, our enrollment grew again this year, yet our academic metrics remained strong. Despite any obstacles, our school remains committed to creating a safe and supportive learning environment where all students can thrive academically and emotionally.

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

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

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

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

The actions outlined in Goal 1 helped make progress towards the LEA's goal: Increase Academic Progress.

Action 1.1: English Learners support staff, interventions, and materials

Effectiveness of Action: 3 - Effective

Metric: English Learner Progress Indicator (ELPI) and Reclassification Rate

Analysis Statement: While there was no performance color for ELPI indicator on the CA Dashboard results, our ELPI status increased by 23.6%, meeting and slightly exceeding the 3-year target of 52%. We attribute this to continued growth in the EL population and we are confident we will see continued improvement as the schoolyear progresses. Although we implemented a new EL curriculum last year, it is still relatively new, and we have many ELs new to our school program who are credit deficient and/or part of special populations. We believe that additional time with the curriculum and EL tutor/paraprofessional support will assist with the improvement in increased ELPI scores and improved reclassification.

Action 1.2: All academic interventions and program materials

Effectiveness of Action: 2 - Effective

Metric: Reading - Lexile First Average and Students Re-Tested and Demonstrating Lexile Growth; and Mathematics - Quantile First Average and Students Re-Tested and Demonstrating Quantile Growth

Analysis Statement: Our Reading First Average Lexile desired outcome score for all students for the 25-26 score was 1249.9. This exceeded both last year's score of 1130.2 and the 3-year target of 1050. Our Math First Average Quantile score for 25-26 was 1202.8, likewise exceeding last year's score of 1061 and the 3-year target of 1050. In discussion with educational partners, and through evaluation of our school assessment process, we have determined that the first average lexile and quantile scores have little to do with student progress over time, as they are captured at the beginning of the school year. However, in reviewing the Reading metrics, 69.3% of students showed Lexile growth in Reading compared to the baseline of 20%. In Math, 79.2% of students showed Quantile growth, which is appreciable growth compared to the baseline of 20%. We will continue this action.

Action 1.3: Tutoring and support for students

Effectiveness of Action: 3 - Effective

Metric: Credit Completion Rate

Analysis Statement: Our average credit completion rate for all students was 4.26, which exceeded both last year's 4.02 as well as the 3-year target of 4.0. This marks the second consecutive year of exceeding the 3-year target. We have continued to receive positive feedback on the new curriculum platform from students and parents, and are confident that credit completion will continue to increase as education partners become more confident and new enrollments settle into their schoolwork.

Action 1.4: Counseling students toward graduation and materials

Effectiveness of Action: 3 - Effective

Metric: DASS Cohort Graduation Rate 1 Year

Analysis Statement: Our DASS 1-Year Graduation Rate was 98.8%, exceeding last year's 97.1% and the 3-year target of 88%. Additionally, all measured subgroups showed growth and exceeded the 3-year target. We continue to support grade-level graduation initiatives to keep students engaged in thoughts of their post-secondary success. All students have a personalized learning plan that they review regularly with staff, including counselors, to stay on track for graduation. Once students reach senior-level credits, they have robust support and preparation for graduation.

Action 1.5: Teachers and staff are qualified and appropriately assigned

Effectiveness of Action: 3 - Effective

Metric: Teachers are Highly Qualified and Credentialed

Analysis Statement: As noted in the metric section above, our desired outcomes for maintaining teachers and staff who were appropriately qualified and assigned at 100% were sustained. We are committed to our students to ensure the delivery of high-quality education, personalized support, and effective guidance that meets the diverse needs and challenges of each learner.

Action 1.6: Professional Development for English Learners

Effectiveness of Action: 2 - Somewhat Effective

Metric: English Learner Progress Indicator (ELPI) and Reclassification Rate

Analysis Statement: While we showed meaningful growth in our ELPI, we maintain the belief that professional development opportunities for our EL staff help students develop new skills and competencies and are instrumental in the improved reclassification rate and ELPI over time. A large majority of our students are LTELs who are new to the school program and lack foundational academic language skills. We believe that continuing to provide professional development and investing in our new curriculum and instructional strategies will continue to move the needle forward. Our EL staff can offer tools to support growth and development in the areas where students require the most assistance.

Action 1.7: LREBG - Intervention programs and support personnel to support students

Effectiveness of Action: 2 - Somewhat Effective

Metric: 1.3 Reading Lexile and 1.4 Mathematics Quantile

Analysis Statement: We will support our students who struggle with academic performance by providing intervention programs and support personnel to address their learning gaps. LREBG funding is directed towards academic and socioemotional interventions for all students as needed. The needs assessment substantiated findings from the 2024 Dashboard related to low academic performance in mathematics and English Language Arts. A review of state and local data, such as NWEA Map results, indicates that our students have average initial NWEA MAP scores at the following grade level: 1249.96 = 6th grade level in Reading and 1202.83 = 5th grade level in Mathematics. This action directly addresses the need to engage students with comprehensive interventions and academic support in order to improve their learning

gaps. This action aligns with the allowable uses of LREBG funds in the areas of learning recovery programs to increase proficiency, tutoring, as well as others listed in the grant. Studies have shown that students who participate in tutoring and other socioemotional supports are more likely to realize gains in their academic performance. Additionally, research shows that students who engage in mathematics intensive tutoring demonstrate an increase in math scores by 0.19 to 0.31 standard deviations. We will monitor our students' participation in tutoring each learning period and use NWEA scores to assess performance.

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

Action 1.6: Professional development for English Learners

This action was somewhat effective in achieving the intended outcome. We have determined that with feedback from teachers and leadership, we will continue to offer professional development for English Language educators to enhance instructional strategies that enable educators to employ diverse and effective teaching methodologies tailored to the needs of our EL students. We will continue to add more effective EL training to ensure that English Learners have quality instruction in their program. Our educators will continue to attend conferences such as CAFE that provide the latest research-based practices and resources allowing them to stay current with evolving educational trends.

Action 1.7: LREBG - Intervention programs and support personnel to support students

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. * EL Specialist supports EL students. * Differentiated instruction for ELs and LTELs. * English learner tutors and/or paraprofessional. * Individualized English Language Development Plan (IELDP). * Bilingual enrollment specialist.	\$426,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* Bilingual retention specialist.</p> <p>Our EL reclassification rate has surpassed the state average, and we remain committed to providing ongoing support to both EL and Long-Term English Learners (LTELs). Our aim is to continue an increase in reclassification and improve ELPAC scores. EL and LTEL students will benefit from increased services offered by our EL Specialist and EL Paraprofessional. The EL Specialist will collaborate and train all general education teachers to customize instruction for English Learners and LTELs, and to effectively use the IELDP to provide targeted support. Additionally, our team includes a bilingual enrollment specialist and a bilingual retention specialist. We anticipate that students' ELPAC scores and reclassification rates will rise through the personalized academic support and attention provided by qualified personnel.</p>		
1.2	All academic interventions and program materials	<p>Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills.</p> <p>This action will address any red student groups on the CA Dashboard API: ELA: No students in the red Math: No students in the red</p> <p>Not Eligible for Differentiated Assistance.</p> <p>Students have average NWEA MAP scores at the following grade level: Reading: All: 1024 = 8th grade level LI: 1012 8th grade level Math: All: 1038= 9th grade level LI: 1019 = 8th grade level</p> <p>To meet these needs, the LEA will provide the following:</p> <ul style="list-style-type: none"> • Targeted instruction for 1:1 tutor support. • EL Specialist and Teacher collaboration. 	\$904,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Preventative or attendance intervention. meetings. • NWEA MAP is used as a diagnostic to appropriately place students in interventions. <p>As demonstrated in the Identified Needs and Metrics sections, state and local assessments in ELA and Math indicate that some of our lowest-performing students are the English Learners, low-income, and foster youth student groups compared to the all-student group. Interventions will be provided for our unduplicated students struggling with academic proficiency, including targeted instruction for 1:1 tutor support, EL Specialist and Teacher collaboration, and preventative or attendance intervention meetings (PMs and AIMS). Students who participate in academic interventions will decrease their learning gaps, as shown in their NWEA scores and course completion rates. However, we expect that all students showing low proficiency will benefit from the above actions. This action is provided on an LEA-wide basis. We expect NWEA scores to increase each year.</p>		
1.3	Tutoring and supports for students	<p>Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan:</p> <ul style="list-style-type: none"> • Tutors are available for additional support. • Intensive tutoring for credit completion. • Senior counseling for students to help stay on track. • Improve tutor-student relationship to increase participation. • Professional learning communities collaborate around student progress towards graduation. • Increase teacher referrals to tutoring and other supports. <p>To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. Some of our lowest graduation rates are among the unduplicated student groups. To address this need, tutoring intervention support and senior counseling for our unduplicated students will help increase the rate at which they finish their courses, thereby increasing</p>	\$273,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>graduation rates. Tutors and support staff deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student performance. These actions will increase graduation rates for our unduplicated student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase to at least 4.0 by 2024.</p>		
1.4	Counseling students towards graduation and materials	<p>Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following:</p> <ul style="list-style-type: none"> • Closely monitor and track the progress of potential grads, then collaborate and adjust around the results. • Provide additional support for potential graduates starting at the beginning of the year. • Counselors will meet more regularly with future grads. • Counselors help address obstacles to graduation. <p>Some of our lowest graduation rates are among the English Learners, low-income, and foster youth student groups compared to the all-student group. This is demonstrated in the Identified Needs and Metrics sections. To address this need, counselors and advisers will work together with unduplicated student groups to effectively monitor student progress toward graduation with intentional course planning, data to drive instruction and course placement, and 1:1 coaching/counseling. Counselors and advisers will regularly meet to discuss goals and progress. Counselors will also help address obstacles that unduplicated students might have at home or in their communities by providing resources to families. This action has been effective for many students in assisting them to successfully graduate and will increase graduation rates for our unduplicated student groups.</p>	\$123,000.00	Yes
1.5	Teachers and staff are qualified and appropriately assigned	<p>All students will have access to fully credentialed teachers and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified so that students are served according to the legal requirements. Students will also have</p>	\$5,917,942.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>access to classified staff who support the school program. Staff work and communicate collaboratively to provide students with the support they need.</p> <p>All students with disabilities will be provided a free, appropriate, public education, including all required designated instructional services outlined in their Individualized Education Plan as well as required by the education code and related regulations.</p>		
1.6	Professional Development to Support English Learners and LTELs	<p>Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following:</p> <ul style="list-style-type: none"> • Professional development for effective EL strategies, such as SIOF. • Professional development for implementing the EL Tool Kit. • EL Paraprofessionals trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops, and conferences for staff, such as CAFE. <p>Our English Language learner reclassification rate is above the state average, and students will need additional support from faculty and support staff who employ effective strategies that will help improve students' ELPAC scores. This includes but is not limited to tutoring with an EL Paraprofessional, interaction with an ELD Lead, bilingual support staff, and supplementary materials for the ELD program as needed. Staff training may include but is not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOF (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others have proven to be effective. Additionally, workshops, conferences, and professional learning communities may provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores and the reclassification rate will increase as a result of the</p>	\$400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		personalized academic support and attention they will receive from qualified personnel.		
1.7	LREBG - Intervention programs and support personnel to support students	We will support our students who struggle with academic performance by providing intervention programs and support personnel to address their learning gaps. LREBG funding is directed towards academic and socioemotional interventions for all students as needed. The needs assessment substantiated findings from the 2024 Dashboard related to low academic performance in mathematics and English Language Arts. A review of state and local data, such as NWEA Map results, indicates that our students need support in the areas of English Language Arts and mathematics. This action directly addresses the need to engage students with comprehensive interventions and academic support in order to improve their learning gaps. This action aligns with the allowable uses of LREBG funds in the areas of learning recovery programs to increase proficiency, tutoring, as well as others listed in the grant. Studies have shown that students who participate in tutoring and other socioemotional supports are more likely to realize gains in their academic performance. Additionally, research shows that students who engage in mathematics intensive tutoring demonstrate an increase in math scores by 0.19 to 0.31 standard deviations. We will monitor our students' participation in tutoring each learning period and use NWEA scores to assess performance.	\$13,024.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs and interests of the student population. Most students choose a virtual independent study program to change their stories and increase their viability after graduation. San Diego Mission Academy supports students' interests in their pursuit of a career through frequent advising appointments, course options, school events, and post-secondary planning. All students receive a state standards-aligned curriculum, and college-bound students are encouraged to complete the A-G requirements. San Diego Mission Academy expects these metrics to show improvement for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% Participation in CTE, Career, and College Ready Coursework (Dual Enrollment) (Priority #8)	<p>CTE - 0%</p> <p>Career - 24.5%</p> <p>DE - 2.5%</p> <p>Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI</p>	<p>CTE - 0.5%</p> <p>Career - 10%</p> <p>DE - 0.5%</p> <p>Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI</p>	<p>CTE - 3%</p> <p>Career - 38%</p> <p>DE - 1.4%</p> <p>Data Year: 2025-26 LPs 1-7</p>	<p>CTE - 1%</p> <p>Career - 40%</p> <p>DE - 10%</p> <p>Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI</p>	<p>CTE - (+3%)</p> <p>Career - (+13%)</p> <p>DE - (-1.1%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: NWEA reports on PowerBI		
2.2	CTE - Course Completion Rate and Pathway Completion Rate (Priority #4)	100% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 0%CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	100% CTE course completion rate Data Year: 2024-25 LPs1- 7 Data Source: Internal PowerBI 1.0% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest	90.5% CTE course completion rate Data Year: 2025 - 26 Data Source: Internal 1.4% CTE pathway completer rate Data Year: 2024-25 EOY Data Source: CDE DataQuest	CTE Course Completion: 100% Data Year: 2026-27 Data Source: Internal PowerBI CTE Pathway Completion: N/A Data Year: 2026-27 Data Source: CDE DataQuest	-0.9% CTE course completion rate + 1.4% CTE pathway completer rate
2.3	% A-G Graduates Completing A-G Requirements and % Graduates Completing A-G Requirements and CTE Pathway (Priority #4)	0% Seniors completing A-G courses 0% Seniors completing CTE and A-G Data Year: 2022-2023 Data Source: CDE DataQuest	2.1% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest	6.9% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G Data Year: 2024-25 Data Source: CDE DataQuest	5% - A-G course completion rate N/A - A-G + CTE Completion Data Year: 2026-27 Data Source: CDE DataQuest	+6.9% Seniors completing A-G courses No Difference - Seniors completing CTE and A-G
2.4	% of Students Qualified as College/Career Prepared (Priority #8)	7.4%- Prepared 4.4%- Approaching Data Year: 2023-24 LPs1-7	9.8%- Prepared 8.5%- Approaching Data Year: 2024 Data Source: Internal PowerBI	8.3%- Prepared 7.5%- Approaching Data Year: 2025-26 LPs 1-7	42%- Prepared 13% - Approaching Data Year: 2026-27 LPs1-7	+0.9% - Prepared +3.1% - Approaching

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal PowerBI		Data Source: NWEA reports on PowerBI	Data Source: Internal PowerBI	
2.5	% Participation and % Meeting or Exceeding Standards on Statewide Assessments: ELA – 11th grade CAASPP Math – 11th grade CAASPP Science – CAASPP (Priority #4)	Statewide Assessments: English Language Arts Participation: 92% All: 40% EL: 0% FY: 0% LI: 34% SWD: 22% Homeless: 0% AA: 33% AS: 0% H/L: 50% WH: 24% Mathematics Participation: 90.67% All: 13% EL: 0% FY: 0% LI: 7% SWD: 0% Homeless: 0% AA: 11% AS: 0% H/L: 4% WH: 19% Science Participation: 92.31% All: 17% EL: 0% FY: 0%	Statewide Assessments: English Language Arts Participation: 96.34% All: 25% EL: ** FY: ** LI: 25% SWD: 18% Homeless: 13% AA: ** AS: ** H/L: 24% WH: 27% Mathematics Participation: 95.12% All: 10% EL: ** FY: ** LI: 10% SWD: 9% Homeless: 14% AA: ** AS: ** H/L: 6% WH: 27%	Statewide Assessments: English Language Arts Participation: 95% All: 35% EL: 10% LTEL: ** FY: 100% LI: 32% SWD: 26% Homeless: ** AA: ** AS: ** H/L: 29% WH: 45% Mathematics Participation: 95% All: 29% EL: 5% LTEL: ** FY: ** LI: 29% SWD: 13% Homeless: ** AA: ** AS: ** H/L: 22% WH: 41% Science	Statewide Assessments: English Language Arts Participation: 95% All: 46% EL: 46% FY: 46% LI: 46% SWD: 46% Homeless: 46% AA: 46% AS: 46% H/L: 46% WH: 46% Math Participation: 95% All: 19% EL: 19% FY: 19% LI: 19% SWD: 19% Homeless: 19% AA: 19% AS: 19% H/L: 19% WH: 19% Science Participation: 95% All: 23% EL: 23%	Statewide Assessments: English Language Arts Participation: +3.00% All: -5.00% EL: (w/o comparison) FY: (w/o comparison) LI: -2.0% SWD: +4.0% Homeless: (w/o comparison) AA: -16.0% AS: (w/o comparison) H/L: -21.0% WH: +21.0% Mathematics Participation: +4.3% All: +16.0% EL: (w/o comparison) FY: (w/o comparison) LI: +22.0% SWD: (w/o comparison)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 9% SWD: 0% Homeless: 100% AA: 0% AS: 0% H/L: 0% WH: 25% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	Science Participation: 94.87% All: 14% EI: ** FY: ** LI: 14% SWD: ** Homeless: 33% AA: 14% AS: ** H/L: 14% WH: 20% Data Year: 2023-24 Data Source: SARC and PowerBI CAASPP Results	Participation: 96% All: 20% EL: ** FY: ** LI: 20% SWD: ** Homeless: ** AA: ** AS: ** H/L: 10% WH: ** Data Year: 2025 Data Source: SARC and PowerBI CAASPP Results	FY: 23% LI: 23% SWD: 23% Homeless: 23% AA: 23% AS: 23% H/L: 23% WH: 23% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	Homeless:(w/o comparison) AA: +6.0% AS: (w/o comparison) H/L: +18.0% WH: +22.0% Science Participation: +3.7% All: +3.0% EI: (w/o comparison) FY: (w/o comparison) LI: +11.0% SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: (w/o comparison) WH: (w/o comparison)
2.6	CA Dashboard - Academic Performance Indicator ELA Status and Mathematics Status	ELA - Increased 30.9 Pts. Math - Increased 39.7 Pts. Data Year: 2023 Data Source: CA Dashboard	ELA - Red Status, Declined 8.8 Pts. Math - Red Status, Declined 10.8 Pts. Data Year: 2023-24 Data Source:	ELA - Yellow Status, Increased 30.2 Pts. Math - Yellow Status, Increased 49.3 Pts.	ELA - Increased Pts, Orange or Above Math - Increased Pts, Orange or Above	ELA - Increased 30.2 Pts. Math - Increased 49.3 Pts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Fall 2024	Data Year: 2025 Data Source: Dashboard Fall 2025	Data Year: 2026 Data Source: CA Dashboard	
2.7	Access to Standards-Aligned Materials (Priority #1)	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: CA Dashboard	100% Data Year: 2025 Data Source: Dashboard Fall 2025	100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.8	Implementation of State Academic Standards and EL Courses (Priority #2)	4.35 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.64 out of 5.0 Data Year: 2024 Data Source: Dashboard Fall 2024	4.80 out of 5.0 Data Year: 2025-26 Data Source: CDE Rubric & CA Dashboard	5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	+0.45
2.9	Access to a Broad Course of Study (Priority #7)	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: CA Dashboard	100% Data Year: 2025 Data Source: CA Dashboard Fall 2025	100% Data Year: 2026 Data Source: CA Dashboard	No Difference

Goal Analysis [2025-26]

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

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

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

The actions outlined in Goal 2 supported the progress in meeting the following goal: Students Will Gain Skills for College and Career Readiness.

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

Implementation Status: 3 – Initial Implementation

Analysis Statement: Our dedication to promoting student achievement through post-secondary success is obvious in our graduation rate and rigorous coursework. Though we have increased students in dual enrollment over the past few years, we lack Career Technical Education pathways. We do offer introductory CTE courses in Healthcare, with plans to offer more in the future. We also have a Jobs for American Graduates (JAG) cohort, and a new Career Planning course implemented this school year. All students have access to A-G coursework, and we have increased the number of A-G graduates in the past years. No substantive difference in the planned action compared to the actual implementation.

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

Implementation Status: 4 – Full Implementation

Analysis Statement: Our school places emphasis on professional development because we know when the teacher gets better, the student is served better. We have provided multiple opportunities for professional development dedicated to English Language Development (ELD), low-income, and foster youth students. These workshops and conferences bolster the expertise of our teachers, leaders, and staff, empowering them to delve into assessment data and content to proficiently monitor and advance student proficiency toward standards. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology access and support

Implementation Status: 4 – Full Implementation

Analysis Statement: We guarantee that all students who need resources like wifi-enabled chromebooks to complete their coursework have access to them. In fact, we are at a 1:1 ratio for student technology. Our dedication to ensuring 100% satisfaction with our technology supply is evident in our continuous orders for Chromebooks and hotspots, adjusting to site demands, and facilitating the upgrading or replacement of faulty devices. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for standards-based curriculum and instruction

Implementation Status: 4 – Full Implementation

Analysis Statement: In the last academic year, we introduced a new curriculum and we have continued to receive positive feedback from our PAC, parents, and students. Parents have voiced how pleased they are with our new Learning Management System (LMS) and the ease of student use. Our new system caters to diverse learning styles, ensuring that students remain actively engaged and motivated throughout their education journey. All parents have access to the LMS as Observers to check student progress. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program

Implementation Status: 4 – Full Implementation

Analysis Statement: Each enrolled student is provided with access to essential resources required for active participation in their classes. The effectiveness of our educational program hinges on the accessibility of top-notch education and software materials spanning diverse subjects. We continue to evaluate and renew our standards-approved curriculum provider, educational programs and to update supplemental materials regularly to meet our students' academic needs, backgrounds, and interests, as well as the functionality of our online program. No substantive difference in the planned action compared to the actual implementation.

Overall Successes:

Our school has seen continued success in increasing participation in our CTE course enrollment. Our dual enrollment participation grew over last year, and our career coursework participation was 38%, which grew by +13% over baseline drawing near to the 3-year target of 40%. Students who participate in our college enrollment and/or career-ready courses learn the valuable skills and knowledge needed for their future endeavors. We have also continued to see an increase in A-G completion. ELA scores rebounded this year and grew by 10% over last year, putting us within 5% of the 3-year target. Likewise, math scores were noted at 29%, which is +16% over baseline, surpassing the 3-year goal.

Overall Challenges:

Our school's College and Career indicator on the CA Dashboard moved from orange to red, declining by 2.6% over last year. We have incorporated this issue into our process of continual improvement through our Improvement Team PLC and are looking at ways to improve it such as enhanced post graduation planning and more dual enrollment offerings. The decline in overall percentage underscores the pressing need for implementing new strategies to reverse this trend and elevate our performance on the CA Dashboard by at least one level.

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

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

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

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

The actions outlined in Goal 2 helped make progress towards the LEA's goal: Students will Gain Skills for College and Career Readiness

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

Effectiveness of Action: 2 - Somewhat Effective

Metric: Participants in Career Ready Courses, CTE Completion, and A-G Completion

Analysis Statement: Our school did again see an increase in participation in CTE this year. We have been successful in increasing the number of CTE course offerings and student participation rates, however, we are still working on creating additional career technical opportunities for our students. Although we saw an appreciable increase in the number of Career Ready Courses, being noted at 38%, we are still working on increased staffing, training and courses in this field. We have also seen another increase in A-G ready students, and will continue to monitor students who are close to A-G completion, to push them toward 4-year college enrollment. Counselors will continue to work with students to highlight the benefits gained from college and career ready coursework, and offer personalized options that cater to student's interests in the hopes of increasing engagement and motivation. Our CCI indicator dropped slightly by 2.6%, taking us from orange to red. We fully expect this to rebound throughout the next school year as we continue to implement measures identified by the improvement team PLC such as enhanced post graduation planning and more dual enrollment offerings.

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

Effectiveness of Action: 2 - Somewhat Effective

Metrics: Statewide Assessments: ELA, Math & Science, and CA Dashboard Performance Indicators

Analysis Statement: Our ELA, Math, and Science scores have all increased over last year. ELA was 35%, while still shy of baseline, is +10% more than last year, and is within 5% of the 3-year target. Math showed at 29%, which is +19% higher than last year, +16% higher than baseline, and +10% higher than the 3-year target. Science was noted at 20%, being +6% higher than last year, +3% higher than baseline, and only 3% shy of the 3-year target. Our ELA Dashboard increased from red to yellow, increasing by +30.2 points. Likewise, our Math Dashboard indicator went from red to yellow, significantly increasing by 49.3 points. A-G Course completion increased over last year and also surpassed the baseline by +6.9%, breaching the 3-year target of 5%. We have continued to offer professional development opportunities to teachers to enhance instructional strategies and differentiate instruction to meet the diverse needs of our students, but have grown in student enrollment and staffing quickly in the past year. We recognize the need to re-train veteran staff regularly and train new staff as well. We do monitor students' progress through regular data analysis and make adjustments to interventions as needed based on student performance. We also provide targeted tutoring support focused on areas where students struggle the most. We do believe that these efforts will have positive impacts on student achievement in the future.

Action 2.3: Technology access and support

Effectiveness of Action: 3 - Effective

Metric: Access to Standards-Aligned Materials (100% of Students Offered Wifi Chromebooks Upon Enrollment)

Analysis Statement: Our school has successfully ensured that 100% of students are offered wifi-enabled Chromebooks upon enrollment, thereby guaranteeing equitable access to technology resources and curriculum. By prioritizing technology access, we have eliminated barriers to learning and fostered an environment where every student has the tools they need to succeed academically. We offer comprehensive support services to ensure that students are adept at utilizing technology effectively for learning purposes.

Action 2.4: Support for standards-based curriculum and instruction

Effectiveness of Action: 2 - Somewhat Effective

Metric: Implementation of State Academic Standards and EL Courses (CDE Standards Implementation Rubric)

Analysis Statement: This action was somewhat effective because we have not achieved "Full Implementation and Sustainability," but our high-quality, standards-based curriculum continues to be fully implemented. We are currently at 4.8, which is increased over last year and indicates full implementation of CA Standards. However, we are not at 5.0, which is full implementation and sustainability. Our curriculum is interactive, tailored to individual needs, and engages students through various methods. We analyze student performance data to adjust instruction, offering targeted support to address strengths and weaknesses. This data-driven approach ensures a dynamic learning environment that supports academic growth.

Action 2.5: Educational materials for an effective program

Effectiveness of Action: 3 - Effective

Metric: Access to a Broad Course of Study

Analysis Statement: The effectiveness of our educational program relies on the availability of high-quality materials and broad course of study for students. Our school maintains sufficient materials and choices in coursework, overseen by the Regional Instructional Specialist,

ensuring every student can access the resources and coursework needed to succeed. We regularly acquire current supplemental materials to meet students' academic needs effectively.

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.

Overall, we believe that Goal #2: Students Will Gain Skills for College and Career Readiness, is an important goal to continue, and we will continue with the planned goal, metrics, outcomes and actions.

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

This action was somewhat effective in its desired outcome. We are making improvements in CTE for example. However, we recognize the importance of addressing the gap in career readiness coursework and working toward our desired outcomes in the other indicators. We are actively working to strengthen staffing, enhance professional development, and broaden course options in this area. Continued reflection and targeted action will be essential as we work toward comprehensive college and career readiness for all students.

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

Despite seeing very positive improvements this year in ELA and Math scores as well as ELA and Math Dashboard growth, we are still committed to providing professional development for teachers that focuses on strategies to improve ELA, Math, and Science performance. We will continue to monitor student progress on internal assessments to gauge readiness for state testing, and providing interventions and resources to students who are behind in credits, or deficient in skills. Teachers will also work in PLC groups and subject-alike groups to strategize for increased student performance across subject areas and grade levels. This will increase the tools and knowledge needed to effectively support student learning across these critical areas.

Action 2.4: Support for standards-based curriculum and instruction

This action was somewhat effective because we have not achieved "Full Implementation and Sustainability," but our high-quality, standards-based curriculum continues to be fully implemented. As we have more time with our curriculum and LMS, and add broad course offerings, we will continue to work toward a 5.0.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career and college-readiness for English Learners, low income and foster youth students	Students participate in a recognition system that helps support their scholastic efforts. in a variety of ways that are meaningful to them. We will do the following: * Increase marketing and monitoring of course assignments for A-G, CTE, and dual enrollment.	\$154,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* We will continue to track our A-G/CTE and Pathway completion rates.</p> <p>* We will be adding a metric from the Dashboard for the College and Career Indicator.</p> <p>* Promote student interest and exploration in various post-secondary college and career options.</p> <p>Some of our lowest college and career readiness rates are among our English Learners, low-income, and foster youth student groups. Our English Learners, low-income and foster youth students, need to be prepared to pursue a career or attend a college to address this need. We consider local employment opportunities and student interests to help guide students into coursework that is meaningful to them. Students engage in career inventory, exploration, and overview of professional job skills to align their career or post-secondary education interests. Support personnel and partnerships are essential to tailor and implement the support needed for students. We require all students to participate in a work readiness course and offer interested students a job and mentorship program. These actions will positively impact our college and career readiness rates for our English Learners, low-income, and foster youth student population.</p>		
2.2	Professional development addressing English Learners, low income and foster youth students	<p>Staff participate in various professional development opportunities that help. We will do the following:</p> <ul style="list-style-type: none"> • Additional professional development to support teachers in meeting the needs of EL, LTEL, FY and LI students. • Regional trainings, workshops/seminars. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth. <p>Surveys indicate that our English Learners, low-income and foster youth students sustained social and emotional trauma during the pandemic. To address this issue, professional development for our teachers and staff is essential to the progress of our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs (both social-emotionally and academically). Over the past year, there has been a positive impact on our English Learners, low-</p>	\$26,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income and foster youth students, with additional staff training in trauma-informed practices, which has led to increased retention rates. End-of-year student surveys indicate positive support for social and emotional needs among the unduplicated student population. SDMA will continue to provide training focused on helping our English Learners, low-income and foster youth population succeed.</p>		
2.3	Technology Access & Support	<p>All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This is an ongoing effort to help them to access their curriculum and instructional support. We will do the following:</p> <ul style="list-style-type: none"> • Upon enrollment provide every student with a Wi-fi enabled Chromebook. • Provide students and teachers with tech support to ensure access to curriculum and instruction. <p>Ensuring that our English Learners, low-income and foster youth students receive and benefit from effective technology platforms and programs is an ongoing effort in helping 100% of them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. Providing students with Chromebooks and working with them on their use of technology has been effective with our students during the last year.</p>	\$86,000.00	Yes
2.4	Support for Standards-based Curriculum and Instruction	<p>All English Learners, LTELs, low-income and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following:</p> <ul style="list-style-type: none"> • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. <p>All of our English Learners, low-income and foster youth students, will have enhanced access to a standards-aligned curriculum. The implementation score for our standards-based curriculum is based on the CDE Standards Implementation Rubric, and our target is 5.0. We utilize a vetted and</p>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards-aligned curriculum delivery program with personalized, targeted instruction and differentiation to meet the unique needs of each student learner. We monitor the quality of our curriculum program using the CDE rubric each year. Highly qualified teachers teach content and develop support for various student needs. Our CA Dashboard will increase by 1 status level with increased support.		
2.5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to evaluate and renew our standards-approved curriculum provider program and update supplemental materials regularly to meet our students' academic needs, backgrounds, and interests.	\$3,889,249.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Increase Student Retention:</p> <p>This is a maintenance goal designed to continue the success we have had with re-engaged out of school and credit deficient youth.</p>	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>San Diego Mission Academy measures the success of our program through the rate of retention, graduation, or re-matriculation back to a student's district or school of choice. We have trauma-informed staff and teachers who have strategies to address student retention and student engagement effectively. As a DASS school, we have a high population of transiency, but we meet students where they're at and work with them to provide support in where they want to go. In consultation with students, families, and staff, we will continue to offer a collaborative educational environment for the success of our students.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Retention Rate w/ Return to District (Local Metric)	83.85% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 98.38 Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI	All: 79.51% Data Year: 2024-25 EOY Data Source: Internal PowerBI	Retention Rate – 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-4.34% Data Year: 2024-25 EOY Data Source: Internal PowerBI
3.2	Attendance Rate 85% (Priority #5)	93.24% Data Year: 2023-24 LPs 1-7	84.18% Data Year: 2024-25 LP1-7	92.06% Data Year: 2025-26 LP1-7	Attendance Rate – 90% or higher	-1.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Internal SIS	Data Source: Internal SIS	Data Source: Internal SIS	Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	
3.3	Non-Completer Rate (Local Dropout Metric)	6.15% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 9.49% Data Year: 22024-25 LP1-7 Data Source: Internal PowerBI	All: 7.27% Data Year: 2024-25 EOY Data Source: Internal PowerBI	10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+1.12%
3.4	Attendance rate – Priority 5 Students Regularly Participating in Synchronous Instruction	50% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 62.8% Data Year: 2024-25 LP1-7 Data Source: Internal SIS	67% Data Year: 2025-26 LP1-7 Data Source: Internal SIS	Attendance Rate – 75% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	+17%
3.5	Success Rate (Graduation, Retention, Rematriculation)	83.85% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 98.38% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI	All: 92.73% Data Year: 2024-25 EOY Data Source: Internal PowerBI	Success Rate – maintain 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+8.88%
3.6	Suspension Rate (Priority #6)	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024	All: 0% Data Year: 2024-25 Data Source: Dashboard 2025	0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Expulsion Rate (Priority #6)	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 LP1-7 Data Source: Internal PowerBI and Dashboard 2024	0% Data Year: 2025-26 LPs 1-7 Data Source: Internal PowerBI	0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference
3.8	School Facilities (Priority #1)	Met Data Year: 2023 Data Source: CA Dashboard	Met Data Year: 2024 Data Source: CA Dashboard	Met Data Year: 2025 Data Source: CA Dashboard 2025	Facilities in Met Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.9	Chronic Absenteeism (Priority #5)	No Color 22-23 EOY Data Year: 2023 Data Source: CA Dashboard	No Color 23-24 EOY Data Year: 2024 Data Source: CA Dashboard	35.3% - Orange Status Data Year: 2025 Data Source: CA Dashboard 2025	Orange or better Data Year: 2026 Data Source: CA Dashboard	Declined 10.3%

Goal Analysis [2025-26]

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

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

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

The actions outlined in Goal 2 helped make progress towards the LEA’s goal: Increase Student Retention Rate

Action 3.1: Student retention Implementation Status: 4 – Full Implementation

Analysis Statement: Our school prioritizes success through retention, with a dedicated Student Retention Support Team collaborating with Academic Advisors and other support staff to identify and eliminate barriers to engagement. We monitor retention weekly, tracking attendance and progress. Students needing additional support receive a multi-tiered system of support until re-engagement or a suitable educational alternative is found. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and emotional supports Implementation Status: 4 – Full Implementation

Analysis Statement: At the heart of our mission is nurturing the mental and socio-emotional health of our students alongside their academic growth. For instance, we have mental health partners in the community that connect students and their families with personalized mental health and recovery services. Our HOPE Program provides vital resources and parenting support to students with children. Additionally, all staff are trained in trauma-resilient strategies, and the school is an accredited Trauma Resilient Educational Community to support holistic student development. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school is committed to achieving success in both student retention and garnering social and emotional support for students. We have effectively supported students at various levels of engagement, ensuring their continued participation and academic progress. Students are meeting with teachers for synchronous instruction at a rate of 67%, which is above both last year and the baseline. Our suspension and expulsion rate remains at 0% with a focus on restorative practices and other means of correction. With a commitment to holistic student development and a network of supportive services, our school stands as a beacon of hope in both academic retention and community support. We also saw an increase over last year in Attendance Rate, putting us within 1.18% of surpassing the baseline metric and putting us higher than the 90% 3-year target.

Overall Challenges: While we have shown success in social and emotional supports, it can also pose several challenges. One challenge is ensuring the sustainability and scalability of support programs as student populations evolve and funding fluctuates. Additionally, maintaining high levels of staff training and expertise in trauma-resilient strategies requires ongoing investment and commitment. Despite gains in Attendance Rate, we did see a dip this year in the retention rate, putting us to within .5% of the 3-year target. We believe this to be ephemeral and not at all representative of the long-term trend. We fully expect it to equalize over the next year and move beyond the 3-year target.

Furthermore, managing expectations and ensuring equitable access to support services for all students, regardless of background or circumstance, remains an ongoing challenge. We are working to address root causes and strengthen systems and staffing in our program. Addressing these challenges requires continued collaboration, adaptability, and a commitment to meeting the evolving needs of our student community, of which we have.

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

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-2025 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

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

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

The actions outlined in Goal 3 supported the progress in meeting the following goal: Increase Student Retention Rate

Action 3.1: Student retention

Effectiveness of Action: Somewhat Effective

Metric: Retention Rate, Attendance Rate, Non-Completer/Dropout Rate

Analysis Statement: At 92.06%, our Attendance Rate is higher than last year, bringing it beyond the 3-year target. Our non-completer rate dropped over last year from 9.49% to 7.27%, keeping it below the 3-year target of 10%. We are committed to our current retention processes, ensuring success through ongoing monitoring and support. Our dedicated team will address barriers to engagement, monitoring retention weekly and providing multi-tiered support until re-engagement or alternative options are found.

Action 3.2: Social and emotional supports

Effectiveness of Action: Effective

Metric: Success Rate, Suspension Rate, Expulsion Rate

Analysis Statement: Our success rate of 92.73% is well above the baseline of 83.85% and has surpassed the 3-year target of 85%. We also have zero suspensions and zero expulsions, focusing on restorative practices for discipline when possible. We're committed to maintaining this achievement by prioritizing students' emotional health, providing ongoing support, and equipping staff with trauma-resilience training. This proactive approach ensures sustained success and growth for our school.

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

Action: 3.1: Student retention

This metric was updated to be an end-of-year measurement. This action was somewhat effective in achieving the intended outcome. While we experienced significant enrollment growth again this year, affecting staffing and school systems for intervention, we are consistently collaborating as a leadership and staff team to improve processes and procedures, and adequately staff for continued enrollment. There are no changes planned for this action at this time.

Action 3.2: Social and Emotional Supports

This metric was updated to be an end-of-year measurement.

Action 3.4 Access to Nutrition

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Retention Support personnel and incentive programs	<p>All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following:</p> <ul style="list-style-type: none"> • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. <p>Our English Learners, low-income and foster youth students, have some of the lowest attendance rates as calculated by completed student work toward graduation. Ensuring that our English Learners, low-income and foster youth students, are working toward course completion and remaining in school is foundational to our program. San Diego Mission Academy students are typically behind in credits and have been out of school for about a semester. We have trained personnel who provide outreach and monitoring of students so that they consistently work to maintain progress. We are also developing an intervention and incentive program. We will continue these practices because our data shows that we have been increasingly successful with students each year. These actions will positively impact the attendance rates of our English Learners, low-income and foster youth students.</p>	\$73,200.00	Yes
3.2	Social-emotional support services and materials	<p>All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following:</p> <ul style="list-style-type: none"> • Offer SEL programs as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success. <p>Surveys indicate that our English Learners, low-income and foster youth students sustained the most social and emotional trauma during the pandemic. SDMA continues to offer programs such as Trauma-Resilient Educational Communities (TREC) strategies, Helping Our Parenting Students Excel (HOPE), additional counseling, support personnel, professional development, and relationships with partner programs in the community that provide wrap-around services. Internally we provide</p>	\$118,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coaching from Academic Advisers and instruction from highly qualified subject teachers, increasing students' interaction with positive role models, which we know increases their protective factors for success. We will continue to provide and build on these actions and services. Partner feedback data and surveys have indicated that our English Learners, low-income, and foster youth student populations are getting increased support for social and emotional needs.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Increase Educational Partner Engagement:</p> <p>This is a maintenance goal for increasing educational partner engagement. We believe in parent and educational partner participation as a key aspect of a student’s academic success. We know that parents and mentors should be encouraged to participate in meaningful ways to promote positive school outcomes.</p>	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

As a trauma-informed program specializing in personalized learning, San Diego Mission Academy desires to work with students and make decisions with them and their partners in education rather than do things for them. We recognize that motivation and accountability are maximized when multiple positive adult role models are involved. San Diego Mission Academy also utilizes community resources to provide basic needs to students and families which enables students to better focus on academic success. Involving parents and guardians in a child’s education through orientation, awards, school activities, surveys, school-wide meetings, and more has a positive impact on the student’s school experience overall.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Ed Partner Participation in School/Community Events and Activities	<p>Participation: 312 Enrollment: 182 (CBEDS Enrollment #)</p> <p>Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring</p>	<p>Participation Count: 764 Enrollment Count: 433</p> <p>Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring</p>	<p>Participation Count: 753 Enrollment Count: 423</p> <p>Data Year: 2025-26 LPs 1-7 Data Source: Internal Monitoring</p>	<p>Parent conferences, events, celebrations are above enrollment each year</p> <p>Data Year: 2026-27 LPs 1-7</p>	+441

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal Monitoring	
4.2	PAC / ELAC Participation (Priority #3)	24 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	71 participants Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring	68 participants Data Year: 2025-26 LPs 1-7 Data Source: Internal Monitoring	Increase PAC / ELAC participation Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+44
4.3	Parent Survey - % Participation and % Feel Safe, Connected, and Engaged (Priority #3)	Participation: 23.5% Feel Safe: 100% Feel Connected: 84% Feel Engaged: 100% Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation: 57% Feel Safe: 100% Feel Connected: 99% Feel Engaged: 99% Data Year: 2024-25 LPs 1-7 Data Source: School Survey	Participation: 24% Feel Safe: 100% Feel Connected: 100% Feel Engaged: 100% Data Year: 2025-26 LP1-7 Data Source: School Survey	66% Participation 90% Feel Safe 90% Feel Connected 90% Feel Engaged Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +0.5% Feel Safe: no difference Feel Connected: +16% Feel Engaged: no difference
4.4	Student Survey - % Participation and % Feel Safe, Connected, and Engaged (Priority #6)	Participation: 45.7% Feel Safe: 100% Feel Connected: 98% Feel Engaged: 100% Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Participation: 54% Feel Safe: 100% Feel Connected: 99% Feel Engaged: 98% Data Year: 2024-25 LPs 1-7 Data Source: School Survey	Participation: 60% Feel Safe: 100% Feel Connected: 96% Feel Engaged: 99% Data Year: 2025-26 LP1-7 Data Source: School Survey	66% Participation 90% Feel Safe 90% Feel Connected 90% Feel Engaged Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Participation: +14.3% Feel Safe: no difference Feel Connected: -2% Feel Engaged: -1%
4.5	Staff Survey - % Participation and % Feel	Participation: 90% Feel Safe: 100%	Participation: 97% Feel Safe: 100%	Participation: 99% Feel Safe: 100%	66% Participation 90% Feel Safe	Participation: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Safe, Connected, and Engaged (Priority #6)	Feel Connected: 100% Feel Engaged: 95% Data Year: 2023-24 LPs 1-7 Data Source: School Survey	Feel Connected: 100% Feel Engaged: 100% Data Year: 2024-25 LPs 1-7 Data Source: School Survey	Feel Connected: 97% Feel Engaged: 100% Data Year: 2025-26 LP1-7 Data Source: School Survey	90% Feel Connected 90% Feel Engaged Data Year: 2026-27 LPs 1-7 Data Source: School Survey	Feel Safe: no difference Feel Connected: -3% Feel Engaged: +5%

Goal Analysis [2025-26]

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

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

Action 4.1: Community/Parent liaison and meaningful school activities

Implementation Status: 4 – Full Implementation

Analysis Statement: As a school, we recognize the importance of increasing engagement with our educational partners to ensure student success. This year, we've offered events such as student orientations, PAC and ELAC meetings, parent-teacher conferences, academic counseling sessions, parent-teacher conferences, and graduation ceremonies, and we've invited our educational partners to participate in these activities. No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Translation and outreach services

Implementation Status: 4 – Full Implementation

Analysis Statement: Our commitment lies in nurturing a caring community within our school program. With purposeful outreach efforts, our staff encourages education and community partners to participate actively in school decision-making. Our partnerships include counselors, community liaisons, social workers, parent liaisons, and others who refer students to us and support students to wrap-around services in their local areas. No substantive difference in the planned action compared to the actual implementation.

Overall Successes:

Our school has achieved notable success in engaging educational partners. Through strategic outreach efforts, we have cultivated strong partnerships. These partnerships have enhanced our ability to support students and families effectively. Additionally, we ensure that important information is accessible to all members of our diverse community. PAC and ELAC activities serve as forums for meaningful collaboration between parents, teachers, and administrators, facilitating open communication and informed decision-making for the benefit of our students. At 753 we have noted this year's education partner participation to be +441 more than baseline. Likewise, PAC and ELAC meeting attendance was noted at +44 more than baseline. Additionally, we saw increased participation in our annual survey across students, parents, and staff over baseline.

Overall Challenges:

Parent engagement presents challenges that require proactive and creative strategies. Overcoming barriers like limited time, language differences, and cultural diversity is crucial. Ensuring meaningful participation from all parents, regardless of background, remains a priority for our school.

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

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

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

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

The actions outlined in Goal 4 supported the progress in meeting the following goal: Increase Educational Partner Engagement Action

Action 4.1: Community/Parent liaison and meaningful school activities

Effectiveness of Action: 3 - Effective

Metric: Participation Counts in Parent Conferences/Orientation/Events/Activities

Analysis Statement: The metric section above shows that 753 education partners participated in meaningful school activities, which is +441 more than baseline. Our school increased parent conference and event attendance through targeted outreach and improved communication. Proactive measures like personalized invitations, multi-language support, and flexible scheduling overcame barriers such as time constraints and language differences. These efforts cultivated a culture of collaboration, strengthening the school-parent connection for student benefit. While there was no great increase over last year, our metrics are showing a sustained elevation over the original baseline.

Action 4.2: Educational partner engagement

Effectiveness of Action: 3 - Effective

Metric: School Survey Data

Analysis Statement: As noted in the metric section above, our annual survey results participation increased over baseline, demonstrating the strong satisfaction and connection within our school community. Through inclusive communication, we've created a safe environment where families and staff actively participate. This engagement reflects our commitment to fostering a supportive and inclusive culture. As we prioritize feedback and collaboration, we're confident our community will remain united.

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.

Overall, we believe that Goal #4: Increase Educational Partner Engagement, is an important goal to continue.

Action 4.1: Community/Parent liaison and meaningful school activities

This action was effective in achieving the intended outcome, and there will be no changes at this point in time.

Action 4.2: Educational partner engagement

This action was effective in achieving the intended outcome, and there will be no changes at this point in time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community/Parent Liaison and meaningful school activities	<p>income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following:</p> <ul style="list-style-type: none"> • Community liaison who does outreach. • Ensure partner engagement with caseworkers, child welfare, etc. • Promote events and activities for parents to participate in at school. <p>Our English learners' parents, low-income and foster youth students are some of the least involved educational partners. Parent and educational partner engagement are essential to effective schooling for our English Learners, low-income and foster youth students. We know that parents, guardians, and families have difficulty engaging in meaningful school activities. We will continue to provide a Community Liaison who does outreach and promotes the school as a welcoming place for everyone. In addition, we have increased partner engagement with local agencies such as probation, caseworkers, child welfare services, and others who contribute to the success of our English Learners, low-income and foster youth students. We will continue to provide this action because we know that parent and partner engagement is essential in promoting the value of education to change life's circumstances.</p>	\$398,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Educational Partner Engagement	<p>Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following:</p> <ul style="list-style-type: none"> * Provide meaningful educational partner engagement activities. * Provide two-way communication opportunities. * Provide additional services that support virtual. communication and materials as necessary. <p>The English Learners, LTELs, low-income, and foster youth student populations have some of the lowest attendance rates. School activities and events are essential for our English Learners, low-income and foster youth students, and their families to feel connected to the school's purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, and materials. We will continue this action in personnel and support for educational partner events.</p>	\$1,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,609,942.00	\$245,642.00

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
23.571%	0.000%	\$0.00	23.571%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: All academic interventions and program materials</p> <p>Need: Students who come to us are typically about 3-grade levels or more below in their academic skills. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics</p>	As demonstrated in the Identified Needs and Metrics sections, state and local assessments in ELA and Math indicate that some of our lowest-performing students are the English Learners, low-income, and foster youth student groups compared to the all-student group. To address this, students not meeting expectations academically, will be provided with targeted tutoring and intervention to improve their performance. This support aims to help them complete their coursework and enhance their	<p>We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable:</p> <p>(NWEA ELA all students, low-income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>section above, our average NWEA scores show students are far below grade level.</p> <p>Students who enroll with us average about +30 credits or more behind in their schooling. Additionally, on the 2023 CA Dashboard, there were no students in the red, because there were not enough students for a valid calculation. The 2024 indicators were red for ELA and Math, overall, but there were no student groups in the red. There also were no students in the red for the 2025 CA Dashboard in ELA or mathematics, and the indicators were yellow, overall (Metrics are reported in Goal #2).</p> <p>Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills.</p> <p>Scope: Schoolwide</p>	<p>academic abilities., will receive the necessary support and mentorship to increase achievement through targeted tutoring and intervention. As tutoring has been proven to increase credit completion rates, this will aid them in the completion of their courses and also increase their academic skills. Additionally, interventions will be provided for our unduplicated students struggling with academic proficiency, including targeted instruction for 1:1 tutor support, EL Specialist and Teacher collaboration, and preventative or attendance intervention meetings (PMs and AIMs). Students who participate in academic interventions will decrease their learning gaps, as shown in their NWEA scores and course completion rates.</p> <p>Throughout the school year and on an ongoing basis, students are assessed in NWEA as they enroll in our program. They will be given appropriate interventions as necessary, and their learning will be supported by a variety of support staff.</p> <p>We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>CA Dashboard Academic Indicator results for ELA and Math</p> <p>We will also consider input from the parents of participating students to enhance the quality of the programs provided.</p>
1.3	<p>Action: Tutoring and supports for students</p> <p>Need: To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student</p>	<p>To address this, San Diego Mission Academy has implemented the CSI plan to allocate strategic tutoring and mentorship assistance to students as determined by their initial year of high school enrollment. Special tutors will be assigned to a cohort of 4th and 5th-year students, establishing contact to offer academic support in math and</p>	<p>We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: All-student and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>groups in the red on the 2023 CA Dashboard for their Graduation Rate. These were our all-student group and the socioeconomically disadvantaged group. The 2024 CA Dashboard 4-5 year graduation rate had these student groups in the red: Hispanic and socioeconomically disadvantaged. Our 2025 Dashboard 4-5 year graduation rate had these student groups in the red: Hispanic and socioeconomically disadvantaged.</p> <p>Additionally, students who enroll with us are typically about 30 or more credits behind in school. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program.</p> <p>Scope: Schoolwide</p>	<p>other subjects. As tutoring has been proven to increase credit completion rates, this will aid them in the completion of their courses and also increase their academic skills.</p> <p>Tutoring is done throughout the school year and daily. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation.</p> <p>We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>socioeconomically disadvantaged student groups. We expect them to increase each year. Additionally, student groups on the Dashboard graduation rate will be monitored.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>
1.4	<p>Action: Counseling students towards graduation and materials</p> <p>Need: Historically, some of our lowest graduation rates are among the English learners, LTEL, low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 93.0% for the DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many</p>	<p>To address this, data is pulled monthly to track the success rate of seniors and their credit completion. As a collaborative team, all staff work to identify underperforming students and to provide them with additional support and resources to help support their learning efforts. Additionally, counselors and advisers will work together with unduplicated student groups to effectively monitor student progress toward graduation with intentional course planning, data to drive instruction and course placement, and 1:1 coaching/counseling. Counselors and advisers will regularly meet to discuss goals and progress. Counselors will also help address obstacles that</p>	<p>We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We expect them to increase each year.</p> <p>We will also consider input from the parents of participating students to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 97.1%, and in 2025 it was 98.8%.</p> <p>Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students.</p> <p>Scope: Schoolwide</p>	<p>unduplicated students might have at home or in their communities by providing resources to families. This action has been effective for many students in assisting them to successfully graduate and will increase graduation rates for our unduplicated student groups.</p> <p>Throughout the school year and on a regular basis, our students participate in a comprehensive counseling program. Counselors meet regularly with students to address their needs. They also inspire students to continue to be productive and strive to accelerate their learning.</p> <p>We expect that these actions will have a positive impact on work DASS graduation rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	<p>enhance the quality of the program provided.</p>
<p>2.1</p>	<p>Action: Career and college-readiness for English Learners, low income and foster youth students</p> <p>Need: Some of our lowest career and college-readiness rates are among the English learners, low-income and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses, and below 11.1% in A-G + CTE pathway completion rate. Our English Learners, low-income and foster youth students need to be</p>	<p>To address this need, we will continue our efforts to encourage participation in college coursework. We will be more closely monitoring our students who have A-G graduation potential and ensuring that we offer all A-G-ready graduation coursework in which students can participate. This will better prepare students for post-secondary pursuits. Additionally, we consider local employment opportunities and student interests to help guide students into coursework that is meaningful to them. Students engage in career inventory, exploration, and overview of professional job skills to align their career or post-secondary education interests. Support personnel and partnerships are essential to tailor and implement the support needed for students. We require all students to</p>	<p>We will closely monitor progress on our CTE completion rates and our A-G completion rates, and dual enrollment for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>prepared to pursue a career or attend a college. In 2024, graduates completing A-G was 2.1% and CTE pathway completion was 1.0%. In 2025, graduates completing A-G was 6.9% and CTE pathway completion was 1.4%.</p> <p>Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives.</p> <p>Scope: Schoolwide</p>	<p>participate in a work readiness course. These actions will positively impact our college and career readiness rates for our English Learners, low-income, and foster youth student population.</p> <p>Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. Throughout the school year and on an ongoing basis, teachers and counselors promote student interest in post-secondary endeavors. We have witnessed our students be successful in these programs.</p> <p>We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	
2.2	<p>Action: Professional development addressing English Learners, low income and foster youth students</p> <p>Need: As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All-student group.</p>	<p>To address this need, we are committed to providing professional development for teachers that focuses on strategies to improve ELA Math, and Science performance. We will monitor student progress on internal assessments to gauge readiness for state testing and provide interventions and resources to students behind in credits or deficient in skills. Teachers will also work in PLC groups and subject-alike groups to strategize for increased student performance across subject areas and grade levels. This will increase the tools and knowledge needed to effectively support student learning across these critical areas.</p>	<p>We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth, and students with disabilities. We expect that these actions will have a positive impact on students with CAASPP scores increasing.</p>

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	<p>Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness.</p> <p>Scope: Schoolwide</p>	<p>Additionally, surveys indicate that our English Learners, low-income and foster youth students sustained social and emotional trauma during the pandemic. To address this issue, professional development for our teachers and staff is essential to the progress of our English Learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity for meeting our students' needs (both social-emotionally and academically). Over the past year, there has been a positive impact on our English Learners, low-income and foster youth students, with additional staff training in trauma-informed practices, which has led to increased retention rates. End-of-year student surveys indicate positive support for social and emotional needs among the unduplicated student population. San Diego Mission Academy will continue to provide training focused on helping our English Learners, low-income and foster youth population succeed. Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices.</p> <p>We anticipate that the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because we expect that all students showing low</p>	<p>We will also consider input from the parents, students, and teachers.</p>

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		<p>proficiency will benefit, this action is provided on an LEA-wide basis.</p>	
<p>2.3</p>	<p>Action: Technology Access & Support</p> <p>Need: All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction.</p> <p>Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum.</p> <p>Scope: Schoolwide</p>	<p>Ensuring that our English Learners, low-income and foster youth students receive and benefit from effective technology platforms and programs is an ongoing effort in helping 100% of them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. Providing students with Chromebooks and working with them on their use of technology has been effective with our students during the last year.</p> <p>This action starts at student orientation and is ongoing throughout the school year. We expect that these actions will have a positive impact on our students.</p> <p>There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>We will monitor and sustain 100% of our students' access to technology for their educational program.</p> <p>We will also consider input from the parents, students, and teachers.</p>
<p>2.4</p>	<p>Action: Support for Standards-based Curriculum and Instruction</p> <p>Need: All English Learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based</p>	<p>Ensuring that our English Learners, low-income and foster youth students receive and benefit from effective technology platforms and programs is an ongoing effort in helping 100% of them to access their curriculum. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. Providing students with Chromebooks and working with them on their use of technology has been effective with our students during the last year.</p>	<p>We will monitor and sustain 100% of our students' access to technology for their educational program.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>curriculum is 4.80, based on the CDE Standards Implementation Rubric.</p> <p>Teachers and parents provided feedback indicating that they support the value of implementing standards-based curriculum.</p> <p>Scope: Schoolwide</p>	<p>This action starts at student orientation and is ongoing throughout the school year. We expect that these actions will have a positive impact on our students.</p> <p>There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p>3.1</p>	<p>Action: Student Retention Support personnel and incentive programs</p> <p>Need: We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. The Chronic Absenteeism Indicator was orange for the All-student. We have seen success in the retention rate for our student population, which is currently at 79.51%.</p> <p>Teachers and parents provided feedback indicating that they support the value of supporting student retention.</p> <p>Scope: Schoolwide</p>	<p>Our English Learners, low-income and foster youth students, have some of the lowest attendance rates as calculated by completed student work toward graduation. Ensuring that our English Learners, low-income and foster youth students, are working toward course completion and remaining in school is foundational to our program. San Diego Mission Academy students are typically behind in credits and have been out of school for about a semester. We have trained personnel, such as our student retention staff, who provide outreach and monitoring of students so that they consistently work to maintain progress. We are also developing an intervention and incentive program. We will continue these practices because our data shows that we have been increasingly successful with students each year.</p> <p>These actions occur throughout the school year. We expect that these actions will have a positive impact on our student retention resulting in a higher score each year.</p>	<p>We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.</p>	
<p>3.2</p>	<p>Action: Social-emotional support services and materials</p> <p>Need: We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 92.73%.</p> <p>Teachers and parents provided feedback indicating that they support the value of student success.</p> <p>Scope: Schoolwide</p>	<p>Surveys indicate that our English Learners, low-income and foster youth students sustained the most social and emotional trauma during the pandemic. San Diego Mission Academy offers programs such as Trauma-Resilient Educational Communities (TREC) strategies, Helping Our Parenting Students Excel (HOPE) incentives, additional counseling, support personnel, professional development, and relationships with partner programs in the community that provides wrap-around services. Internally we provide coaching from Academic Advisers and instruction from highly qualified subject teachers, increasing students' interaction with positive role models, which we know increases their protective factors for success. We will continue to provide and build on these actions and services. Partner feedback and data and surveys have indicated that our English Learners, low-income, and foster youth student populations are getting increased social and emotional needs support.</p> <p>This action is provided on an ongoing basis, throughout the school year. Staff and teachers are all diligent in watching for signs of trauma and are quick to provide support.</p> <p>We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and</p>	<p>We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	
<p>4.1</p>	<p>Action: Community/Parent Liaison and meaningful school activities</p> <p>Need: Our English learners' parents, low-income, and foster youth students are some of the least involved educational partners. Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student's educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics section, we expect the participation counts to be above enrollment.</p> <p>Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities.</p> <p>Scope: Schoolwide</p>	<p>To address this, parent and academic partner engagement are essential to effective schooling for our English Learners, LTELs, low-income, and foster youth students. We know that parents, guardians, and families have difficulty engaging in meaningful school activities. We will continue to provide a Community Liaison who does outreach and promotes the school as a welcoming place for everyone. In addition, we have increased partner engagement with local agencies such as probation, caseworkers, child welfare services, and others who contribute to the success of our English Learners, low-income and foster youth students. We will continue to provide this action because we know that parent and partner engagement is essential in ensuring student success.</p> <p>We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing basis, throughout the school year.</p> <p>The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>We will closely monitor the progress on our parent participation count so that they are above the enrollment amount.</p> <p>We will also consider input from the parents, students, and teachers.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.2</p>	<p>Action: Educational Partner Engagement</p> <p>Need: Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 96% feel connected.</p> <p>Parents and teachers provided feedback indicating that they support the value of educational partners.</p> <p>Scope: Schoolwide</p>	<p>The English Learners, low-income, and foster youth student populations have some of the lowest connectedness. School activities and events are important to our English Learners, low-income and foster youth students, and their families to feel connected to the school's purpose and have increased engagement. Expenses for these include but are not limited to communications, outreach, and materials. We will continue this action in personnel and support for educational partner events.</p> <p>We believe in the importance of parents feeling encouraged to participate. We expect that the community liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is done on an ongoing basis throughout the school year.</p> <p>We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey.</p> <p>We will also consider input from the parents, students, and teachers.</p>

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
<p>1.1</p>	<p>Action: Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials</p> <p>Need: According to the 2023 CA Dashboard, our English Learner student group had no color on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status remained orange at 28.6%. 38.1% of LTELs made progress. In 2025, our ELPI was 52.2% for EL and our LTELs were at 50% progressing,</p> <p>Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students’ skills.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address this, our EL and LTEL students will benefit from increased services offered by our EL Specialist and EL Paraprofessional. The EL Specialist will collaborate and train all general education teachers to customize instruction for English Learners and LTELs, and to effectively use the IELDP to provide targeted support. We also employ a bilingual enrollment specialist and a bilingual retention specialist.</p> <p>Throughout the year and on an ongoing basis, we will address students’ needs by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL paraprofessional, EL tutors, ELD Leads, support staff, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We implement our Individualized English Development Plan (IELDP), which is an integral part of our comprehensive program for every English learner to meet their linguistic and academic goals. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition.</p>	<p>We expect that students' ELPAC scores and their reclassification rate will increase as a result of the personalized academic support and attention they will receive from qualified personnel.</p> <p>We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.</p>	
<p>1.6</p>	<p>Action: Professional Development to Support English Learners and LTELs</p> <p>Need: According to the 2023 CA Dashboard, our English Learner student group did not have a color on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. the 2024 ELPI was 28.6% and LTELs were at 38.1%. In 2025, our ELPI was 52.2% for EL and our LTELs were at 50% progressing,</p> <p>Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To address this, we will continue to offer professional development in best instructional practices for English Learner education to provide our teachers, tutors, and paraprofessionals with diverse and effective teaching methodologies tailored to the needs of our EL students. We will add more effective EL trainings to ensure that English Learners have quality instruction in their program, in ELD and general education courses. Our educators will continue to attend conferences such as CABE that provide the latest research-based practices and resources allowing them to stay current with evolving educational trends.</p> <p>Additionally, staff training may include but is not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others have proven to be effective. Additionally, workshops, conferences, and professional learning communities may provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English Learners' ELPAC scores and the reclassification rate will increase as a result of the personalized academic support and attention they will receive from qualified personnel.</p>	<p>We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored, and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase.</p> <p>We will also consider input from the parents of participating students to enhance the quality of the program provided.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There are opportunities for staff to engage in their effectiveness with each other and share best practices.</p> <p>We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.</p>	

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

Not Applicable.

Additional Concentration Grant Funding

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Staff-to-student ratio of certificated staff providing direct services to students	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$11,072,448.00	2,609,942.00	23.571%	0.000%	23.571%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,417,133.00	\$13,024.00	\$0.00	\$0.00	\$12,430,157.00	\$8,422,870.00	\$4,007,287.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	\$424,000.00	\$2,500.00	\$426,500.00				\$426,500.00	0.00%
1	1.2	All academic interventions and program materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$896,000.00	\$8,000.00	\$904,000.00				\$904,000.00	0.00%
1	1.3	Tutoring and supports for students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$272,928.00	\$1,000.00	\$273,928.00				\$273,928.00	0.00%
1	1.4	Counseling students towards graduation and materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$118,000.00	\$5,000.00	\$123,000.00				\$123,000.00	0.00%
1	1.5	Teachers and staff are qualified and appropriately assigned	All	No			All Schools	July 1, 2026 - June 30, 2027	\$5,917,942.00	\$0.00	\$5,917,942.00				\$5,917,942.00	0.00%
1	1.6	Professional Development to Support English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$400.00	\$400.00				\$400.00	0.00%
1	1.7	LREBG - Intervention programs and support personnel to support students	All	No			All Schools	July 1, 2026 through June 30, 2027	\$0.00	\$13,024.00		\$13,024.00			\$13,024.00	0.00%
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$154,000.00	\$0.00	\$154,000.00				\$154,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Professional development addressing English Learners, low income and foster youth students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$26,714.00	\$26,714.00				\$26,714.00	0.00%
2	2.3	Technology Access & Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$61,000.00	\$25,000.00	\$86,000.00				\$86,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	0.00%
2	2.5	Educational materials for an effective program	All	No			All Schools	July 1, 2026 - June 30, 2027	\$0.00	\$3,889,249.00	\$3,889,249.00				\$3,889,249.00	0.00%
3	3.1	Student Retention Support personnel and incentive programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$73,000.00	\$200.00	\$73,200.00				\$73,200.00	0.00%
3	3.2	Social-emotional support services and materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 - June 30, 2027	\$118,000.00	\$200.00	\$118,200.00				\$118,200.00	0.00%
4	4.1	Community/Parent Liaison and meaningful school activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	\$388,000.00	\$10,000.00	\$398,000.00				\$398,000.00	0.00%
4	4.2	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$11,072,448.00	2,609,942.00	23.571%	0.000%	23.571%	\$2,609,942.00	0.000%	23.571 %	Total:	\$2,609,942.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$426,900.00
								Schoolwide Total:	\$2,183,042.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$426,500.00	0.00%
1	1.2	All academic interventions and program materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$904,000.00	0.00%
1	1.3	Tutoring and supports for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$273,928.00	0.00%
1	1.4	Counseling students towards graduation and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$123,000.00	0.00%
1	1.6	Professional Development to Support English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$400.00	0.00%
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$154,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$26,714.00	0.00%
2	2.3	Technology Access & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$86,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0.00%
3	3.1	Student Retention Support personnel and incentive programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$73,200.00	0.00%
3	3.2	Social-emotional support services and materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$118,200.00	0.00%
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$398,000.00	0.00%
4	4.2	Educational Partner Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,582,800.00	\$10,793,801.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	\$332,000.00	\$482,049.00
1	1.2	All academic interventions and program materials	Yes	\$451,000.00	\$658,505.00
1	1.3	Tutoring and supports for students	Yes	\$70,000.00	\$102,392.00
1	1.4	Counseling students towards graduation and materials	Yes	\$59,800.00	\$87,727.00
1	1.5	Teachers and staff are qualified and appropriately assigned	No	\$3,857,954.00	\$5,204,641.00
1	1.6	Professional Development to Support English Learners and LTELs	Yes	\$400.00	\$599.00
1	1.7	LREBG - Intervention programs and support personnel to support students.	No	\$13,024.00	\$13,024.00
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	\$168,728.00	\$247,361.00
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	\$5,000.00	\$7,515.00
2	2.3	Technology Access & Support	Yes	\$125,000.00	\$182,956.00
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$30,000.00	\$43,915.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Educational materials for an effective program	No	\$2,088,394.00	\$3,203,216.00
3	3.1	Student Retention Support personnel and incentive programs	Yes	\$67,500.00	\$99,166.00
3	3.2	Social-emotional support services and materials	Yes	\$59,500.00	87,736.00
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	\$253,500.00	\$371,532.00
4	4.2	Educational Partner Engagement	Yes	\$1,000.00	\$1,467.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,261,284.00	\$1,623,428.00	\$2,372,920.00	(\$749,492.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Yes	\$332,000.00	\$482,049.00	0.00%	
1	1.2	All academic interventions and program materials	Yes	\$451,000.00	\$658,505.00	0.00%	
1	1.3	Tutoring and supports for students	Yes	\$70,000.00	\$102,392.00	0.00%	
1	1.4	Counseling students towards graduation and materials	Yes	\$59,800.00	\$87,727.00	0.00%	
1	1.6	Professional Development to Support English Learners and LTELs	Yes	\$400.00	\$599.00	0.00%	
2	2.1	Career and college-readiness for English Learners, low income and foster youth students	Yes	\$168,728.00	\$247,361.00	0.00%	
2	2.2	Professional development addressing English Learners, low income and foster youth students	Yes	\$5,000.00	\$7,515.00	0.00%	
2	2.3	Technology Access & Support	Yes	\$125,000.00	\$182,956.00	0.00%	
2	2.4	Support for Standards-based Curriculum and Instruction	Yes	\$30,000.00	\$43,915.00	0.00%	
3	3.1	Student Retention Support personnel and incentive programs	Yes	\$67,500.00	\$99,166.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Social-emotional support services and materials	Yes	\$59,500.00	\$87,736.00	0.00%	
4	4.1	Community/Parent Liaison and meaningful school activities	Yes	\$253,500.00	\$371,532.00	0.00%	
4	4.2	Educational Partner Engagement	Yes	\$1,000.00	\$1,467.00	0.00%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$9,911,394.00	\$2,261,284.00	0.000%	22.815%	\$2,372,920.00	0.000%	23.941%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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