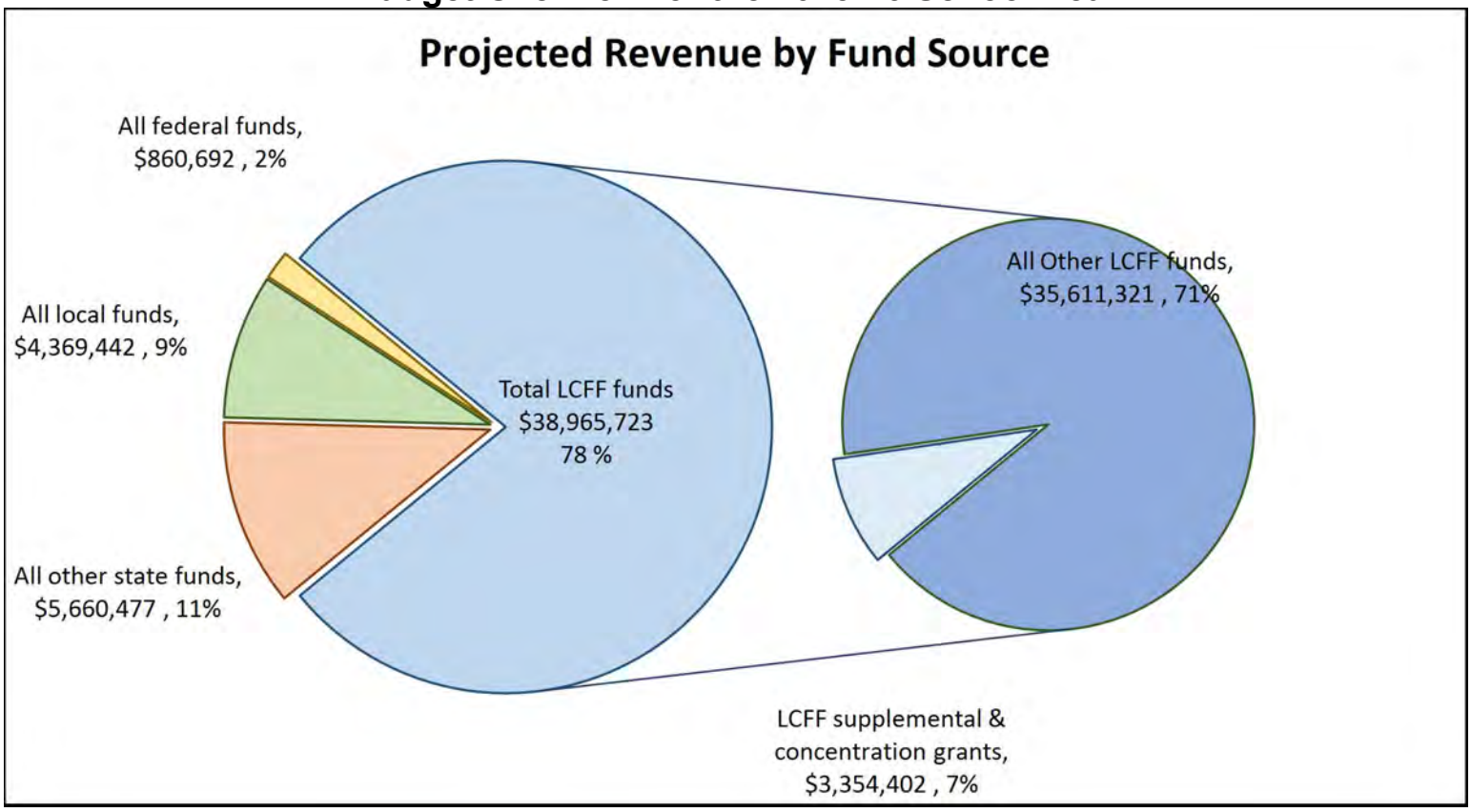
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yosemite Valley Charter School
CDS Code: 10625470135103
School Year: 2025-26
LEA contact information:
Stephanie Johnson
Superintendent
steph.johnson@centralvcs.org
(559) 258-0787

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

Budget Overview for the 2025-26 School Year

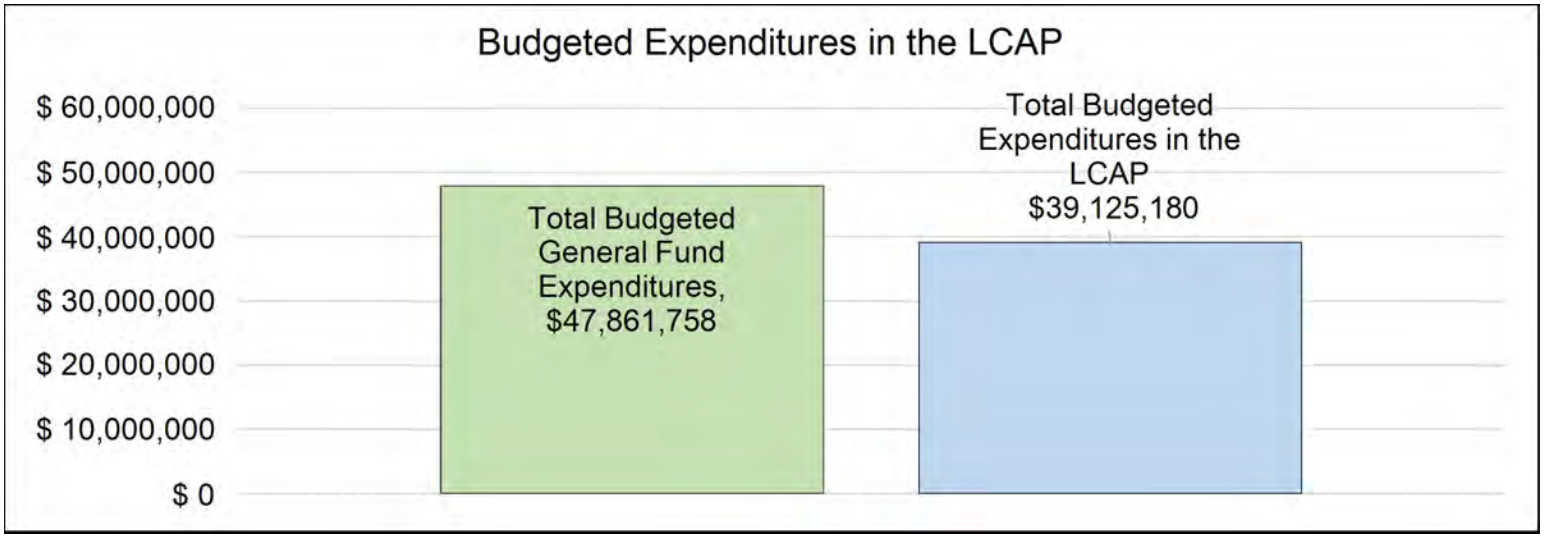


This chart shows the total general purpose revenue Yosemite Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yosemite Valley Charter School is $49,856,334, of which $38,965,723 is Local Control Funding Formula (LCFF), $5,660,477 is other state funds, $4,369,442 is local funds, and $860,692 is federal funds. Of the $38,965,723 in LCFF Funds, $3,354,402 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 Yosemite Valley Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yosemite Valley Charter School plans to spend $47,861,758 for the 2025-26 school year. Of that amount, $39,125,179.66 is tied to actions/services in the LCAP and $8,736,578.340,000,004 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

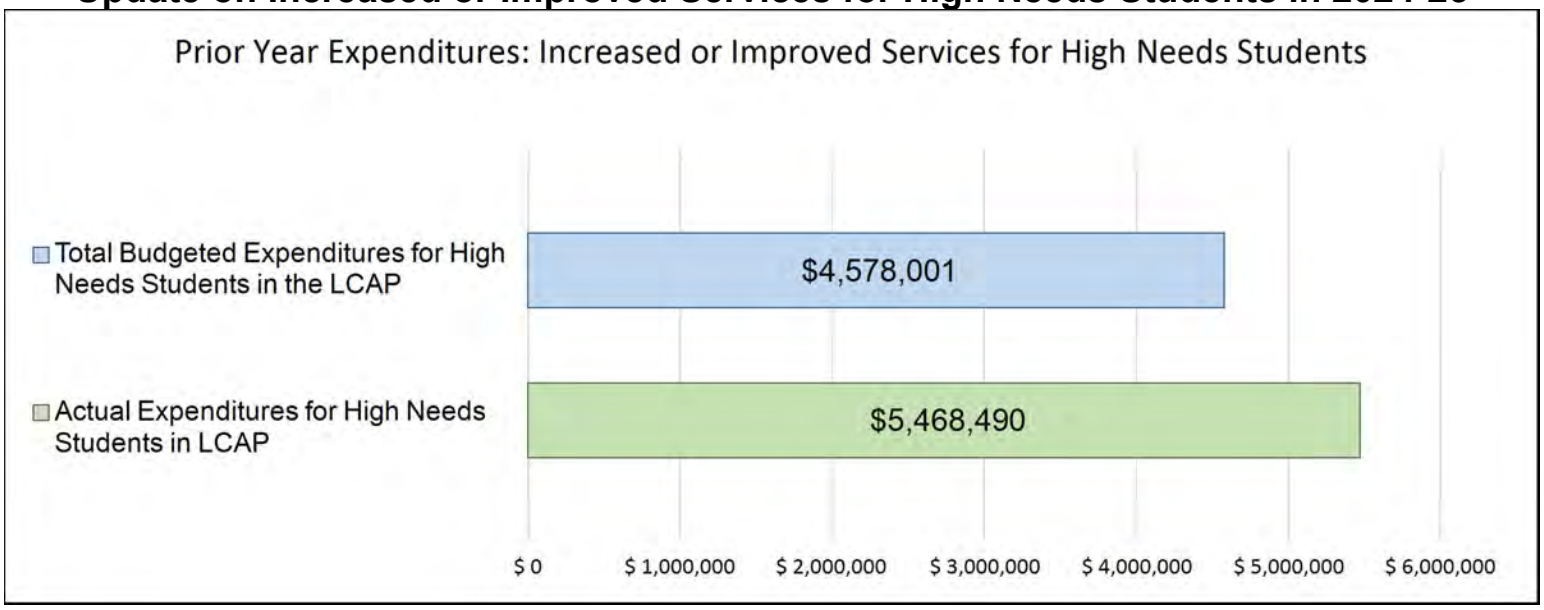
All other expenses are for administrative overhead and do not directly contribute to student learning.

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

In 2025-26, Yosemite Valley Charter School is projecting it will receive $3,354,402 based on the enrollment of foster youth, English learner, and low-income students. Yosemite Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Valley Charter School plans to spend $5,330,958 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Yosemite Valley Charter School's LCAP budgeted $4,578,001 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter School actually spent $5,468,490 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $890,489 had the following impact on Yosemite Valley Charter School’s ability to increase or improve services for high needs students:

it allowed for an expansion of direct student support services beyond the original scope, including increased access to academic counseling, intervention programs, and college and career readiness initiatives. These additional investments contributed to improved outcomes for Low-Income and English Learner students, as evidenced by gains in A-G completion and CAASPP performance. While the overage required careful reallocation of other funds, the enhanced services strengthened the school’s overall capacity to meet the needs of its most vulnerable student populations.

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
Yosemite Valley Charter School	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

Plan Summary [2025-26]

General Information

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

Yosemite Valley Charter is a tuition-free public charter school providing a flexible and personalized learning experience for students in grades TK through 12. As a non-classroom-based independent study/work charter school, we empower families to customize a program that addresses the unique needs of each student across Fresno, San Benito, Merced, Madera, Mono, Monterey, Tulare, Inyo, & Kings counties. Through collaboration with highly qualified staff and credentialed teachers, students embark on diverse and dynamic learning pathways, accessing unparalleled enrichment opportunities to foster personal and academic success.

Yosemite Valley Charter serves approximately 2,697 students, grades TK-12, and employs approximately 230 staff members.

Our student body reflects a diversity of backgrounds: African American 2.6%, American Indian 0.4%, Asian 2.4%, Filipino 0.8%, Hispanic 36.6%, Two or More Races 5.8%, Pacific Islander 0.1%, and White/Caucasian 46.6%.

The student population comprises the following groups: 1.1% are English Learners, 0% are Foster Youth, 2% are Homeless, 46.6% are Socioeconomically Disadvantaged, and 11.5% are Students with Disabilities.

Yosemite Valley Charter stands out by providing students with a standards-based public education within an independent-study homeschool setting. We offer a variety of educational programs and collaborate with parents and families to tailor each child's learning experience. Working under the guidance of a credentialed teacher, students have the flexibility to complete their standards-aligned educational program in an environment that suits their needs best.

As a non-classroom-based charter school, we take pride in offering our standard-aligned educational program in various formats: entirely online, as part of a blended model combining online coursework with some direct instruction, and/or offline using state-adopted textbook options. Moreover, students are encouraged to explore project-based learning, career technical education courses, and a wide range of enrichment opportunities to enrich their educational journey. We also foster partnerships with local organizations and colleges to ensure students are prepared for both college and career pathways.

No schools in the LEA receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Yosemite Valley Charter focuses on student outcomes and has seen continued progress in key areas. For both English Language Arts (ELA) and Math, all students, including low-income students, demonstrated growth on the state assessment. According to the California School Dashboard, the district increased ELA performance by 3.2 points overall, with no student groups in the Red category. In Math, overall performance increased by 6.3 points, also with no Red indicators. This achievement is attributed to the dedicated work of teachers in providing the necessary interventions for student success, offering professional development to support diverse student needs, extracurricular activities that foster student engagement, and supplemental activities that strengthen student connections to school and support their mental health needs.

Additionally, these efforts address the academic and social-emotional needs of all students, particularly those identified as low-income, English learners, and foster youth.

The English Learner Progress Indicator (ELPI) shows "no performance color" due to having a small percentage of English learners (1.1%). Despite this, 63.2% of English Learners made progress, although there was a decline of 3.5%. The school continues to maintain a strong focus on supporting English Learners through targeted professional learning opportunities, instructional strategies designed for linguistic development, and ongoing monitoring to ensure academic and language growth.

The school continues to show strong outcomes in key areas, although recent accountability changes have presented new challenges. Chronic absenteeism increased by 3%, with no student groups falling into the Red category. This increase is attributed to a schoolwide initiative focused on ensuring quality, standards-aligned work samples and student schedules in compliance with SB 153, which requires thorough documentation of each hour and time spent in asynchronous instruction.

Despite this challenge, suspension rates have remained excellent, with the indicator at Blue and zero suspensions reported. All nine reported student groups maintained Blue performance, reflecting the school’s commitment to maintaining a safe and supportive learning environment.

Continued investment in high-quality teachers and support staff has contributed to positive student outcomes. Classroom and schoolwide support includes the addition of teachers, the expansion of specialized Independent Study Teachers (ISTs) in TK, primary and secondary

categories, increased curriculum and instruction specialists, and an expanded special education team to ensure IEPs are completed in-house rather than outsourced.

Investments have also been made in structured planning time, targeted professional development aligned to student needs, increased parent outreach efforts, and expanded engagement opportunities for families and students. These comprehensive supports are designed to strengthen academic achievement, ensure personalized instruction, and promote the social-emotional well-being of all students.

The Graduation Rate was 85.2%, showing a decline of 3.6%. The College/Career Readiness indicator increased by 3.8%, with 33.1% of students being prepared. The school continues to prioritize support for college and career readiness through dual enrollment, career pathway development, and early intervention strategies to support long-term student success.

The California School Dashboard required Yosemite Valley Charter to demonstrate that there are no areas or student subgroups where the school performed at the lowest level. There are no red indicators in English Language Arts (ELA), Math, Chronic Absenteeism, College/Career Readiness, Graduation Rate, or Suspension Rate.

Yosemite Valley Charter School plans to spend LREBG funds during the 2025–26 school year to continue supporting student learning recovery and well-being in alignment with the Local Control and Accountability Plan (LCAP). The total planned LREBG expenditure for 2025–26 is $896,852.97 and for 2026-27 is $881,991.04.
Unspent funds from previous years are being strategically applied in 2025–26 to sustain and expand initiatives that have shown measurable impact on student outcomes, particularly in the areas of academic intervention, mental health, and engagement. These efforts are especially critical in supporting low-income students, English learners, and foster youth.
The Learning Recovery Emergency Block Grant is explicitly identified in Goal 1, Action 1.12. While the activities funded by LREBG contribute to multiple LCAP goals—such as improving academic outcomes, providing social-emotional support, and increasing student engagement—they will be individually tracked as a distinct action within Goal 1 for clarity and compliance.
LREBG funding in 2025–26 will support targeted actions such as: Elementary School Virtual Academy (ESVA), Learning Launchpad, Lending Library, Paraprofessionals, Tutoring, Trauma-Informed Practices Professional Development, Multi-Tiered System of Supports (MTSS), Academic Counseling, Secondary Education Specialist. These actions reflect the school’s comprehensive, research-informed approach to academic recovery and social-emotional well-being. Continued investment in these strategies ensures that students receive the personalized instruction and mental health supports needed to thrive.

Reflections: Technical Assistance

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

Yosemite Valley Charter School is not receiving technical assistance; this prompt is not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Yosemite Valley Charter School is not eligible for Comprehensive Support and Improvement (CSI) under the California School Dashboard results.

Support for Identified Schools

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

Since Yosemite Valley Charter School does not have any schools identified for Comprehensive Support and Improvement (CSI), there are no eligible schools requiring the development of a CSI plan.

Monitoring and Evaluating Effectiveness

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

This section is not applicable because Yosemite Valley Charter School is not eligible for Comprehensive Support and Improvement (CSI).

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
Teachers	When: September 2024 through May 2025 How: Teachers were engaged through a combination of in-person and online meetings, along with surveys designed to gather broad input from across the LEA. What: Teachers were provided with an overview of the Local Control Funding Formula (LCFF), the LCAP development process, and key LEA demographics. They reviewed data on the effectiveness of current LCAP goals and actions and were invited to provide feedback on their impact and continued relevance. Input was also gathered on proposed goals, metrics, and actions for the 2025–26 LCAP. Engagement topics included instructional strategies, professional development, curriculum and assessment practices, and student support services. Focus groups allowed for deeper discussion on areas impacting student achievement and school improvement. Meeting Dates: 08/02/2024, 08/05/2024, 08/06/2024, 08/07/2024, 08/08/2024, 08/09/2024, 08/12/2024, 08/13/2024, 08/14/2024, 08/15/2024, 08/16/2024, 08/19/2024, 08/20/2024, 08/21/2024,08/22/2024, 08/23/2024, 08/26/2024, 08/27/2024, 09/03/2024, 09/09/2024, 09/10/2024, 09/17/2024, 09/23/2024, 09/24/2024, 09/30/2024, 10/01/2024, 10/07/2024, 0/08/2024, 10/15/2024, 10/21/2024, 10/23/2024, 10/28/2024, 10/30/2024, 11/06/2024, 11/12/2024, 11/13/2024, 11/18/2024,

Educational Partner(s)	Process for Engagement
	11/20/2024,12/02/2024,12/04/2024, 12/11/2024, 12/18/2024, 01/08/2025, 01/13/2025, 01/14/2025, 01/15/2025, 01/16/2025, 01/21/2025, 01/22/2025, 01/23/2025, 01/27/2025, 01/29/2025, 02/03/2025, 02/05/2025, 02/11/2025, 02/12/2025, 02/19/2025, 02/26/2025, 03/03/2025, 03/05/2025, 03/12/2025, 03/17/2025, 03/19/2025, 03/24/2025, 03/26/2025, 04/02/2025, 04/07/2025, 04/09/2025, 04/16/2025, 04/23/2025, 04/30/2025, 05/07/2025
Administrators/Directors	When: August 2024 through March 2025 How: Administrators, including directors and leadership staff, were engaged through a series of in-person and virtual meetings, as well as surveys. What: Participants received an overview of the Local Control Funding Formula (LCFF), the LCAP process, and key LEA-level demographics and performance data. Administrators analyzed data regarding the effectiveness of existing LCAP goals and actions and provided feedback on necessary revisions and additions for the 2024–25 LCAP. Engagement activities also focused on administrative priorities, budget and resource allocation, and leadership development to support overall school improvement. Meeting Dates: 08/14/24, 08/28/24, 09/11/24, 09/25/24, 10/09/24, 10/23/24, 11/06/24, 12/04/24, 01/15/25, 01/29/25, 02/12/25, 02/26/25, 03/12/25, 04/09/25, 04/23/25, 05/07/25, 05/21/25, 06/04/25.
Superintendents/Assistant Superintendents	When: September 2024 through March 2025 How: Engagement with the superintendent and assistant superintendents occurred through a combination of executive leadership meetings, one-on-one consultations, and superintendent-led stakeholder sessions. These included regularly scheduled in-person and virtual meetings with district leadership and community partners.

Educational Partner(s)	Process for Engagement
	What: Discussions focused on districtwide goals, budgetary priorities, and strategic planning aligned with the Local Control and Accountability Plan (LCAP). The superintendent led sessions to analyze data on the effectiveness of current LCAP goals and actions, review LEA demographics and performance trends, and gather input from educational partners on proposed updates for the 2025–26 LCAP. The superintendent also facilitated broader engagement efforts with community stakeholders to ensure alignment between district priorities and the LCAP. Meeting Dates: 08/14/24, 08/28/24, 09/11/24, 09/25/24, 10/09/24, 10/23/24, 11/06/24, 12/04/24, 01/15/25, 01/29/25, 02/12/25, 02/26/25, 03/12/25, 04/09/25, 04/23/25, 05/07/25, 05/21/25, 06/04/25.
Other School Personnel	When: September 2024 through May 2025 How: Non-teaching staff—including counselors, nurses, paraprofessionals, and other support personnel—were engaged through departmental meetings, collaborative training sessions, and informal feedback channels. Participation included both in-person and virtual formats to maximize accessibility and input. What: Staff received an overview of the Local Control Funding Formula (LCFF) and the LCAP development process, along with LEA demographic and performance data. Input was gathered on the effectiveness of existing LCAP goals and actions from the lens of student wellness, safety, and day-to-day school operations. Personnel were invited to share insights on how support services could better align with LCAP priorities. Sessions emphasized the important role all school personnel play in supporting the successful implementation of the LCAP. Meeting Dates: 08/02/2024, 08/05/2024, 08/06/2024, 08/07/2024, 08/08/2024, 08/09/2024, 08/12/2024, 08/13/2024, 08/14/2024, 08/15/2024, 08/16/2024, 08/19/2024, 08/20/2024, 08/21/2024,08/22/2024, 08/23/2024, 08/26/2024, 08/27/2024, 09/03/2024, 09/09/2024, 09/10/2024, 09/17/2024, 09/23/2024,

Educational Partner(s)	Process for Engagement
	09/24/2024, 09/30/2024, 10/01/2024, 10/07/2024, 0/08/2024, 10/15/2024, 10/21/2024, 10/23/2024, 10/28/2024, 10/30/2024, 11/06/2024, 11/12/2024, 11/13/2024, 11/18/2024, 11/20/2024,12/02/2024,12/04/2024, 12/11/2024, 12/18/2024, 01/08/2025, 01/13/2025, 01/14/2025, 01/15/2025, 01/16/2025, 01/21/2025, 01/22/2025, 01/23/2025, 01/27/2025, 01/29/2025, 02/03/2025, 02/05/2025, 02/11/2025, 02/12/2025, 02/19/2025, 02/26/2025, 03/03/2025, 03/05/2025, 03/12/2025, 03/17/2025, 03/19/2025, 03/24/2025, 03/26/2025, 04/02/2025, 04/07/2025, 04/09/2025, 04/16/2025, 04/23/2025, 04/30/2025, 05/07/2025
Parent Advisory Committee	When: October 2024, January and April 2025 How: The Parent Advisory Committee (PAC) was engaged through three dedicated meetings, as well as through the distribution of surveys and participation in focused listening sessions. What: During these sessions, committee members received an overview of the Local Control Funding Formula (LCFF), the LCAP development process, and relevant LEA demographic and performance data. Parents reviewed the effectiveness of current LCAP goals and actions and provided targeted input regarding family engagement, school climate, student supports, and communication strategies. Focus groups provided opportunities to voice concerns, share priorities, and offer suggestions to strengthen the parent-school partnership and overall LCAP outcomes. Meeting Dates: 10/22/2024, 01/28/2025, 04/10/2025
Students	When: October 2024, January and April 2025 How: Students were engaged through their involvement in the Parent Advisory Committee and through participation in Leadership class discussions. These forums provided students with structured opportunities to voice their perspectives and offer feedback related to the LCAP.

Educational Partner(s)	Process for Engagement
	What: Students reviewed key components of the Local Control Funding Formula (LCFF) and the LCAP process, and were encouraged to provide input on school climate, academic support, student well-being, and engagement strategies. In both the advisory committee and classroom settings, students shared firsthand experiences and advocated for student-centered improvements. Their feedback helped inform the development of goals and actions that reflect the needs and priorities of the student body. Meeting Dates: 10/22/2024, 01/28/2025, 04/10/2025

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

The adopted LCAP for Yosemite Valley Charter School was significantly shaped by input from a broad range of educational partners. Feedback gathered from teachers, administrators, support staff, students, families, and advisory committees directly informed the development of goals, actions, and resource allocations. These insights were collected through a robust engagement process that included surveys, virtual and in-person meetings, focus groups, and advisory committees.

Educational partners were provided with relevant Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) information, LEA-wide performance data, and updates on current progress. Through these sessions, stakeholders had the opportunity to reflect on the effectiveness of existing actions and contribute recommendations for improvement in the upcoming LCAP cycle.

Teachers

Teachers consistently emphasized that professional development remains a critical lever in supporting the highly individualized academic and social-emotional needs of students in an independent study environment. As a result, targeted professional development aligned with standards-based instruction, intervention strategies, and flexible learning models was expanded. This input influenced updates to professional learning structures and assessment practices embedded in Goal 2.

Additional survey feedback also called for training on emotional intelligence (EQ) for communicating with families and more opportunities to grow as virtual educators through conference attendance and in-person PDs. These insights reinforced the LCAP's investment in teacher learning and support systems.

Administrators and Superintendents

Superintendents, Directors, Coordinators, and site leaders provided valuable input regarding the development of oversight systems, positive school climate initiatives, and tiered supports for students requiring academic and behavioral interventions. They highlighted the need for

improved coordination of services and the importance of monitoring data related to student discipline, attendance, and engagement to identify and address root causes. Their feedback informed actions in Goal 1 and Goal 2 focused on school-wide systems of support and staff capacity-building.

Other School Personnel

Support staff, including counselors, nurses, and paraprofessionals, contributed insights that emphasized the need for enhanced collaboration, student wellness supports, and effective tracking of attendance and academic progress. These team members also advocated for stronger interdepartmental communication and systems that promote consistent support for students across instructional and non-instructional settings. Their perspectives influenced actions across Goal 2 and Goal 3, particularly those related to monitoring systems, mental health supports, and collaborative practices.

Other personnel advocated for RtI support in skill areas such as self-regulation and handwriting, improvements in the IGP system, and greater parent education around IEP accommodations at home. These priorities influenced adjustments to related actions in Goal 2 and Goal 3.

Parent Advisory Committee

PAC members expressed the importance of frequent, clear communication regarding student academic progress, school events, and available supports for families. Their input was reflected in the expansion of parent communication strategies and family outreach efforts under Goal 3.

Surveys further emphasized the need for bilingual human-translated communication, expanded community engagement in underserved regions, and more accessible resources such as a reorganized Lending Library. These actions were incorporated into revisions to Goal 3.

Students

Student feedback was gathered through leadership classes and advisory participation. Students emphasized the importance of engaging instructional technology, individualized academic support, and access to trusted adults who can assist with both academic and social-emotional needs. They advocated for responsive communication with staff and more opportunities for connection and support. These perspectives informed Goal 1 and Goal 2, particularly through actions that support student engagement, personalized learning, and technology access.

Surveys

Survey results across all stakeholder groups validated the themes identified in meetings and focus groups. Key trends included the need for strong academic interventions, expanded social-emotional learning supports, more robust family engagement, and enhanced systems for communication and progress monitoring. These themes helped refine and prioritize actions in all three LCAP goals.

Survey responses were further reviewed and grouped by LCAP goal:

Goal 1: Student Engagement, College and Career Readiness, and Equity

Stakeholders called for increased CAASPP participation, more structured accountability for student progress, clearer placement policies, and expanded college and career support such as mandatory counselor meetings. These insights influenced updates to support structures and communication practices in Goal 1.

Goal 2: High-Quality Teaching and Learning

Recommendations included improving curriculum rigor and clarity, refining progress monitoring, and increasing intervention resources. Families of students with disabilities requested better fidelity in instruction and goal setting, while staff called for clearer special education referral practices. These areas were strengthened in the updated plan.

Goal 3: Family and Community Engagement

Feedback called for improved bilingual outreach, event access in underserved communities, parent education on school systems and scheduling, and stronger relationships with trusted community voices. Additional recommendations focused on incentive structures for survey engagement and library accessibility. These informed expanded family outreach and engagement strategies in Goal 3.

Feedback from English Learner Families

Although English Learners represent a small percentage of the total enrollment (1.1%), feedback from their families was meaningful. Families emphasized the need to maintain high-quality English Language Development (ELD) instruction, provide targeted support for Long-Term English Learners (LTELs), and create inclusive opportunities for participation in school decision-making. These needs were reflected in continued support for ELD programs and family outreach under Goals 2 and 3.

Ongoing Commitment to Engagement

Yosemite Valley Charter School remains committed to fostering a transparent, inclusive LCAP process that values continuous input from its educational partners. The LEA will continue to use a combination of qualitative and quantitative data to monitor progress and inform future updates. Partner feedback will remain a foundational element in driving the school’s efforts to meet the diverse academic, behavioral, and social-emotional needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Yosemite Valley Charter will provide a high-quality educational program that promotes the academic achievement of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data, the school identifies this Goal and subsequent Actions as priorities. Goal 1 is a broad objective focused on improving performance across a wide range of metrics listed below. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Highly Qualified Staff	100% Clear Data Year: 2023-2024 Data Source: Fall 2023 CA Dashboard	100% Clear Data Year: 2024-25 Data Source: Fall 2024 CA Dashboard		95% Clear Data Source: Fall 2023 CA Dashboard	No Difference
1.2	Access to Standards-Aligned Instructional Materials	100% Data Year: 2023-24	100% Data Year: 2024-25		100% Data Source:	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Indicator Report	Data Source: Local Indicator Report		Local Indicator Report	
1.3	Facilities Maintained in Good Repair	All facilities met “Good” or higher Data Year: 2023-24 Data Source: FIT	All facilities met “Good” or higher Data Year: 2024-25 Data Source: FIT		Maintain all facilities sites scoring “Good” or higher. Data Source: FIT	No Difference
1.4	Implementation of Standards for all Students and Enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation Data Source: Local Indicator Report	Increased to Full Implementation
1.5	Smarter Balanced/CAASPP ELA Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities	All: 46.89% EL: 7.69% LI: 38.62% FY: ***% SWD: 10.75% 2MR: 50% LTEL: ***% ***In order to protect student privacy, data is suppressed because	All: 48.15% EL: 7.69% LI: 42.47% FY: ***% SWD: 14.29% 2MR: 48.57% LTEL: ***% ***In order to protect student privacy, data is suppressed		All: 49.82% EL: 48.86% LI: 40.12% FY: ***% SWD: 12.25% 2MR: 51.5% LTEL: ***% Data Source:	All: 1.26% EL: 0% LI: 3.85% FY: ***% SWD: 3.54% 2MR: -1.43% LTEL: ***% ***In order to protect student privacy, data is suppressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2MR = Two or More Races LTEL= Long Term English Learners	fewer than 11 students were tested. Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard		CAASPP/ELPAC Dashboard	because fewer than 11 students were tested.
1.6	Smarter Balanced/CAASPP Math Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	All: 28.61% EL: 15.38% LI: 21.11% FY: ***% SWD: 8.20% 2MR: 34.43% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	All: 30.44% EL: 15.38% LI: 25.83% FY: ***% SWD: 7.93% 2MR: 28.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard		All: 31.61% EL: 30.28% LI: 22.61% FY: *** % SWD: 9.7% 2MR: 35.93% LTEL: ***% Data Source: Dataquest	All: 1.83% EL: 0% LI: 4.72% FY: ***% SWD: -0.27% 2MR: -5.86% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.
1.7	A-G Completion Rate	22%	36.1%		47%	14.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	Data Year: 2023-2024 Data Source: CA Dashboard Additional Reports		Data Source: CA Dashboard Additional Reports	
1.8	CTE Pathway Completion Rate	2% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports	0.8% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports		2% Data Source: CA Dashboard Additional Reports	-1.20%
1.9	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard	0% Data Year: 2023-24 Data Source: CA Dashboard		2% Data Source: Dashboard Additional Reports	No Difference
1.10	EL Students Making Progress Toward English Proficiency	66.7% Data Year: 2022-23 ELPAC Data Source: Local Data CA Dashboard	63.2% Data Year: 2023-24 ELPAC Data Source: Local Data CA Dashboard		68% Data Source: Local Data CA Dashboard	-3.50%
1.11	EL Reclassification Rate	12%	30%		20%	18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Local Data	Data Year: 2023-24 Data Source: Local Data		Data Source: Local Data	
1.12	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.	n/a		n/a	N/A
1.13	EAP ELA	68.05% college-ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	62.11% college-ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		68% college-ready or conditionally ready Data Source: Dataquest	-5.94%
1.14	EAP MATH	37.11% college ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	38.94% college-ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		38% college-ready or conditionally ready Data Source: Dataquest	1.83%
1.15	Broad Course of Study All = District EL = English Learners FY = Foster Youth LI = Low-Income	Students meeting A-G Requirements: All: 9th: 94.59% 10th: 81.19%	Students meeting A-G Requirements: All: 9th: 95%		Students meeting A-G requirements. All: 9th: 96.09% 10th: 83.4%	Students meeting A-G requirements. All: 9th: 0.41% 10th 13.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	11th: 57.69% 12th: 40.78% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 19.05% 10th: 23.17% 11th: 15% 12th: 9.52% SWD: 9th: 11.43% 10th: 14.63% 11th: 6.67% 12th: 9.52% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2023-24 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source:	10th 95% 11th 74% 12th: 54% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 43% 10th: 43% 11th: 46% 12th: 44% SWD: 9th: 19% 10th:19% 11th: 22% 12th:14% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2024-25 ***In order to protect student privacy, data is suppressed because fewer		11th: 59.19% 12th: 42.28% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 20.55% 10th: 24.67% 11th: 16.5% 12th: 11.02% SWD: 9th: 12.93% 10th: 16.13% 11th: 8.17% 12th: 11.02% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Source: CALPADS Fall 2	11th 16.31% 12th: 13.22% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 23.95% 10th: 19.83% 11th: 31% 12th: 34.48 SWD: 9th: 7.57% 10th: 4.37% 11th: 15.33% 12th: 4.48% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS Fall 2	than 11 students were tested. Data Source: CALPADS Fall 2			
1.16	Other Pupil Outcomes	23% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2022-23 Data Source: Local Data	15% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2023-24 Data Source: Local Data		25% of Juniors & Seniors in a Dual Enrollment Course Data Source: Local Data	-8%

Goal Analysis [2024-25]

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

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

Action 1.1: Qualified Staff
Implementation Status: Full Implementation
This action was fully implemented as planned, ensuring the placement of qualified staff across all educational programs. The district maintained a 100% clear credential rate for teachers during the 2024–25 school year, as reported on the Fall 2024 CA Dashboard. This consistent staffing model provided instructional stability and directly contributed to positive student outcomes, particularly for Low-Income and English Learner subgroups. Challenges were minimal, though future planning will continue to focus on ensuring credentialed teachers are equitably distributed across specialized roles.

Action 1.2: Regional Coordinators
Implementation Status: Full Implementation
The deployment of regional coordinators and directors was fully implemented and proved critical in improving teaching practices and student engagement. These leadership roles provided guidance and support for instructional staff across various sites, resulting in improved efficacy and region-wide consistency in program implementation. Successes included more targeted instructional coaching and enhanced responsiveness to school needs. While successful overall, ongoing collaboration between regional staff and site leaders will continue to be refined to ensure maximum impact.

Action 1.3: Enrichment and Elective Opportunities
Implementation Status: Full Implementation
This action was successfully implemented by providing diverse enrichment and elective opportunities designed to foster creativity and student engagement. While participation rates were strong overall, a slight variance was noted in some regions, pointing to a need for increased promotion or accessibility of certain electives. Nevertheless, students across all grade levels benefited from expanded offerings, which contributed to a positive school climate and increased interest in academic exploration beyond core subjects.

Action 1.4: Instructional Materials
Implementation Status: Full Implementation
The action was fully implemented as planned by ensuring timely and equitable distribution of textbooks, instructional supplies, and core curriculum materials. All students received necessary materials, supporting continuous access to grade-level instruction. Successes included improvements in instructional continuity and student academic progress. Challenges were minimal, though procurement timelines will be monitored to ensure no delays in future distribution.

Action 1.5: Technology Devices and Equipment
Implementation Status: Full Implementation
The district fully implemented this action by providing technology devices to students identified as Low-Income, English Learners, Foster Youth, and Homeless. Increased demand was met effectively, though the rise in device requests created unanticipated budget strain. Despite this, successful deployment enabled uninterrupted access to digital instruction, particularly for at-risk student populations. Efforts in 2025–26 will focus on device inventory management and ensuring sustainable funding for future technology needs.

Action 1.6: Technology Support
Implementation Status: Full Implementation
Technology support was fully implemented, with expanded IT services ensuring reliable access to digital learning tools. While implementation was successful, the increased reliance on remote platforms highlighted performance gaps among certain subgroups. This revealed a need for targeted troubleshooting and specialized tech coaching. Despite this, the action effectively maintained student connectivity and digital equity across grade levels.

Action 1.7: English Learner Support
Implementation Status: Full Implementation
Targeted EL services were fully implemented and led to significant outcomes, including a dramatic rise in A-G completion rates (from 22% to 36.1%) and a reclassification increase from 12% to 30%. Implementation included structured intervention, progress monitoring, and family engagement strategies. These efforts successfully addressed language acquisition and academic progress, although ongoing language development support will be necessary to ensure continued momentum.

Action 1.8: Intervention Support
Implementation Status: Full Implementation
This action was implemented as planned, offering academic intervention across multiple grade levels. Successes were evident in ELA and Math CAASPP gains; however, CTE Pathway completion rates declined, signaling a misalignment between current interventions and career-

readiness goals. Moving forward, intervention planning will incorporate stronger connections to student interests and long-term career pathways to increase engagement and success.

Action 1.9: Assessment Support
Implementation Status: Full Implementation
Assessment supports were successfully implemented and included diagnostic tools, data platforms, and training for teachers. This action contributed to accurate progress tracking and informed instructional adjustments. A continuing challenge is fully aligning assessments with post-secondary readiness goals; this will be a focus for the upcoming year, particularly in relation to career-focused indicators.

Action 1.10: Student Support (504 Plans)
Implementation Status: Full Implementation
This action was fully implemented by delivering individualized accommodations for students with 504 Plans. Students consistently received the support needed to access curriculum, improving equity in instructional delivery. Though some EL students showed a slight performance decline, the general success of this action is reflected in increased engagement and reduced barriers to academic access.

Action 1.11: Lending Library Support
Implementation Status: Full Implementation
Lending library access was provided as planned, offering students additional books, manipulatives, and academic tools to support learning at home. The action correlated with improved EL reclassification rates and greater family participation in literacy development. The primary challenge involved ensuring equitable material distribution across rural and urban areas, which will continue to be addressed in future cycles.

Action 1.12: LREGB
Implementation Status: Not Tracked in Previous Cycle
This action was not tracked under the 2023–24 LCAP and therefore has no comparable implementation data. Moving forward, the implementation and tracking plan will be developed to ensure full alignment with the LCAP's priorities and evaluation tools.

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.

During the 2024–25 school year, material differences between budgeted expenditures and estimated actual expenditures were identified as follows:

Action 1.1: Qualified Staff – The action of placement of qualified staff was implemented as planned with a material difference of –$1,560,777 (7.93% over budget). This overage was mainly due to unanticipated increases in personnel costs, including salary adjustments and staff turnover.

Action 1.2: Regional Coordinators – The action of employing regional coordinators was carried out as planned with a material difference of $272,197 (18.17% under budget). This variance resulted from streamlined coordination processes and efficient use of personnel resources.

Action 1.3: Enrichment and Elective Opportunities – The action of providing enrichment and elective opportunities was completed as planned with a material difference of $1,677,844 (30.53% under budget). The difference was caused by reduced participation rates and adjustments in contracted services.

Action 1.4: Instructional Materials – The action of procuring instructional materials, including software, texts, and virtual academy courses, was completed with a material difference of $541,216 (13.49% under budget). Lower material costs and negotiated supplier rates contributed to this variance.

Action 1.5: Technology Devices and Equipment – The action of procuring technology devices and equipment resulted in a material difference of –$215,768 (113.37% over budget). The overspending was primarily driven by unexpected technology replacements and increased demand for digital learning tools.

Action 1.6: Technology Support – The action of providing technology support was implemented with a material difference of –$253,092 (130.76% over budget). Increased support for remote learning infrastructure and software maintenance led to the additional expenditure.

Action 1.7: English Learner Support – The action of supporting English learners was implemented with a material difference of $7,356 (4.89% under budget). The savings reflect slightly reduced implementation costs for EL support and training services.

Action 1.8: Intervention Support – The action of implementing intervention support was completed with a material difference of –$48,201 (54.02% over budget). This was due to expanded intervention programming and additional staffing support.

Action 1.9: Assessment Support – The action of providing assessment support, including academic achievement assessments and management platforms, resulted in a material difference of –$23,829 (3.83% over budget). The variance was due to the implementation of a new management platform and additional assessment tools.

Action 1.10: Student Support (504s) – The action of coordinating services for students with 504 plans was completed with a material difference of $5,134 (4.78% under budget). Efficiency improvements in coordination and service delivery accounted for the savings.

Action 1.11: Lending Library Support – The action of enhancing family academic success through lending library support and activities resulted in a material difference of –$32,612 (16.85% over budget). Expanded library resources and increased family engagement activities drove the higher costs.

Action 1.12: LREGB – The action does not have any material differences, as it was not tracked in the previous LCAP cycle.

These differences were primarily due to adjustments in program implementation timelines, changes in staffing requirements, and unanticipated resource demands. Despite these variances, the overall progress toward goal attainment was not significantly impacted, as adjustments were made to maintain the continuity of services and support for high-needs students.

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

Action 1.1: Qualified Staff - The action of placement of qualified staff was implemented as planned and effective. An analysis of this goal indicates that maintaining a 100% clear credential rate for teachers, as shown in the Fall 2024 CA Dashboard, ensured stability in staffing and positively impacted educational services.

Action 1.2: Regional Coordinators - The action of assigning regional coordinators and regional directors was implemented as planned and effective. These roles were critical in enhancing teaching efficacy and student engagement, particularly through direct support and guidance for instructional staff, which improved teaching practices across the regions.

Action 1.3: Enrichment and Elective Opportunities - The action of providing access to electives and enrichment opportunities for students was implemented as planned and effective. This initiative encouraged student participation, with metrics showing engagement. The wide variety of programs offered allowed students to explore diverse subjects and skills.

Action 1.4: Instructional Materials - The action of providing texts, instructional materials, and supplies was implemented as planned and effective. Students had the necessary resources to engage in academic learning, which was crucial for maintaining consistent educational progress.

Action 1.5: Technology Devices and Equipment - The action of providing technology devices for low-income, ELD, and foster/homeless youth was implemented as planned and effective. Meeting increased device demands allowed students to fully participate in digital learning environments, leading to improved engagement and academic achievement.

Action 1.6: Technology Support - The action of providing technology support was implemented as planned and effective. Ensuring access to digital resources facilitated continuous learning, although some subgroups showed slight performance declines, highlighting areas for targeted support.

Action 1.7: English Learner Support - The action of providing targeted support for English learners was implemented as planned and effective. Enhanced EL support services led to a significant increase in the A-G completion rate (from 22% to 36.1%), demonstrating the success of targeted academic interventions.

Action 1.8: Intervention Support - The action of providing intervention support was implemented as planned but demonstrated mixed effectiveness. While intervention programs helped some students progress, the decline in CTE Pathway completion rates indicated a need to better align support services with student career aspirations.

Action 1.9: Assessment Support - The action of providing assessment support was implemented as planned and effective. This support maintained academic tracking and helped identify areas needing improvement, although integrating career and college readiness remains an area for growth.

Action 1.10: Student Support (504s) - The action of providing individualized support for students with 504 plans was implemented as planned and effective. Maintaining consistent support helped address student needs, even though EL progress saw a slight decline.

Action 1.11: Lending Library Support - The action of providing access to the lending library was implemented as planned and effective. The increase in EL reclassification rates from 12% to 30% indicates the success of providing accessible resources for family engagement and academic support.

Action 1.12: LREGB - This action does not have any relevant changes as it was not tracked in the previous LCAP cycle.

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.

Updated the metric title from "Appropriately Assigned and Fully Credentialed Teachers" to "Qualified Staff".

Included the Long-Term English Learner (LTEL) student group data for metrics 1.5, 1.6 and 1.15

Updated the data source for metrics 1.5, 1.6, 1.10

Updated the title for action Action 1.1 from "Appropriately Assigned and Fully Credentialed Teachers" to "Qualified Staff", and included qualified staff in the description.

Added Action 1.12 to reflect a holding space for the Learning Recovery Block Grant funding.

Action 1.3 and 1.4 will be merged next year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed teachers and qualified staff to ensure the academic success of all students. This plan will utilize recruitment websites and fairs to attract highly qualified staff with expertise in single-subject areas, special education, and multiple subjects. Employing a fully credentialed and skilled staff increases success, particularly for Low-Income, Foster Youth, English Learners, and students experiencing homelessness. This plan will ensure adequate	$21,198,561.66	No

Action #	Title	Description	Total Funds	Contributing
		staffing to support and enhance achievement in our virtual academies while also providing comprehensive support for students, staff, and families. We anticipate that this action will continue to narrow the achievement gap by offering enrichment opportunities and addressing critical areas such as attendance rates, suspension rates, and behaviors affecting our Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of qualified staff will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.2	Regional Coordinators	State and local assessment data, educational partner feedback, and other collected data indicate a need for regional coordinators to ensure the academic success of all students. This plan will provide Regional Coordinators to facilitate Professional Learning Communities (PLCs), focusing on data analysis, monitoring progress in state standard implementation, and tracking student outcomes. Each team of Regional Coordinators, supported by a weekly check-in with the director and team assistance, will enhance student, staff, and family success. The initiative will also focus on improving attendance rates, reducing suspension rates, and addressing behavior that impacts academic achievement. By fostering leadership in academic enrichment and addressing challenges faced by unduplicated student groups—including English Learners, socioeconomically disadvantaged students, foster youth, homeless students, students with disabilities, migrant students, students from low-income families, and students from racial or ethnic minority groups when specifically identified as needing support under LCFF—this plan aims to narrow the achievement gap. The impact of Regional Coordinators will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$1,224,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Enrichment and Elective Opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment and elective opportunities to ensure the academic success of all students. This plan will leverage a broad spectrum of vendors and resources to provide an extensive array of enrichment classes, encompassing an array of electives such as arts, drama, dance, theater, coding workshops, culinary arts, robotics, music lessons, creative writing, gardening, and more, to support students within and beyond their core programs. All students, especially those from Low-Income (LI), Foster Youth (FY), English Learner (EL), and Homeless Youth (HY) backgrounds, will have equitable access to these resources and courses. Ensuring full access to these enrichment opportunities will enable unduplicated students to engage in their educational journey through a diverse range of elective and enrichment avenues. The impact of Enrichment and Elective Opportunities will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$3,970,456.00	No
1.4	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for instructional materials, software, textbooks, virtual academy courses, and supplies to ensure the academic success of all students. This plan will include curriculum and instruction experts in ELA and Math to provide teachers and learning coaches with the knowledge to better facilitate assistance to students and families in selecting grade-level appropriate curriculum and utilizing data for progress monitoring on state standard implementation and student progress. Access and support with these resources will enhance the success of students, staff, and families by promoting growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. We expect this action to continue reducing the achievement gap by providing resource support in academic achievement and addressing issues such as	$4,183,731.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.5	Technology Devices and Equipment	State and local assessment data, educational partner feedback, and other collected data indicate a need for technology devices and equipment to ensure the academic success of all students. This plan will ensure all students have access to this technology and promote equity and access to resources and activities, particularly benefiting low-income, Foster Youth, English Learners, and students experiencing homelessness. Recognizing access to technology as a critical 21st Century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in educational achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of Technology Devices and Equipment will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$275,768.00	Yes
1.6	Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for technology resources and support to ensure the academic success of all students. This plan will equip teachers with the knowledge to assist students and families in choosing appropriate technology and applications, as well as utilizing data for progress monitoring on state standard implementation and student progress. Access, coupled with support for this technology, will	$446,665.00	No

Action #	Title	Description	Total Funds	Contributing
		increase the success of students, staff, and families and support growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. Recognizing access to technology as a critical 21st-century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in academic achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of Technology Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.7	English Learner Support: Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for English Learner (EL) support, progress monitoring and achievement support to ensure the academic success of all students. This plan will deploy credentialed and proficient teachers to oversee and cater to students through a specialized program designed to offer enhanced access to skill enhancement and opportunities for meeting academic standards within a dedicated and integrated framework. The Charter is committed to coordinating and implementing a tailored program for English learners across all grade levels. It is anticipated that this strategic initiative will contribute to narrowing the achievement gap by fostering increased student support and engagement, thereby yielding improved outcomes in attendance rates and suspension rates and mitigating behaviors that affect the learning and academic achievement of our Foster Youth and students experiencing homelessness. The impact of English Learner Support: Progress and Achievement Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$132,372.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Intervention Support: Student Study Teams	State and local assessment data, educational partner feedback, and other collected data indicate a need for intervention support and student study teams to ensure the academic success of all students. This plan will include our Student Success Coordinators and a comprehensive plan that will offer an analytical approach to intervention, addressing academic and socioemotional needs through a dedicated team tasked with delivering differentiated and student-centered support aligned with individual student requirements. By enhancing access to a diverse range of resources for students, staff, and families, this initiative aims to foster growth in attendance rates, reduce suspension rates, and mitigate behaviors hindering learning and academic achievement. This intervention will be accessible to all struggling students through both school-wide initiatives and individualized learning plans. The impact of Intervention Support: Student Study Teams will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$137,486.00	Yes
1.9	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for assessment support, academic achievement assessments, and management platform support to ensure the academic success of all students. This plan will mobilize essential personnel, including a Testing Coordinator and a Management Platform team to streamline all systems and data management, enabling the identification and implementation of tailored intervention or enrichment strategies. Beginning in 2024, the integration of a new internet platform called DOMO will bolster the effectiveness and efficiency of the school's assessment procedures and accessibility to comparative data over multiple years for detailed evaluation. The impact of Assessment Support: Academic Achievement Assessments, Management Platform, and Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$645,542.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Student Support: Coordination of Services for Students with 504s	State and local assessment data, educational partner feedback, and other collected data indicate a need for student support and coordination of services for students with 504s to ensure the academic success of all students. This plan will offer targeted interventions and opportunities aligned with the Student Study Team (SST) recommendations supported by the Multi-Tiered System of Support (MTSS). Coordinating and implementing this dedicated program aims to enhance student support and engagement, leading to improved outcomes in attendance rates, suspension rates, and behavior. This proactive approach is expected to contribute to closing the achievement gap for vulnerable student populations, including Foster Youth and students experiencing homelessness. The impact of Student Support: Coordination of Services for Students with 504s will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$102,200.00	No
1.11	Family Academic Success: Lending Library Support and Activities	State and local assessment data, educational partner feedback, and other collected data indicate a need for family academic success support and activities to ensure the academic success of all students. This plan will leverage available resources to provide targeted support focused on enhancing literacy, math, and arts skills. These resources will offer families greater accessibility to materials aimed at addressing skill gaps and promoting standards attainment. By coordinating and implementing this specialized program for students and families across all grade levels, The Charter aims to narrow the achievement gap and foster increased support and engagement. This proactive approach is expected to yield positive outcomes in attendance rates, suspension rates, and overall behavior, particularly among vulnerable student groups such as Foster Youth and students experiencing homelessness.	$226,185.00	No

Action #	Title	Description	Total Funds	Contributing
		The impact of Family Academic Success: Lending Library Support and Activities will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.12	Learning Recovery Block Grant	Based on state and local assessment data, the needs assessment completed by the school, internal progress monitoring, and educational partner feedback, Yosemite Valley Charter School identified an ongoing need to accelerate student learning and strengthen social-emotional supports. A formal needs assessment process confirmed priority areas in foundational literacy and numeracy, engagement, and mental health—especially for students who are low-income, English learners, foster youth, or experiencing housing instability. This action will implement a multi-tiered, evidence-based set of supports funded through the Learning Recovery Emergency Block Grant (LREBG). Services include tutoring, paraprofessional support, academic counseling, trauma-informed professional development, and expanded access to personalized learning platforms like the Elementary School Virtual Academy (ESVA), Learning Launchpad, and Lending Library resources. These strategies are designed to close learning gaps, strengthen Tier 1 instruction, and build protective factors for all students. Progress will be monitored using current local diagnostic tools, state assessments, and educational partner input. All services will be tracked as a standalone action (Goal 1, Action 1.12) and aligned with broader goals supporting College and Career Readiness, Chronic Absenteeism reduction, and social-emotional development. Professional learning under this action is grounded in evidence-based frameworks, including trauma-informed practices, MTSS, and the Science of Reading where applicable. Family partnerships are supported through Lending Library access and academic engagement opportunities that extend support beyond the classroom.	$896,853.00	No

Action #	Title	Description	Total Funds	Contributing
		The impact of Learning Recovery Block Grant (LREBG) will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Yosemite Valley Charter will prioritize robust parent and community engagement, ensuring effective communication channels and offering opportunities for parent education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, Yosemite Valley Charter (YVC) identifies this goal and subsequent actions as key priorities. Goal 2 encompasses a broad aim of enhancing performance across various metrics outlined below. It is imperative that opportunities for parental and community engagement, along with effective communication, are expanded to facilitate the achievement of students' academic and socio-emotional objectives. Moreover, parents require support to stay informed and educated, empowering them to actively engage in the YVC community and advocate for their children's educational success

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation Data Source: Local Indicator Report	Increased to Full Implementation

Goal Analysis [2024-25]

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

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

Action 2.1: Community Engagement and Communication
Implementation Status: Full Implementation
This action was fully implemented as planned by maintaining and enhancing multiple communication channels including the school website, weekly electronic newsletters, and printed home letters. The purpose was to increase family involvement and improve access to school-related information. Notable successes include the transition from Initial Implementation (2023–24) to Full Implementation (2024–25), as documented in the Local Indicator Report. Increased parent participation in school events and improved response rates to annual surveys—especially among English Learner (EL), Low-Income (LI), and Foster Youth (FY) families—demonstrate the effectiveness of this approach. A key challenge was ensuring equitable access to communication for all families, particularly those in rural areas or with limited internet access, which was addressed by continuing hard-copy outreach and personalized follow-up from staff.

Action 2.2: Professional Development: Staff and Parent Support
Implementation Status: Full Implementation
This action was fully implemented as planned to provide professional development opportunities that strengthen family capacity to support student learning and equip staff to better meet diverse student needs. Successes included a shift from Initial Implementation in the prior year to Full Implementation in 2024–25, as noted in the Local Indicator Report. Parent training sessions focused on supporting English Learners (EL) and Low-Income (LI) students showed strong attendance and high satisfaction ratings. Additionally, staff professional development in culturally responsive teaching contributed to more inclusive classroom practices and improved student engagement. Challenges included scheduling trainings at times that accommodated working families, which was mitigated by offering recordings and multiple session times throughout the year.

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

Action 2.1: Community Engagement and Communication
The implementation of enhanced community engagement and communication was successful, with a material difference of -$40,762 (17.07% over budget). This increase resulted from expanded community outreach efforts, including the integration of new communication platforms and additional parent engagement events. Despite the higher costs, the improved communication outcomes justify the investment.

Action 2.2: Professional Development: Staff and Parent Support
The professional development programs were implemented as planned with a material difference of $29,187 (36.06% under budget). The variance is attributed to the efficient use of training resources and cost-sharing agreements with partner organizations. Streamlined processes also contributed to savings while maintaining program quality.

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

Action 2.1: Community Engagement and Communication
The action of enhancing community engagement and communication was expected to increase family involvement and improve access to school-related information. Metrics indicating effectiveness include the transition from Initial Implementation (2023-24) to Full Implementation (2024-25) as documented in the Local Indicator Report. This consistency demonstrates the success of maintaining multiple communication channels, including the school website, electronic newsletters, and printed home letters. The effectiveness of this approach is further supported by increased participation in school events and higher rates of parent responses in annual surveys, particularly among English Learners (EL), Low-Income (LI), and Foster Youth (FY) families. Maintaining consistent and accessible communication has proven essential for fostering parental involvement and ensuring that families stay informed and engaged with their children's educational progress.

Action 2.2: Professional Development: Staff and Parent Support
The action of providing professional development for staff and parents was expected to increase parental capacity to support student learning and enhance staff skills in addressing diverse student needs. Metrics indicating effectiveness include the successful transition from Initial Implementation (2023-24) to Full Implementation (2024-25) as reported in the Local Indicator Report. The effectiveness of this action is evidenced by increased parent attendance and higher satisfaction scores related to school communication and support. Specifically, targeted sessions on supporting English Learners (EL) and students from Low-Income (LI) backgrounds demonstrated success by equipping families with practical strategies to enhance student engagement in virtual learning environments. Additionally, professional development for staff on culturally responsive teaching practices has contributed to improved student outcomes.

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

No changed were made to the planned goal, metrics, target outcomes or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	State and local assessment data, educational partner feedback, and other collected data indicate a need for community engagement and communication to ensure the academic success of all students. This plan will persist in offering various avenues for parent communication, such as the charter website, home letters, and a weekly electronic newsletter. These platforms will facilitate effective school-to-parent communication, thereby fostering heightened participation in school	$238,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs and support. Enhanced access to and support with this communication and information will bolster the success of students, staff, and families, while also promoting growth in areas such as attendance rates, suspension rates, and behaviors impacting learning and academic achievement. Improved access to technology and information not only enhances academic performance but also cultivates a vital 21st-century skill set. The impact of Community Engagement and Communication: Website and Newsletter Communication Channels will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
2.2	Professional Development: Staff and Parent Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for staff and parents to ensure the academic success of all students. This plan will leverage its resources, including teacher trainers, regional coordinators, community educators, and contracted providers, to offer a range of services, professional development opportunities, and support for learning coaches/parents. This comprehensive approach will focus on increasing parent participation and efficacy through training, support, and the provision of materials and supplies tailored to academic achievement. Utilizing both formal and informal data collection and analysis methods, the charter will continuously improve student outcomes by enhancing instructional techniques for English Learners, struggling students, Low-Income, and Foster youth. The impact of Professional Development: Staff and Parent Support will be measured through ongoing assessment using state and local assessment data, educational partner feedback, and other collected data.	$51,142.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Yosemite Valley Charter will maintain a safe and positive school climate where all students are actively engaged in learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the school identifies this Goal and subsequent actions as priorities for the school. Goal 3 is a broad goal focused on improving performance across the wide range of metrics listed below.

Students need a safe and positive school climate where they are actively engaged every day. To achieve this, we must maintain high attendance rates, reduce chronic absenteeism, and increase graduation rates. Additionally, we need to continue to maintain the low number of suspensions and expulsions to foster a conducive learning environment, thereby enhancing students' sense of safety and connectedness to their school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	98.86% Data Year: 2022-23 Data Source: P-2	98.87% Data Year: 2023-24 Data Source: P-2		98% Data Source: P-2	0.01%
3.2	Chronic Absenteeism All = District	All: 1.2% LI: 2% EL: 2.9%	All: 4% LI: 4.8% EL: 2.9%		All: less than 4% LI: less than 4% EL: less than 4%	All: 2.8% LI: 2.8% EL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	FY: ***% SWD: 2.1% 2MR: 0.4% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source: CA Dashboard	FY: ***% SWD: 5.2% 2MR: 2% LTEL: ***% Performance Levels reported ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CA Dashboard		FY: less than 4% SWD: less than 4% LTEL: less than 4% Data Source: CA Dashboard	FY: ***% SWD: 3.1% 2MR: 1.6% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.
3.3	Middle School Dropout Rate	4.67% Data Year: 2022-23 Data Source: CALPADS Fall 1	2.74% Data Year: 2023-24 Data Source: CALPADS Fall 1		<=4.67% Data Source: CALPADS Fall 1	1.93%
3.4	High School Dropout Rate	1.88% Data Year: 2022-23 Data Source: Dataquest CALPADS Fall 1	2.53% Data Year: 2023-24 Data Source: DataQuest CALPADS Fall 1		<=1.88% Data Source: DataQuest CALPADS Fall 1	- 0.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	High School Graduation Rate	88.9% Data Year: 2022-23 Data Source: Dataquest CALPADS Fall 1	85.2% Data Year: 2023-24 Data Source: CA Dataquest CALPADS Fall 1		91% Data Source: Dataquest CALPADS Fall 1	- 3.70%
3.6	Suspension Rate All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learner	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% Performance Levels reported for >=30 students ***Exception for districts: Status reported for >=15 Data Year: 2022-23 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% Performance Levels reported for >=30 students ***Exception for districts: Status reported for >=15 Data Year: 2023-24 Data Source: CA Dashboard		All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% Performance Levels reported for >=30 students ***Exception for districts: Status reported for >=15 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% Performance Levels reported for >=30 students ***Exception for districts: Status reported for >=15
3.7	Expulsion Rate	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0%	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0%		0% Data Source: DataQuest	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2MR: 0% Data Year: 2022-23 Data Source: CA Dashboard	2MR: 0% Data Year: 2023-24 Data Source: CA Dashboard			2MR: 0%
3.8	Sense of Safety and School Connectedness	Connectedness Students 93.88% Parents 96.3% Teachers 100% Safety Students 93.88% Parents 96.3% Teachers 98.11% Data Year: 2023-24 Data Source: Local Survey	Connectedness Students 84% Parents 98% Teachers 96% Safety Students 98% Parents 98% Teachers 99% Data Year: 2024-25 Data Source: Local Survey		Connectedness Students over 85% Parents over 85% Teachers over 85% Safety Students over 85% Parents over 85% Teachers over 85% Data Source: Local Survey	Connectedness Students -7.43% Parents 2.42% Teachers -2.77% Safety Students 6.57% Parents 2.42% Teachers 0.23%

Goal Analysis [2024-25]

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

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

Action 3.1: MTSS Program: Coordination, Support, and SuppliesImplementation Status: Full ImplementationThe action was fully implemented as planned, supporting targeted and tiered academic, behavioral, and social-emotional services. While the Attendance Rate remained stable (98.87%, a 0.01% increase from baseline), Chronic Absenteeism increased across most subgroups (e.g., All: from 1.2% to 4%, LI: 2% to 4.8%, SWD: 2.1% to 5.2%), highlighting an area for targeted improvement. Sense of Safety and Connectedness scores also declined among students and teachers, suggesting a need to enhance supports around student engagement and campus climate. Despite these trends, implementation fidelity was strong, and adjustments for next year will include subgroup-specific training and revised tiered supports to reduce absenteeism and strengthen school connection.

Action 3.2: Enrichment Ordering: Coordination and SupportImplementation Status: Full ImplementationThis action was fully implemented to ensure access to diverse enrichment opportunities that promote student engagement. The Middle School Dropout Rate decreased significantly (from 4.67% to 2.74%), suggesting improved student connection and motivation, particularly for at-risk students. However, persistent increases in Chronic Absenteeism and declines in Sense of Connectedness (-7.43% for students) imply that enrichment access was not uniformly effective across subgroups. Efforts in the upcoming year will focus on improving inclusivity and variety of enrichment offerings, particularly for Students with Disabilities and those identifying as Two or More Races.

Action 3.3: School and Community Events SuppliesImplementation Status: Full ImplementationThe action was fully implemented, supplying materials for academic field trips, parent advisory councils, and student clubs. This contributed to the continued zero Expulsion Rate and Suspension Rate across all subgroups and stable parent-reported Safety and Connectedness (both 98%). However, challenges such as transportation and scheduling barriers likely impacted participation, reflected in decreased student Connectedness (-7.43%). Future adjustments include prioritizing Friday-based events and increasing outreach to ensure all student groups can access these events equitably.

Action 3.4: School and Community Events SupportImplementation Status: Full ImplementationThis action provided staffing and facilitation for schoolwide events. Successes include a maintained zero Suspension Rate and increased parent participation in engagement events. Parent-reported Sense of Safety and Connectedness held strong at 98%, affirming positive community perceptions. However, the student Connectedness drop (from 93.88% to 84%) suggests that engagement strategies should further target student voice and belonging. Plans for next year include hybrid participation options and adjusted timing to accommodate broader family schedules.

Action 3.5: Homeless Youth SuppliesImplementation Status: Full ImplementationImplemented in coordination with transition teams, this action ensured homeless youth received essential academic and personal supplies. While specific subgroup metrics for homeless youth remain suppressed to protect privacy, the stable Suspension and Expulsion Rates (0%) and qualitative feedback suggest a supportive impact. Continued effort is needed to disaggregate outcomes and improve data collection systems for this subgroup.

Action 3.6: Student Transition Program: SupportImplementation Status: Full ImplementationThis action was implemented to guide students through academic and post-secondary transitions. A major success was the 14.1% increase in A-G completion rates, aligning with the program's goals. However, the High School Graduation Rate declined from 88.9% to 85.2%, a -3.7% difference, indicating the need for earlier and more targeted interventions. The program will be refined to strengthen middle-to-high school transitions and offer greater support for Students with Disabilities and Foster Youth.

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

Action 3.1: MTSS Program: Coordination, Support, and Supplies
The action of implementing the MTSS program was completed as planned with a material difference of -$502,848 (28.0% over budget). The overage was primarily due to expanded investments in training, increased social-emotional learning (SEL) tools, and additional personnel support to meet rising student needs across all tiers of the MTSS framework.

Action 3.2: Enrichment Ordering: Coordination and Support
The action of providing enrichment ordering and coordination was completed as planned with a material difference of -$46,669 (6.23% over budget). The overspending was attributed to higher-than-anticipated demand for vendor services and increased costs of materials requested by families and staff to support personalized enrichment plans.

Action 3.3: School and Community Events Supplies
The action of procuring supplies for school and community events was implemented with a material difference of $217,094 (79.58% under budget). This variance was due to a shift toward virtual engagement formats, resulting in decreased supply needs for in-person events, lower transportation costs, and fewer physical materials required.

Action 3.4: School and Community Events Support
The action of mobilizing staff for school and community events was completed with a material difference of -$380,934 (27.64% over budget). The increase in spending reflects an expansion of school-community engagement programming, additional arts and sports programming, and increased staffing to meet family participation goals.

Action 3.5: Homeless Youth Supplies
The action of providing supplies for homeless youth was completed with a material difference of -$43,034 (58.29% over budget). Higher-than-expected identification of students experiencing homelessness and limited in-kind donations led to increased spending on essential supplies, including hygiene kits, clothing, and academic tools.

Action 3.6: Student Transition Program: Support
The action of supporting student transition programs was completed with a material difference of $843 (0.38% under budget). Spending closely aligned with projections, with slight savings from efficient use of digital resources and cost-effective virtual workshops.

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

Action 3.1: MTSS Program: Coordination, Support, and Supplies
The implementation of the Multi-Tiered System of Supports (MTSS) program has proven effective in fostering academic, behavioral, and social-emotional success among students. The positive outcomes, particularly for low-income and students with disabilities, demonstrate that the MTSS framework effectively supports differentiated learning and holistic student success.

Action 3.2: Enrichment Ordering: Coordination and Support
The enrichment ordering process successfully enhanced student access to extracurricular resources, contributing to increased participation and engagement. Through strategic coordination and support, the program enabled students, particularly those from unduplicated groups such as EL and FY, to benefit from a variety of enrichment activities tailored to their academic and social-emotional development. Metrics from participation records and feedback highlight that students engaged more actively in enrichment opportunities, which positively impacted attendance and behavioral outcomes. The structured approach to introducing students and families to available resources, including vendor partnerships, facilitated a smooth integration of enrichment into the learning environment. By aligning enrichment opportunities with individual learning plans, the program ensured that students had access to diverse experiences that foster personal growth and academic engagement.

Action 3.3: School and Community Events Supplies
The provision of supplies for school and community events proved effective in facilitating meaningful student and family engagement throughout the school year. By ensuring that necessary resources were available, the program supported the seamless execution of various events, ranging from academic field trips to community gatherings. This approach not only fostered stronger connections between the school and the community but also promoted inclusivity, particularly for students from low-income backgrounds who may otherwise face barriers to participation. Data gathered from attendance and participation metrics indicate that events were well-received and widely attended, particularly by families of EL and LI students. By equipping community events with the proper materials, the program contributed to a positive school climate and strengthened the sense of community among students, staff, and families.

Action 3.4: School and Community Events Support
The coordinated support for school and community events positively impacted family engagement and participation, particularly among historically underserved groups. By mobilizing staff and volunteers, the program successfully increased involvement in both academic and extracurricular events, including parent meetings, academic celebrations, and community outreach activities. This comprehensive support fostered a welcoming environment and encouraged broader community participation, which in turn helped build stronger relationships between the school and families. The increased attendance rates at events reflect the program's success in addressing barriers to participation, especially for families of EL, FY, and LI students. Overall, the initiative played a key role in strengthening community connections and supporting student success through active family involvement.

Action 3.5: Homeless Youth Supplies
Providing dedicated supplies and resources for homeless youth effectively addressed the needs of one of the most vulnerable student populations. By partnering with local agencies and utilizing the school’s transition teams, the program ensured that homeless students had consistent access to essential academic supplies, technology, and other resources. This proactive approach helped mitigate the challenges associated with housing instability and supported continuous academic engagement. Data indicates a slight decrease in absenteeism among homeless students, suggesting that improved access to basic necessities contributed to more consistent school attendance. Additionally, feedback from stakeholders, including transition specialists and families, supports the conclusion that providing essential supplies was instrumental in maintaining educational continuity for students experiencing homelessness.

Action 3.6: Student Transition Program: Support
The Student Transition Program demonstrated effectiveness in preparing high school students for post-secondary success by offering targeted support and leadership development opportunities. Through structured programming led by transition specialists, students participated in academic clubs, leadership initiatives, and college and career planning sessions, which were particularly beneficial for students with disabilities and those from low-income backgrounds. Data from post-program surveys and participation records indicate that students who engaged in transition activities reported higher levels of preparedness for life after high school. Additionally, the program successfully connected students with resources to support their educational and career aspirations, helping to bridge the gap between secondary education and future opportunities. The positive feedback from students and families underscores the value of the program in fostering skills essential for success beyond high 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.

Included the Long-Term English Learner (LTEL) student group data for metrics 3.2, and 3.6.
Updated the data source for metric 3.2

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	MTSS Program: Coordination, Support and Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for the MTSS program, coordination, support, and supplies to ensure the academic success of all students. This plan will provide targeted services, academic supports, and social-emotional tools by implementing a plan to provide differentiated learning, student-centered learning that isf individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. The impact of MTSS Program: Coordination, Support and Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$2,136,702.00	Yes
3.2	Enrichment Ordering: Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment ordering, coordination and support to ensure the academic success of all students. This plan will provide training to parents and students, as well as an onboarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products. Teachers create a student-centered learning plan with individualized student needs identified. These systems, along with team support, increase accessibility to the number of resources that students, staff, and families have to	$820,959.00	No

Action #	Title	Description	Total Funds	Contributing
		support growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The impact of Enrichment Ordering: Coordination and Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
3.3	School and Community Events Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for school and community event supplies to ensure the academic success of all students. This plan entails procuring various supplies essential for school and community events, such as academic field trip location deposits, field trip supplies including educational materials and equipment, first aid supplies for field trips to ensure student safety, academic adventure day supplies for engaging and enriching lessons, prizes for student engagement to incentivize participation, intramural sports equipment, and covering traveling costs for transportation to and from events. Additionally, resources will be allocated to ensure clubs for students of all grade levels throughout the school year have the necessary supplies, and an annual Parent Advisory Committee meeting will be facilitated with adequate materials. The coordination of these supplies aims to support the smooth execution of events, engaging both students and parents and leading to heightened participation and academic achievement on state and local assessments for unduplicated students. The impact of School and Community Events Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$50,479.00	No
3.4	School and Community Events Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for school and community events support to ensure the academic success of all students.	$1,385,089.00	No

Action #	Title	Description	Total Funds	Contributing
		This plan will mobilize teams under the Director of Community Services to engage parents, including staff for field trips, community arts educators for adventure days, and coaches for sports. These efforts aim to enhance parent involvement through various channels such as newsletters, monthly meetings, and academic events, ultimately improving academic outcomes, particularly for underrepresented student groups. While primarily targeting specific demographics, these initiatives will benefit all students across the school. The impact of School and Community Events Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
3.5	Homeless Youth Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for homeless youth supplies to ensure the academic success of all students. This plan will utilize its transition teams with the local county to provide coordination and implementation of supplies and services for foster youth and students experiencing homelessness. This plan will provide several types of academic supplies, internet access, and technology resources. The impact of Homeless Youth Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$57,839.00	No
3.6	Student Transition Program: Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for student transition programs and support to ensure the academic success of all students. This plan will enlist a team of trained educators overseen by the Director of Transition and Student Support to expand opportunities for student involvement in clubs, leadership development, and academic	$235,732.00	No

Action #	Title	Description	Total Funds	Contributing
		competitions/events, fostering confidence and leadership skills. Through collaborative efforts, the team will deliver a flexible and personalized learning experience, addressing post-secondary education, employment, and independent living needs for all high school students, including those with disabilities. The provision of transition programs and support by the Charter will facilitate smooth transitions between educational stages and offer linkage opportunities post-graduation, enhancing student engagement and preparedness for future endeavors. The impact of the Student Transition Program: Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Yosemite Valley Charter will guide and prepare all students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partners consultation, and other collected data the school identifies this Goal and subsequent Actions as priorities for the school. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below.
Students need to be actively engaged in school daily in order to become college and career-ready graduates. To achieve this, we must continue to reduce suspensions and expulsions, improve Smarter Balanced scores, increase A-G completion rates, consistently improve EL reclassification rates, and enhance the breadth of course offerings throughout high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students scoring “Met" or “Exceeded” in English Language Arts as measured by CAASPP. All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities	All: 46.89% EL: 7.69% LI: 38.62% FY: ***% SWD: 10.75% 2MR: 50% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.	All: 48.15% EL: 7.69% LI: 42.47% FY: ***% SWD: 14.29% 2MR: 48.57% ***In order to protect student privacy, data is suppressed because fewer		All: 49.82% EL: 48.86% LI: 40.12% FY: ***% SWD: 12.25% 2MR: 51.5% ***In order to protect student privacy, data is suppressed because fewer	All: 1.26% EL: 0% LTEL: ***% LI: 3.85% FY: ***% SWD: 3.54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2MR = Two or More Races	Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	than 11 students tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard		than 11 students tested. Data Source: CAASPP/ELPAC Dashboard	
4.2	Percentage of students scoring “Met" or “Exceeded” in Math as measured by CAASPP. All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 28.61% EL: 15.38% LI: 21.11% FY: ***% SWD: 8.20% 2MR: 34.43% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	All: 30.44% EL: 15.38% LI: 25.83% FY: ***% SWD: 7.93% 2MR: 28.57% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard		All: 31.61% EL: 30.28% LI: 22.61% FY: *** % SWD: 9.7% 2MR: 35.93% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Dataquest	All: 1.83% EL: 0% LI: 4.72% FY: ***% SWD: -0.27% 2MR: -5.86%
4.3	A-G Completion Rate	22% Data Year: 2022-23 Data Source:	36.1% Data Year: 2023-2024		47% Data Source: CA Dashboard Additional Reports	14.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Dashboard	Data Source: CA Dashboard			
4.4	CTE Pathway Completion Rate	2% Data Year: 2022-23 Data Source: CA Dashboard	0.8% Data Year: 2023-24 Data Source: CA Dashboard		2% Data Source: CA Dashboard	1.2%
4.5	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard	0% Data Year: 2023-24 Data Source: CA Dashboard		2% Data Source: CA Dashboard	0%
4.6	EL students making progress toward English Proficiency	66.7% Data Year: 2022-23 ELPAC Data Source: CA Dashboard	63.2% Data Year: 2023-24 ELPAC Data Source: CA Dashboard		20% Data Source: Local Data	-3.5%
4.7	EL Reclassification Rate	12% Data Year: 2022-23 Data Source: Local Data	30% Data Year: 2023-24 Data Source: Local Data		20% Data Source: Local Data	18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.	n/a		n/a	N/A
4.9	EAP ELA	68.05% college-ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	62.11% college-ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		68% college-ready or conditionally ready Data Source: Dataquest	-5.94%
4.10	EAP MATH	37.11% college-ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	37.11% college-ready or conditionally ready Data Year: 2023-24 Data Source: Dataquest		38% college-ready or conditionally ready Data Source: Dataquest	0%
4.11	Attendance Rate	98.86% Data Year: 2022-23 Data Source: P-2	98.87% Data Year: 2023-24 Data Source: P-2		98% Data Source: P-2	0.01%
4.12	Chronic Absenteeism	All: 1.2% LI: 2%	All: 4% LI: 4.8%		All: less than 4% LI: less than 4%	All: 2.8% LI: 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	EL: 2.9% FY: 0% SWD: 2.1% Data Year: 2022-23 Data Source: DataQuest	EL: 2.9% FY: ***% SWD: 5.2% 2MR: 2% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2023-24 Data Source: CA Dashboard		EL: less than 4% FY: less than 4% SWD: less than 4% Data Source: DataQuest	EL: 0% FY: ***% SWD: 3.1% 2MR: 2%
4.13	Middle School Dropout Rate	4.67% Data Year: 2022-23 Data Source: CALPADS Fall 1	2.74% Data Year: 2023-24 Data Source: CALPADS Fall 1		<=4.67% Data Source: CALPADS Fall 1	-1.93%
4.14	High School Dropout Rate	1.88% Data Year: 2022-23 Data Source: DataQuest	2.53% Data Year: 2023-24 Data Source: DataQuest		<=1.88% Data Source: DataQuest	0.65%
4.15	High School Graduation Rate	88.9%	85.2%		91%	-3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Dataquest	Data Year: 2023-24 Data Source: CA Dashboard		Data Source: Dataquest	
4.16	Broad course of study	Students meeting A-G Requirements: All: 9th: 94.59% 10th: 81.19% 11th: 57.69% 12th: 40.78% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 19.05% 10th: 23.17% 11th: 15% 12th: 9.52% SWD: 9th: 11.43% 10th: 14.63% 11th: 6.67% 12th: 9.52% Data Year: 2023-24 ***In order to protect student privacy, data is	Students meeting A-G Requirements: All: 9th: 95% 10th 95% 11th 74:% 12th: 54% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 43 % 10th: 43% 11th: 46% 12th:44% SWD: 9th: 19% 10th:19% 11th: 22% 12th:14% Data Year: 2024-25		Students meeting A-G requirements. All: 9th: 96.09% 10th: 83.4% 11th: 59.19% 12th: 42.28% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 20.55% 10th: 24.67% 11th: 16.5% 12th: 11.02% SWD: 9th: 12.93% 10th: 16.13% 11th: 8.17% 12th: 11.02% Data Source: CALPADS Fall 2	All: 9th: 0.41% 10th 13.81% 11th 16.31:% 12th: 13.22% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 23.95% 10th: 19.83% 11th: 31% 12th: 34.48% SWD: 9th: 7.57% 10th: 4.37% 11th: 15.33% 12th: 4.48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suppressed because fewer than 11 students tested. Data Source: CALPADS Fall 2	***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data			

Goal Analysis [2024-25]

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

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

Action 4.1: College and Career Indicators (CCI): Navigating Readiness and Success Pathways
This action supported students in meeting post-secondary benchmarks through expanded A-G course offerings and CTE pathway access. A-G completion rates increased from 22% to 36.1% (+14.1%), demonstrating significant growth. However, CTE pathway completion remained flat at 0.8%, suggesting more work is needed to increase awareness and enrollment. Improvements in ELA CAASPP performance were also noted, with All Students improving by 1.26% and Low-Income students by 3.85%. These indicators reflect increased academic engagement and long-term planning.

Action 4.2: Secondary Support: Student Success Teams and Virtual Support
Secondary support structures were successfully implemented, allowing for real-time academic monitoring and intervention. Attendance rates remained strong at 98.87%, and the chronic absenteeism rate, while increasing from 1.2% to 4% overall, remained below state averages. Math CAASPP scores for All Students improved by 1.83% and by 4.72% for Low-Income students, suggesting that virtual academic supports contributed to improved outcomes. Areas for improvement include declining performance among Students with Disabilities (-0.27%) and Two or More Races (-5.86%).

Action 4.3: High School Counseling Support
Counseling services were expanded, resulting in greater access to individualized academic planning. Counselors reported increased participation in dual enrollment and A-G tracking. The A-G course enrollment for 12th graders rose from 40.78% to 54%, and EAP Math readiness slightly improved from 37.11% to 38%. While demand for counseling services outpaced staffing levels in some areas, the program

was effective in equipping students with post-secondary planning tools. Students with Disabilities and English Learners remain target subgroups for expanded counseling outreach.

Action 4.4: Dual/Concurrent Enrollment Supplies
Dual/concurrent enrollment support was provided as planned, with students successfully accessing college-level coursework. Positive student feedback reflected increased academic confidence, and the availability of supplies ensured equitable access. Though the program met supply needs without exceeding budget, participation data indicates that outreach to underrepresented subgroups—such as Foster Youth and EL students—should be strengthened to improve enrollment equity and course completion rates.

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.

During the 2024–25 school year, material differences between budgeted expenditures and estimated actual expenditures were identified as follows:

Action 4.1: College and Career Indicators (CCI): Navigating Readiness and Success Pathways
The action of expanding College and Career initiatives was implemented as planned, resulting in a material difference of –$394,151 (59.55% over budget). This overage was primarily due to increased staffing needs and expanded programmatic offerings that exceeded original projections. Additional investments were made to enhance CTE coordination, increase A-G access, and implement readiness assessments. Although the expenditures surpassed the budget, the program's success in boosting student engagement in college and career pathways justified the added investment.

Action 4.2: Secondary Support: Student Success Teams and Virtual Support
The action of providing secondary support through student success teams and virtual assistance was implemented as planned, with a material difference of $39,043 (4.43% under budget). This variance was driven by efficiencies in virtual service delivery and optimized use of digital tracking platforms. Cost savings were realized through reduced travel and on-site coordination expenses. Despite the budget savings, the integrity and reach of the support services remained strong, contributing to steady academic monitoring.

Action 4.3: High School Counseling Support
The action of providing high school counseling services was implemented as planned, but exceeded the budget by –$15,192 (11.37% over budget). The higher expenditure stemmed from increased demand for individualized counseling, particularly to support A-G completion and dual enrollment advisement. Additional staffing and extended service hours were necessary to meet student needs, but the resulting gains in graduation planning and academic goal-setting confirmed the value of the investment.

Action 4.4: Dual/Concurrent Enrollment Supplies
The action of providing dual/concurrent enrollment supplies was implemented as planned, with no material difference ($0). Accurate forecasting and timely ordering processes ensured that student needs were fully met without exceeding the allocated budget. This helped maintain access to college-level coursework without incurring unanticipated expenses.

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

During the 2024-25 school year, the implementation of actions under Goal 4: Guiding and Preparing All Students for College and Career Readiness was largely effective, achieving positive outcomes in student engagement, college readiness, and career preparation.

Action 4.1: College and Career Indicators (CCI): Navigating Readiness and Success Pathways
The CCI initiative was effective in promoting college and career readiness. Through enhanced academic counseling, expanded CTE pathways, and increased A-G course offerings, the program successfully supported students in meeting post-secondary readiness benchmarks.
The focus on integrating college and career planning into the daily academic routine helped students better understand their pathways to graduation and beyond. As a result, the participation rate in A-G courses increased, reflecting the success of the initiative in engaging students in long-term academic planning.
Additionally, the improved coordination of support services contributed to higher enrollment in programs aimed at post-secondary success.

Action 4.2: Secondary Support: Student Success Teams and Virtual Support
The Secondary Support Program, including the deployment of Student Success Teams and Virtual Support, was highly effective in providing consistent academic monitoring and personalized guidance. The program's structure allowed for regular check-ins and academic progress tracking, which were particularly beneficial for at-risk students.
The integration of virtual support tools significantly increased accessibility, allowing students to participate in academic planning sessions without barriers related to location or scheduling. This flexibility contributed to improved attendance rates, especially among students balancing academic and personal challenges.
By maintaining ongoing communication with students and families, the Student Success Teams fostered collaborative goal-setting and academic accountability, which helped students stay on track to meet their graduation and career readiness goals.

Action 4.3: High School Counseling Support
The High School Counseling Program was effective in guiding students through academic planning and college preparation. The increased availability of counseling sessions allowed students to receive individualized guidance on meeting A-G requirements, applying for dual enrollment programs, and preparing for post-secondary education.
The higher demand for counseling services indicated a strong need for personalized support in academic planning. While the increased counseling workload led to higher costs, the positive impact on student participation justified the investment. Counselors reported that students were more informed and proactive about their graduation plans, indicating the program's effectiveness in enhancing college and career readiness.

Action 4.4: Dual/Concurrent Enrollment Supplies
The action of providing supplies for dual/concurrent enrollment was effective in ensuring that students had the necessary resources to participate in college-level coursework. The accurate budget planning allowed the program to meet student needs without incurring additional costs.
Students enrolled in dual and concurrent courses reported feeling better prepared for post-secondary education due to the rigorous academic experience provided. This success is attributed to clear communication of enrollment opportunities and the consistent availability of course materials, which allowed students to navigate college-level requirements with confidence.

Summary of Effectiveness:
The implementation of Goal 4 at Yosemite Valley Charter was largely effective, with each action contributing to increased student readiness for college and career pathways. The CCI initiatives successfully increased student engagement, while the Secondary Support Program enhanced academic monitoring and personalized support. The High School Counseling Program played a critical role in academic planning, and the Dual Enrollment Program provided valuable post-secondary preparation. However, the higher demand for counseling services highlighted the need for additional staffing and flexible scheduling to accommodate increased student interest. Moving forward, the focus will be on expanding counseling capacity and enhancing virtual support tools to maintain high levels of student engagement and support.

By prioritizing college and career readiness, Yosemite Valley Charter continues to foster a future-focused educational environment, equipping students with the skills and knowledge needed for success beyond high 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.

Included the Long-Term English Learner (LTEL) student group data for metrics 4.1, 4.2, 4.12 and 4.16
Data source updated for metric 4.6
Going forward Action 4.4 will be absorbed into Action 4.1 since they are both part of the CCI indicators and there is no material financial tracking for the Dual Enrollment portion independently.

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	College and Career Indicators (CCI) for Readiness and Success	State and local assessment data, educational partner feedback, and other collected data indicate a need for college and career indicators for readiness and success to ensure the academic success of all students. This initiative aims to ensure that unduplicated students have the opportunity to fulfill College and Career Indicator (CCI) and A-G college requirements, supported by academic assistance to promote college and career readiness, fostering higher academic achievement through improved attendance. The Charter is committed to expanding CTE and A-G course offerings to cultivate leadership and collaboration skills, enhancing student engagement and academic performance, alongside	$612,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		course completion for college and career readiness. A team of trained high school support specialists and counselors, overseen by the high school director, will facilitate student participation in CCI, CTE, and A-G courses and programs. This approach is expected to result in increased enrollment and achievement in CCI readiness, CTE, and A-G courses, demonstrating enhanced school engagement and college and career readiness. Coordination of multiple support systems within CCI, CTE, and A-G programs is expected to further bolster connectedness and readiness for college and career pathways. The impact of College and Career Indicators (CCI) for Readiness and Success will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
4.2	Secondary Student Success Team and Virtual Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for secondary student success teams and virtual support to ensure the academic success of all students. The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meetings with students and families. By providing the secondary student success team there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments. The impact of the Secondary Student Success Team and Virtual Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$843,056.00	Yes
4.3	High School Counseling Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for high school counseling support to ensure the academic success of all students.	$148,783.00	No

Action #	Title	Description	Total Funds	Contributing
		The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Yosemite Valley Charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve. The impact of High School Counseling Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
4.4	Dual/Concurrent Enrollment Opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for dual and concurrent enrollment opportunities to ensure the academic success of all students. The high school support team will implement a program to ensure all students meet their academic goals and expand dual/concurrent enrollment as needed when they meet with students and families. By providing expanded dual/concurrent enrollment opportunities, the charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve. The impact of Dual/Concurrent Enrollment Opportunities will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,354,402	$0

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
9.969%	0.000%	$0.00	9.969%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Regional Coordinators **Need:** To provide effective coordination and support for unduplicated pupils, including Low-Income, Foster Youth, English Learner students, and homeless youth, by deploying regional coordinators to facilitate equitable access to resources and ensure consistent implementation of student success initiatives.	This action addresses the need for effective coordination and oversight of student success initiatives by deploying Regional Coordinators who provide targeted support, monitor program implementation, and serve as liaisons between families, instructional staff, and administrative leadership. This need was identified through stakeholder feedback, internal audits, and outcome data showing variability in student experiences and support across regions. Regional Coordinators help bridge those gaps by ensuring	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students and families receive timely assistance, regardless of geographic location, and by promoting best practices among instructional staff. This initiative is provided on an LEA-wide basis to ensure equitable access to academic and social-emotional support services across all regions of the charter. Given the geographic spread of students and the individualized nature of independent study, having Regional Coordinators across the LEA allows for consistent implementation of programs, fosters collaboration among staff, and ensures that all students—particularly those from historically underserved populations—benefit from uniform expectations and high-quality support. This reinforces the charter's commitment to equity, coherence, and continuous improvement for all learners.	
1.5	**Action:** Technology Devices and Equipment **Need:** To provide access to technology and learning platforms for all students, especially for low-income, Foster Youth, English Learner students, and students experiencing homelessness. This is necessary to support students and teachers in monitoring the academic progress of unduplicated students and to ensure equity and access to resources and activities to increase success. **Scope:** LEA-wide	This action addresses the need for equitable access to technology by leveraging charter resources to procure and distribute student devices, educational software, and necessary accessories. The action includes maintaining a technology lending library to provide temporary access for students experiencing device loss, damage, or delays in shipping. This need was identified through family surveys, help desk data, and internal tracking showing that disparities in technology access negatively impact engagement, assignment completion, and assessment participation—particularly for low-income and rural students. This initiative is provided on an LEA-wide basis to ensure that all students, regardless of geographic	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16

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
		location or socioeconomic status, have consistent access to the tools required for success in an independent study model. An LEA-wide approach allows for centralized purchasing, timely replacement of equipment, and equitable distribution based on need. It supports instructional continuity, digital literacy, and ensures compliance with accessibility and assessment requirements—thereby reinforcing the charter's commitment to fairness, opportunity, and academic achievement for all students.	
1.8	**Action:** Intervention Support: Student Study Teams **Need:** The provision of mental health support services for students and their families. This includes addressing mental health challenges that may hinder students' academic progress and overall well-being. **Scope:** LEA-wide	This action addresses the need for a structured, collaborative approach to identifying and responding to the unique academic, behavioral, and social-emotional needs of students—particularly those who are low-income, foster youth, English learners, or experiencing homelessness. Student Study Teams (SSTs) play a critical role in developing tailored intervention plans that address barriers to learning, including unmet mental health needs, inconsistent attendance, and academic skill gaps. This need was identified through student outcome data, chronic absenteeism trends, and stakeholder input emphasizing the importance of early, individualized support. This initiative is provided on an LEA-wide basis to ensure that all students—regardless of school site or regional assignment—have access to timely, data-driven intervention through a consistent and equitable SST process. By implementing this structure across the LEA, the charter promotes continuity in student support systems, fosters collaboration among educators and families, and	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16

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
		reduces disparities in outcomes. This systemwide approach is essential to increasing attendance, reducing suspensions, and promoting academic growth, particularly for historically underserved student groups.	
2.1	**Action:** Community Engagement and Communication: Website and Newsletter Communication Channels **Need:** To provide enhanced community engagement and communication channels to foster increased participation and support for unduplicated pupils, including Low-Income, Foster Youth, English Learner students, and homeless youth, in school programs. This is crucial for ensuring their academic success and overall achievement by promoting a collaborative and informed partnership between the school and home. **Scope:** LEA-wide	This action addresses the need for enhanced community engagement and transparent communication by establishing and maintaining multiple outreach platforms, including the school website, printed home letters, and a weekly electronic newsletter. These tools ensure that families receive timely and accessible information about academic programs, events, resources, and support services. This need was identified through family surveys and feedback indicating inconsistent communication and a desire for greater connection to school initiatives, particularly among families of English learners, low-income students, and other historically underserved groups. This initiative is provided on an LEA-wide basis to ensure that all families, regardless of region or school assignment, receive consistent and equitable access to important school information and opportunities for involvement. A systemwide communication strategy ensures uniform messaging, reduces confusion, and strengthens the school-home partnership that is essential to student success. This initiative reinforces the charter's commitment to transparency, family engagement, and equitable access to information that supports the academic achievement of all students.	2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** MTSS Program: Coordination, Support and Supplies **Need:** To provide targeted services, academic supports, and social-emotional tools to address the specific needs of all student populations and promote their overall success. **Scope:** LEA-wide	This action addresses the need for a comprehensive and cohesive system of academic, behavioral, and social-emotional support through the implementation of a Multi-Tiered System of Supports (MTSS). The program provides targeted services, instructional interventions, and access to social-emotional tools designed to meet the diverse needs of all student populations—including English learners, students with disabilities, foster youth, low-income students, and others requiring differentiated support. This need emerged from analysis of academic progress data, chronic absenteeism, behavior referrals, and stakeholder feedback indicating gaps in early identification and intervention efforts. This initiative is provided on an LEA-wide basis to ensure that all students, regardless of region or demographic background, benefit from a consistent, tiered framework of supports. Systemwide implementation allows for alignment of data systems, professional development, and intervention practices to provide equitable access to personalized learning paths. This ensures that each student receives the academic, behavioral, and social-emotional assistance needed to thrive—reinforcing the charter's commitment to whole-child development and educational equity.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4.1	**Action:** College and Career Indicators (CCI) for Readiness and Success **Need:**	This action addresses the need for improved postsecondary preparedness by increasing student access to college and career readiness opportunities aligned with the California College/Career Indicator (CCI). These include dual enrollment, Career Technical Education (CTE) pathways, A–G coursework, and access to work-	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

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
	To provide increased opportunities for students to participate in expanding College and Career opportunities for post-secondary success, including addressing new requirements for College and Career Indicators (CCI) such as CTE Pathways, A-G courses, and other CCI indicators. **Scope:** LEA-wide	based learning and counseling supports. This need was identified through internal data showing gaps in student completion of CCI-aligned pathways, stakeholder feedback requesting more structured postsecondary planning, and Dashboard data indicating the need to improve graduation outcomes and readiness rates for students—particularly those who are socioeconomically disadvantaged, English learners, or foster youth. This initiative is provided on an LEA-wide basis to ensure that all students, regardless of geographic region or background, have equitable access to a broad range of college and career preparatory opportunities. A systemwide approach allows the charter to align resources, ensure consistent course offerings, streamline counseling services, and track progress toward CCI benchmarks across the LEA. This initiative supports the charter's mission to equip all students with the tools, experiences, and guidance necessary to graduate prepared for college, career, and life.	
4.2	**Action:** Secondary Student Success Team and Virtual Support **Need:** To provide improved outcomes for middle and high school students through the implementation of a secondary student success team and online virtual specialist to support progress monitoring. **Scope:**	This action addresses the need for increased academic guidance, progress monitoring, and intervention for secondary students navigating complex graduation and postsecondary pathways. The Secondary Student Success Team provides targeted virtual support to students at risk of falling behind, with a focus on ensuring on-time graduation, credit recovery, CCI completion, and social-emotional wellbeing. This need was identified through transcript audits, progress tracking data, and stakeholder feedback indicating a need for more proactive support, especially for	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

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
	LEA-wide	high school students who are foster youth, low-income, English learners, or experiencing other barriers to success. This initiative is provided on an LEA-wide basis to ensure that all secondary students, regardless of location, receive equitable access to timely intervention, academic planning, and virtual support services. A centralized, LEA-wide team ensures consistent outreach, monitoring, and individualized guidance across all regions. This structure supports equitable graduation outcomes, improves student preparedness for postsecondary opportunities, and aligns with the charter's commitment to supporting all students through a personalized and accessible virtual model.	

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

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.

This prompt is not applicable, as the LEA does not have any limited actions contributing toward the increased or improved services requirement.

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.

This prompt is not applicable, as the LEA does not receive additional concentration grant funding beyond the calculated entitlement.

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

2025-26 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	$33,647,034	$3,354,402	9.969%	0.000%	9.969%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,167,655.66	$4,086,395.00	$382,992.00	$384,990.00	$40,022,032.66	$29,109,367.66	$10,912,665.00

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	Highly Qualified Staff	All	No			All Schools	Ongoing	$21,198,561.66	$0.00	$18,133,839.66	$2,681,730.00	$382,992.00		$21,198,561.66	
1	1.2	Regional Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,224,213.00	$0.00	$1,224,213.00				$1,224,213.00	
1	1.3	Enrichment and Elective Opportunities	All	No			All Schools	Ongoing	$0.00	$3,970,456.00	$3,970,456.00				$3,970,456.00	
1	1.4	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	All	No			All Schools	Ongoing	$0.00	$4,183,731.00	$4,183,731.00				$4,183,731.00	
1	1.5	Technology Devices and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$275,768.00	$275,768.00				$275,768.00	
1	1.6	Technology Support	All	No			All Schools	Ongoing	$0.00	$446,665.00	$446,665.00				$446,665.00	
1	1.7	English Learner Support: Progress and Achievement Support	All	No			All Schools	Ongoing	$132,372.00	$0.00	$132,372.00				$132,372.00	
1	1.8	Intervention Support: Student Study Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$137,486.00	$0.00		$137,486.00			$137,486.00	
1	1.9	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	All	No			All Schools	Ongoing	$137,367.00	$508,175.00	$275,216.00	$370,326.00			$645,542.00	
1	1.10	Student Support: Coordination of Services for Students with 504s	All	No			All Schools	Ongoing	$102,200.00	$0.00	$102,200.00				$102,200.00	

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	1.11	Family Academic Success: Lending Library Support and Activities	All	No			All Schools	Ongoing	$0.00	$226,185.00	$226,185.00				$226,185.00	
1	1.12	Learning Recovery Block Grant	All	No			All Schools	Ongoing	$896,853.00	$0.00		$896,853.00			$896,853.00	
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$238,888.00	$238,888.00				$238,888.00	
2	2.2	Professional Development: Staff and Parent Support	All	No			All Schools	Ongoing	$0.00	$51,142.00	$51,142.00				$51,142.00	
3	3.1	MTSS Program: Coordination, Support and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,086,702.00	$50,000.00	$2,136,702.00				$2,136,702.00	
3	3.2	Enrichment Ordering: Coordination and Support	All	No			All Schools	Ongoing	$0.00	$820,959.00	$820,959.00				$820,959.00	
3	3.3	School and Community Events Supplies	All	No			All Schools	Ongoing	$0.00	$50,479.00	$50,479.00				$50,479.00	
3	3.4	School and Community Events Support	All	No			All Schools	Ongoing	$1,373,029.00	$12,060.00	$1,000,099.00			$384,990.00	$1,385,089.00	
3	3.5	Homeless Youth Supplies	All	No			All Schools	Ongoing	$0.00	$57,839.00	$57,839.00				$57,839.00	
3	3.6	Student Transition Program: Support	All	No			All Schools	Ongoing	$235,732.00	$0.00	$235,732.00				$235,732.00	
4	4.1	College and Career Indicators (CCI) for Readiness and Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$593,013.00	$19,318.00	$612,331.00				$612,331.00	
4	4.2	Secondary Student Success Team and Virtual Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$843,056.00	$0.00	$843,056.00				$843,056.00	
4	4.3	High School Counseling Support	All	No			All Schools	Ongoing	$148,783.00	$0.00	$148,783.00				$148,783.00	
4	4.4	Dual/Concurrent Enrollment Opportunities	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$33,647,034	$3,354,402	9.969%	0.000%	9.969%	$5,330,958.00	0.000%	15.844 %	**Total:**	$5,330,958.00
								LEA-wide Total:	$5,330,958.00
								Limited Total:	$0.00
								Schoolwide Total:	$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 (%)
1	**1.2**	Regional Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,224,213.00	
1	**1.5**	Technology Devices and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,768.00	
1	**1.8**	Intervention Support: Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$238,888.00	
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,136,702.00	
3	**3.3**	School and Community Events Supplies				All Schools	$50,479.00	
4	**4.1**	College and Career Indicators (CCI) for	Yes	LEA-wide	English Learners Foster Youth	All Schools	$612,331.00	

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 (%)
		Readiness and Success			Low Income			
4	**4.2**	Secondary Student Success Team and Virtual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$843,056.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,343,567.00	$37,328,146.00

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**	Qualified Staff: Appropriately Credentialed Teachers	No	$19,637,785	20,010,530
1	**1.2**	Regional Coordinators	Yes	$1,496,410.00	$1,296,571
1	**1.3**	Enrichment and Elective Opportunities	No	$5,648,300.00	$3,869,376
1	**1.4**	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	No	$4,724,947.00	$3,382,144
1	**1.5**	Technology Devices and Equipment	Yes	$60,000.00	$205,317
1	**1.6**	Technology Support	No	$193,573.00	$482,559
1	**1.7**	English Learner Support: Progress and Achievement Support	No	$139,728.00	$144,022
1	**1.8**	Intervention Support: Student Study Teams	Yes	$89,285.00	$73,204
1	**1.9**	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	No	$621,713.00	$695,306
1	**1.10**	Student Support: Coordination of Services for Students with 504s	No	$107,334.00	$102,200

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	**1.11**	Family Academic Success: Lending Library Support and Activities	No	$193,573.00	$229,849
2	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	$198,173.00	$238,888
2	**2.2**	Professional Development: Staff and Parent Support	No	$80,600.00	$51,142
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	$1,633,854.00	2,726,302
3	**3.2**	Enrichment Ordering: Coordination and Support	No	$774,290.00	$749,172
3	**3.3**	School and Community Events Supplies	No	$267,573.00	$46,452
3	**3.4**	School and Community Events Support	No	$1,004,155.00	$1,377,959
3	**3.5**	Homeless Youth Supplies	No	$14,805.00	$73,839
3	**3.6**	Student Transition Program: Support	No	$236,575.00	$220,127
4	**4.1**	College and Career Indicators (CCI) for Readiness and Success	Yes	$218,180.00	360,781
4	**4.2**	Secondary Student Success Team and Virtual Support	Yes	$882,099.00	$842,624
4	**4.3**	High School Counseling Support	No	$119,615.00	$148,782
4	**4.4**	Dual/Concurrent Enrollment Opportunities	No	$1,000.00	$1,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,354,402	$4,578,001.00	$5,468,490.00	($890,489.00)	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	**1.2**	Regional Coordinators	Yes	$1,496,410.00	$1,224,213		
1	**1.5**	Technology Devices and Equipment	Yes	$60,000.00	$275,768		
1	**1.8**	Intervention Support: Student Study Teams	Yes	$89,285	$137,485		
2	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	$198,173.00	$238,935		
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	$1,633,854.00	$2,136,702		
4	**4.1**	College and Career Indicators (CCI) for Readiness and Success	Yes	$218,180.00	$612,331		
4	**4.2**	Secondary Student Success Team and Virtual Support	Yes	$882,099.00	$843,056		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$36,290,833	$3,354,402	0%	9.243%	$5,468,490.00	0.000%	15.069%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - 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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