



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Valley

CDS Code: 54 718030112458

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

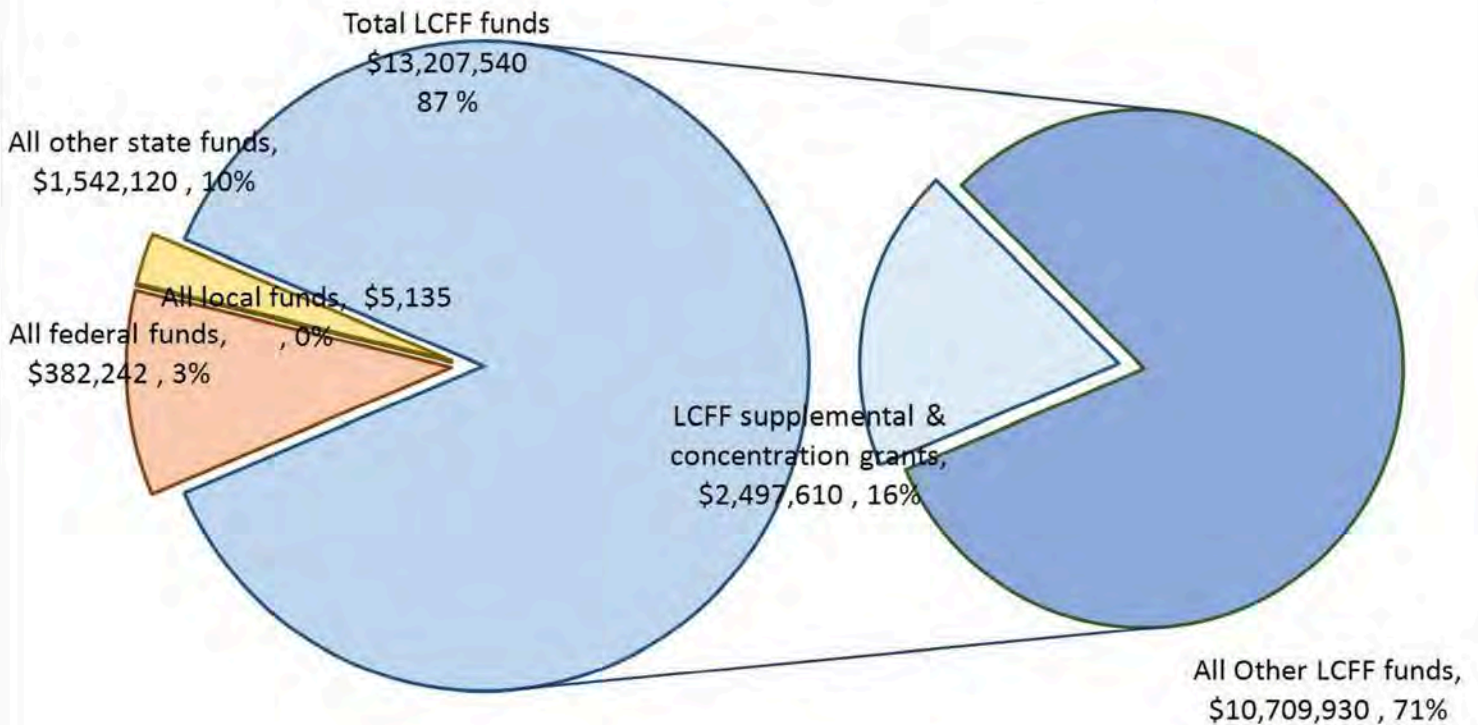
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

Projected Revenue by Fund Source

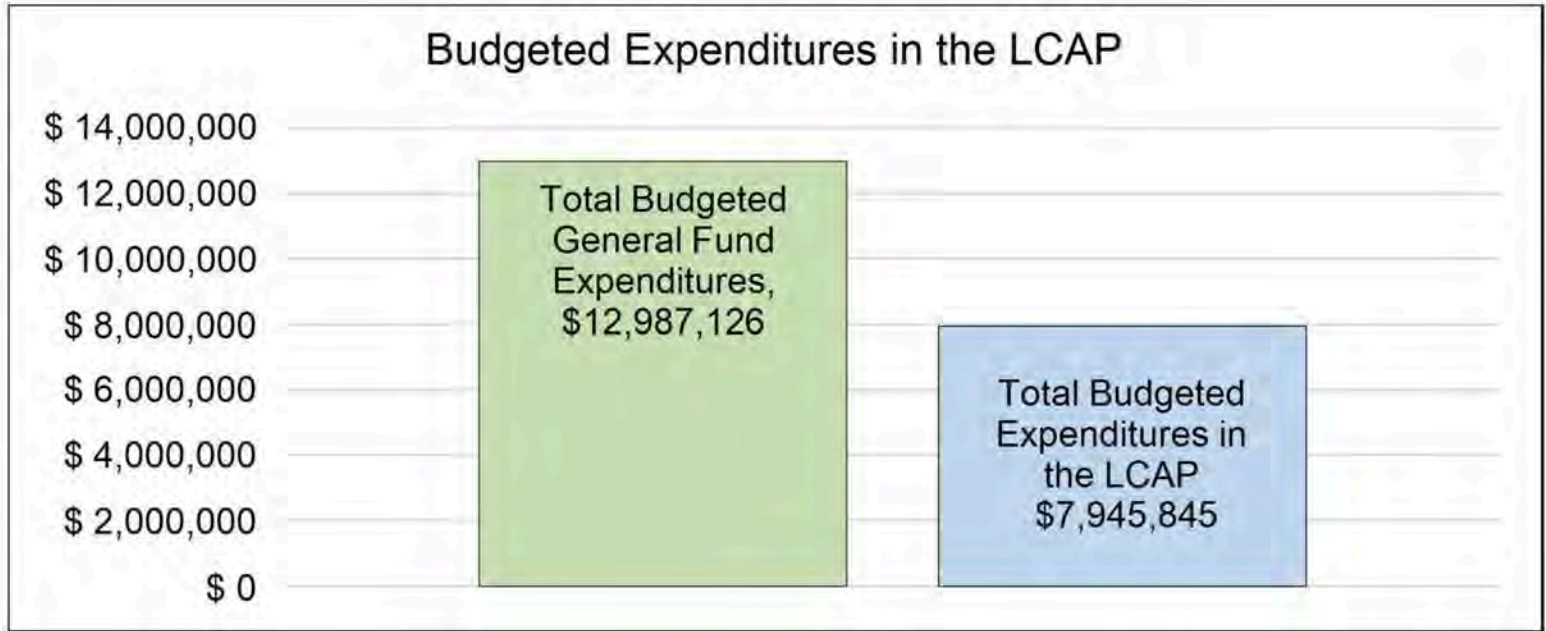


This chart shows the total general purpose revenue California Online Public Schools Central Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Valley is \$15,137,037, of which \$13,207,540 is Local Control Funding Formula (LCFF), \$1,542,120 is other state funds, \$5,135 is local funds, and \$382,242 is federal funds. Of the \$13,207,540 in LCFF Funds, \$2,497,610 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 California Online Public Schools Central Valley 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: California Online Public Schools Central Valley plans to spend \$12,987,126 for the 2025-26 school year. Of that amount, \$7,945,845 is tied to actions/services in the LCAP and \$5,041,281 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

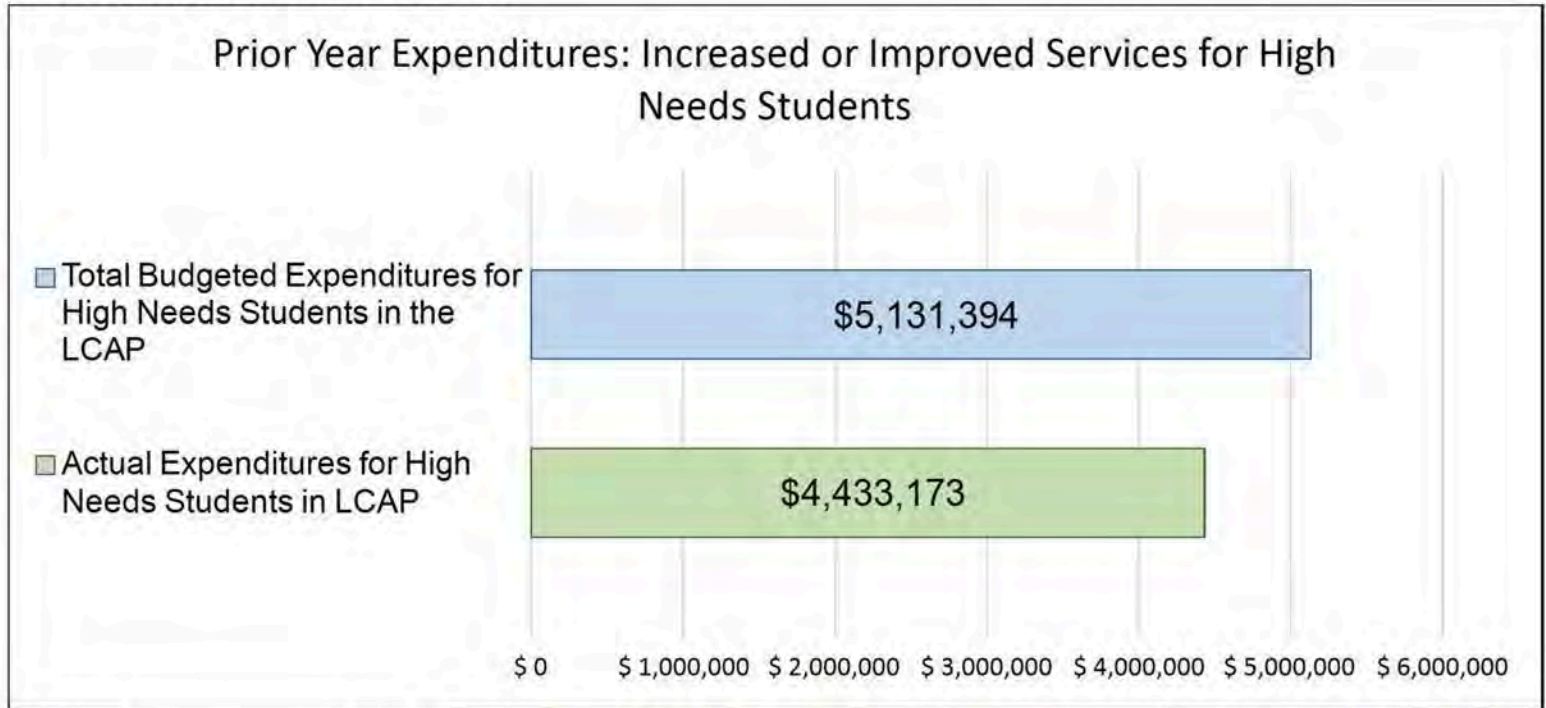
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Central Valley is projecting it will receive \$2,497,610 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Central Valley plans to spend \$4,881,516 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 California Online Public Schools Central Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Central Valley 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, California Online Public Schools Central Valley's LCAP budgeted \$5,131,394 for planned actions to increase or improve services for high needs students. California Online Public Schools Central Valley actually spent \$4,433,173 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$698,221 had the following impact on California Online Public Schools Central Valley's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

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
California Online Public Schools Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

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.

California Online Public Schools Central Valley serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Alpaugh Unified School District, and enrolls students in five counties: Tulare, Kings, Kern, Fresno, and Inyo. In 2006, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Central Valley is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and that is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Central Valley program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools Central Valley's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the Dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement when compared to the statewide average of 3.2%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, we saw a notable improvement in our College and Career Indicator, where the percentage of prepared students increased by 14.7 percentage points to 19.3%, moving this indicator to the “Yellow” performance level.

However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism rose to 23.2%, an increase of 9.4 percentage points from the previous year, placing this indicator in the “Red” performance level. This issue was especially pronounced among Socioeconomically Disadvantaged students (26.6%), Students with Disabilities (23%), and English Learners (39.4%). These trends underscore the urgent need to deepen student engagement and expand targeted attendance interventions, particularly for our most at-risk student groups.

In Academic Performance, California Online Public Schools Central Valley remains in the lowest performance level for both English Language Arts and Mathematics. In ELA, students scored an average of 93.3 points below standard, declining by 21 points from the prior year. In Mathematics, students scored 148.8 points below standard, with a 13.5-point decline. Notably, Students with Disabilities performed 163.3 points below standard in ELA and 209.6 points below standard in Math. Socioeconomically Disadvantaged and Hispanic students also exhibited significant performance gaps in both subjects. These data points call for sustained investment in evidence-based instructional supports and differentiated academic interventions.

We recognize that low participation rates in state assessments continue to affect performance data. As a fully online school, we face unique logistical barriers to CAASPP testing, such as transportation limitations, conflicting family obligations, and health concerns. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. Additionally, we are building assessment familiarity through practice tests and integrating test-aligned materials into our curriculum.

We are also working to increase early-grade participation in state assessments to normalize the testing experience and build foundational test-taking confidence. These steps, combined with ongoing initiatives like CHAMPS, Project Success, and credit recovery programs, form the cornerstone of our continuous improvement strategy.

In conclusion, California Online Public Schools Central Valley remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Central Valley qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Academic Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which scored in the lowest performance level (Red) in multiple indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data

In collaboration with the Tulare County Office of Education (TCOE), CalOPS Central Valley has engaged in a thorough review of state and local data to assess systemwide strengths, identify student group disparities, and develop a targeted response strategy.

Strengths Identified:

-Suspension Rate maintained at 0% (Blue) across all student groups, reflecting a consistently safe and supportive learning environment.

- College and Career Indicator performance increased by 14.7 percentage points to 19.3%, moving to the “Yellow” level—demonstrating improvement in postsecondary readiness.
- Access to a Broad Course of Study: Full implementation of 1:1 student device access, credit recovery options, and expanded elective and dual enrollment opportunities.
- Project Success pass rate increased to 96.5%, contributing to improved outcomes for credit-deficient students.
- Local Climate Survey (YouthTruth) scores indicate a strong culture of respect (over 88% across grade bands) and positive student-teacher relationships, especially in elementary and middle grades.

Areas for Growth:

- English Language Arts: SED students scored 113.5 points below standard, with a decline of 18.6 points from the prior year.
- Mathematics: SED students scored 164 points below standard, with a 3.4-point decline. Students with Disabilities scored 209.6 points below standard.
- Chronic Absenteeism: 26.6% of SED students were chronically absent, a 9.5 percentage point increase from the previous year.
- Graduation Rate: The rate for SED students declined to 67.8%, below the statewide average and an 8.7 percentage point drop.
- Academic Growth Scores: SED students showed 4 points below typical growth in ELA and 24 points below typical growth in Math.

Focus Areas: Math Achievement & Chronic Absenteeism

Through targeted technical assistance, CalOPS Central Valley has committed to two key focus areas:

- Improve math outcomes for Socioeconomically Disadvantaged students through strengthened math instruction, intervention, and participation in assessment.
- Reduce chronic absenteeism through early identification of at-risk students, increased outreach, more focused staff training, and supportive re-engagement systems.
- These goals align with the CalOPS Theory for Improvement, which aims to increase math achievement for SED students by 5% by 2025 through focused support systems and instructional improvements.

Professional Development and Implementation Plan

To support these priorities, CalOPS Central Valley will implement a focused improvement plan supported by TCOE. Key LCAP-aligned strategies include:

- Action 2.1: High-dosage math interventions, targeted tutoring, and scaffolded supports for SED and SWD students.
- Action 2.2: Increased use of diagnostic tools such as iReady, IXL, Tutor.com, and Interim Assessments to guide instruction.
- Action 2.4: Implementation of a new math curriculum with professional learning, including test-taking strategies and pacing supports.
- Action 1.4: Expanded 1:1 family data chats and student-teacher communication to support academic goal-setting and accountability.
- Action 3.3: Increased access to college and career readiness tools, CCAP partnerships, and postsecondary planning through counselor advisement.

Ongoing Commitment to Equity and Improvement

The school continues to remove systemic barriers to testing and academic success by enhancing technology access, virtual instruction, and individualized student planning. Participation in state assessments remains a key priority, and additional strategies—including practice tests and remote testing—have been introduced to support growth and engagement.

Through collaboration with TCOE and internal stakeholders, CalOPS Central Valley is building capacity to drive lasting improvement. These coordinated efforts reflect a long-term commitment to educational equity and the academic advancement of all students, particularly our most vulnerable populations.

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.

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Central Valley reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	In 20224-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	The difference from baseline is - 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	The difference from baseline is - 7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.64%	In 2024-2025, the RFEP rate through month 8 was 16.33%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 11.1%	The difference from baseline is 5.69%

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.

CalOPS Central Valley implemented a comprehensive set of actions to improve academic achievement across all student groups. This included targeted professional development, implementation of diagnostic assessments, MTSS-aligned interventions, collaboration through PLCs, and differentiated supports for English Learners, Long-Term English Learners, Foster Youth, and students experiencing homelessness. Teachers used high-engagement instructional tools for synchronous and asynchronous delivery, and all diagnostic assessment data were analyzed in PLCs to inform intervention.

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.

While several actions came close to meeting projected expenditures, some actions—particularly those targeting EL and LTEL supports—came in significantly under budget. On the other hand, PLC collaboration and diagnostic assessment actions slightly exceeded their budgets, indicating those strategies were utilized heavily and deemed essential for goal progress

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

Though the implementation was strong, progress toward academic targets declined. Reading and Math growth measured by i-Ready dropped by 7.5 and 7 percentage points, respectively, from baseline. This suggests instructional strategies and interventions require refinement. However, the RFEF rate increased to 16.33%, exceeding the target for the year, indicating strong progress in English Learner reclassification

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.

Based on the outcome data, additional refinement of intervention systems and deeper analysis of subgroup performance are planned. There will also be a renewed focus on aligning PLC outputs directly with actionable instructional strategies to accelerate growth for below-standard student groups.

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	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$33,359.34	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$1,725,476.56	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$1,977,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$43,903.42	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$33,446.19	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$11,664.00	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$13,141.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is - 10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7	The difference from baseline is 12.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 28%		chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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

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

Goal 2 was implemented through access to technology, regular biweekly student contact tracking, re-engagement efforts, and social-emotional supports. Families were prioritized for device distribution and internet reimbursement. Staff documented participation logs, and the framework for identifying disengaged students supported timely outreach.

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

There were discrepancies in Action 2.1 (Access to Technology) likely due to enrollment numbers. Conversely, Action 2.5 (Social Emotional / Mental Health Supports) significantly exceeded its planned allocation, demonstrating increased demand and investment in student wellness supports

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

The average biweekly contact rate declined by 10.3 percentage points to 87%, indicating a need for improved consistency in outreach. Chronic absenteeism increased to 28%, underscoring that while support structures were in place, further targeted intervention is necessary to drive engagement for high-need student groups

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

Increased investments will be made in staff training and family engagement tools. Additionally, student attendance will be more closely monitored through enhanced dashboard systems, additional training, and early-warning indicators will be embedded into the re-engagement framework.

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	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.	\$302,188.12	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$1,597,559.43	No
2.3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$1,035,450.00	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	\$102,070.47	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$187,605.05	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$21,558.75	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$11,257.48	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$14,474.59	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, the average Project Success course pass rate after quarter 3 was 96%		The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%	In the summer of 2024, the summer school course pass rate was 73%		The desired outcome for the summer school course pass rate	The distance from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 77.3%	The 2023-2024 grad rate was 69.6%		The desired outcome for the 2025-2026 grad rate is 81.1%	The distance from baseline is -7.7
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 25%	In 20223-2024, the percentage of students completing a-g requirements was 33.3%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 26.2%	The distance from baseline is 8.3%

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.

Implementation included a multi-pronged strategy—college prep guidance, dual enrollment, AVID support, Project Success, credit recovery, transition planning for SWD, and graduation monitoring. Summer school and CHAMPS were also deployed to support credit-deficient and at-risk students.

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.

While most actions were implemented, some contributing actions like summer intervention (Action 3.4) and college prep (Action 3.1) came in under budget. In contrast, the Graduation Rate Monitoring (Action 3.6) exceeded budget substantially, indicating greater-than-anticipated investment in supporting seniors and credit-deficient students

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

Results were mixed. The Project Success pass rate remained strong at 96%, but summer school pass rates dropped to 73%, likely due to transitional system changes and shifting enrollment patterns. The a-g completion rate rose from 25% to 33.3%, demonstrating success in expanding access to college-prep coursework. However, the overall graduation rate declined by 7.7 percentage points to 69.6%, highlighting a key area for further intervention

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.

Future plans include strengthening the summer intervention model, enhanced monitoring of a-g enrollment, and expanding the counselor-led academic planning model. These changes aim to address both academic preparedness and early identification of at-risk students before their senior 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
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$207,135.55	Yes
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$3,744.00	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$2,187.57	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$190,972.73	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$69,300.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	\$337,350.00	Yes
3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$8,099.13	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$16,830.00	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
\$2,497,609.91	\$

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
18.910%	0.000%	\$0.00	18.910%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p>1.2</p>	<p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically</p> <p>Scope: LEA-wide</p>	<p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p>1.3</p>	<p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p>Scope: LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.</p>
<p>1.4</p>	<p>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p>	<p>Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.</p>	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	<p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p>2.3</p>	<p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p>		<p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p>2.4</p>	<p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope:</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	promoting academic success and overall well-being.	<p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p>3.1</p>	<p>Action: College Preparation</p> <p>Need:</p> <p>Scope: LEA-wide</p>		
<p>3.2</p>	<p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p>	<p>every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.3</p>	<p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p>3.4</p>	<p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p>	<p>Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>
<p>3.6</p>	<p>Action: Graduation Rate Progress Monitoring</p> <p>Need: Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p>Scope: LEA-wide</p>	<p>Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.</p>	<p>Effectiveness in monitoring graduation rates can be measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.5</p>	<p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>
<p>1.6</p>	<p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
1.7	Action: Foster and Homeless Academic Achievement	Our school can effectively address the academic achievement needs of foster and homeless	Monitoring the effectiveness of actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p>
<p>2.7</p>	<p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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.

NA

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.

NA

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	NA	NA

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 certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13,207,540.00	2,497,609.91	18.910%	0.000%	18.910%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,557,175.43	\$773,053.28	\$0.00	\$615,616.67	\$7,945,845.38	\$7,533,299.15	\$412,546.23

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	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	\$0.00	\$33,359.34	\$12,888.94	\$7,575.78		\$12,894.62	\$33,359.34	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2025-2026	\$1,657,710.83	\$67,765.73	\$1,340,200.73	\$190,500.00		\$194,775.83	\$1,725,476.56	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	\$1,977,072.00	\$0.00	\$1,571,112.00	\$228,600.00		\$177,360.00	\$1,977,072.00	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2025-2026	\$2,297.56	\$41,605.86	\$29,386.86			\$14,516.56	\$43,903.42	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$33,446.19	\$0.00	\$17,990.19			\$15,456.00	\$33,446.19	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$11,664.00	\$0.00	\$7,800.00			\$3,864.00	\$11,664.00	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$7,800.00	\$5,341.00	\$10,691.00			\$2,450.00	\$13,141.00	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	\$90,960.00	\$211,228.12	\$189,298.06	\$177.50		\$112,712.56	\$302,188.12	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	\$1,577,647.86	\$19,911.57	\$1,399,191.93	\$152,400.00		\$45,967.50	\$1,597,559.43	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$1,035,450.00	\$0.00	\$894,546.00	\$114,300.00		\$26,604.00	\$1,035,450.00	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$102,070.47	\$0.00	\$102,070.47				\$102,070.47	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	\$180,777.05	\$6,828.00	\$184,305.05	\$3,300.00			\$187,605.05	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	\$20,640.00	\$918.75	\$21,558.75				\$21,558.75	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$8,262.00	\$2,995.48	\$11,109.88			\$147.60	\$11,257.48	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	\$0.00	\$14,474.59	\$14,474.59				\$14,474.59	
3	3.1	College Preparation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	\$204,144.60	\$2,990.95	\$207,135.55				\$207,135.55	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$0.00	\$3,744.00	\$3,744.00				\$3,744.00	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$1,103.86	\$1,083.71	\$2,187.57				\$2,187.57	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$190,972.73	\$0.00	\$190,972.73				\$190,972.73	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	\$69,300.00	\$0.00	\$31,200.00	\$38,100.00			\$69,300.00	
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	\$337,350.00	\$0.00	\$290,382.00	\$38,100.00		\$8,868.00	\$337,350.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	\$7,800.00	\$299.13	\$8,099.13				\$8,099.13	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	\$16,830.00	\$0.00	\$16,830.00				\$16,830.00	

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
13,207,540.00	2,497,609.91	18.910%	0.000%	18.910%	\$4,881,515.98	0.000%	36.960 %	Total:	\$4,881,515.98
								LEA-wide Total:	\$4,833,924.91
								Limited Total:	\$47,591.07
								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	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	\$12,888.94	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	\$1,340,200.73	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	\$1,571,112.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	\$29,386.86	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,990.19	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,800.00	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,691.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$189,298.06	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$894,546.00	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,070.47	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$11,109.88	
3	3.1	College Preparation	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$207,135.55	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,744.00	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,187.57	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,972.73	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,382.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,317,661.57	\$7,336,314.11

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	Professional Development for Academic Achievement	Yes	\$96,767.20	33,359.34
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$1,120,675.61	1,372,414.15
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$1,357,835.06	1,649,405.45
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$80,732.81	43,903.42
1	1.5	English Learner Student Achievement	Yes	\$66,862.69	21,412.91
1	1.6	LTEL Support	Yes	\$228,056.75	7,187.81
1	1.7	Foster and Homeless Academic Achievement	Yes	\$12,508.85	11,327.71
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$1,310,465.17	293,602.51
2	2.2	Track and Record Daily Student Participation	No	\$1,199,563.53	1,370,855.60
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$795,630.28	882,317.86
2	2.4	Caretaker Engagement Support	Yes	\$54,941.12	92,930.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	\$105,021.64	455,099.27
2	2.6	Increasing Diversity and Inclusion	No	\$16,963.58	21,436.67
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$11,440.68	52,007.23
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$40,536.90	14,474.59
3	3.1	College Preparation	Yes	\$226,600.41	171,957.72
3	3.2	Career Preparation (CTE)	Yes	\$4,665.41	3,744.00
3	3.3	AVID Program Implementation	Yes	\$2,257.09	2,187.57
3	3.4	Credit Recovery and Summer Intervention	Yes	\$229,281.61	157,390.59
3	3.5	Transition Plans	No	\$79,114.44	60,729.82
3	3.6	Graduation Rate Progress Monitoring	Yes	\$254,350.25	597,049.31
3	3.7	Dual Enrollment Options	No	\$11,635.85	6,285.84
3	3.8	Early Intervention Program Development	No	\$11,754.64	15,234.32

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)
1,805,474	\$5,131,393.71	\$4,433,172.94	\$698,220.77	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Academic Achievement	Yes	\$85,379.40	12,888.94		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$930,703.96	1,093,637.60		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$1,143,784.71	1,322,704.55		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$77,232.08	29,386.86		
1	1.5	English Learner Student Achievement	Yes	\$52,591.86	14,363.60		
1	1.6	LTEL Support	Yes	\$228,056.75	6,236.15		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$12,508.85	8,877.71		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$1,164,669.48	180,712.45		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$688,605.11	725,501.43		
2	2.4	Caretaker Engagement Support	Yes	\$54,941.12	92,930.42		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$11,440.68	37,044.29		
3	3.1	College Preparation	Yes	\$226,600.41	171,957.72		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Career Preparation (CTE)	Yes	\$4,665.41	3,744.00		
3	3.3	AVID Program Implementation	Yes	\$2,257.09	2,187.57		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$229,281.61	157,390.59		
3	3.6	Graduation Rate Progress Monitoring	Yes	\$218,675.19	573,609.06		

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)
8,088,317	1,805,474		22.322%	\$4,433,172.94	0.000%	54.810%	\$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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- 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).

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Monterey Bay

CDS Code: 44-75432-0139410

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

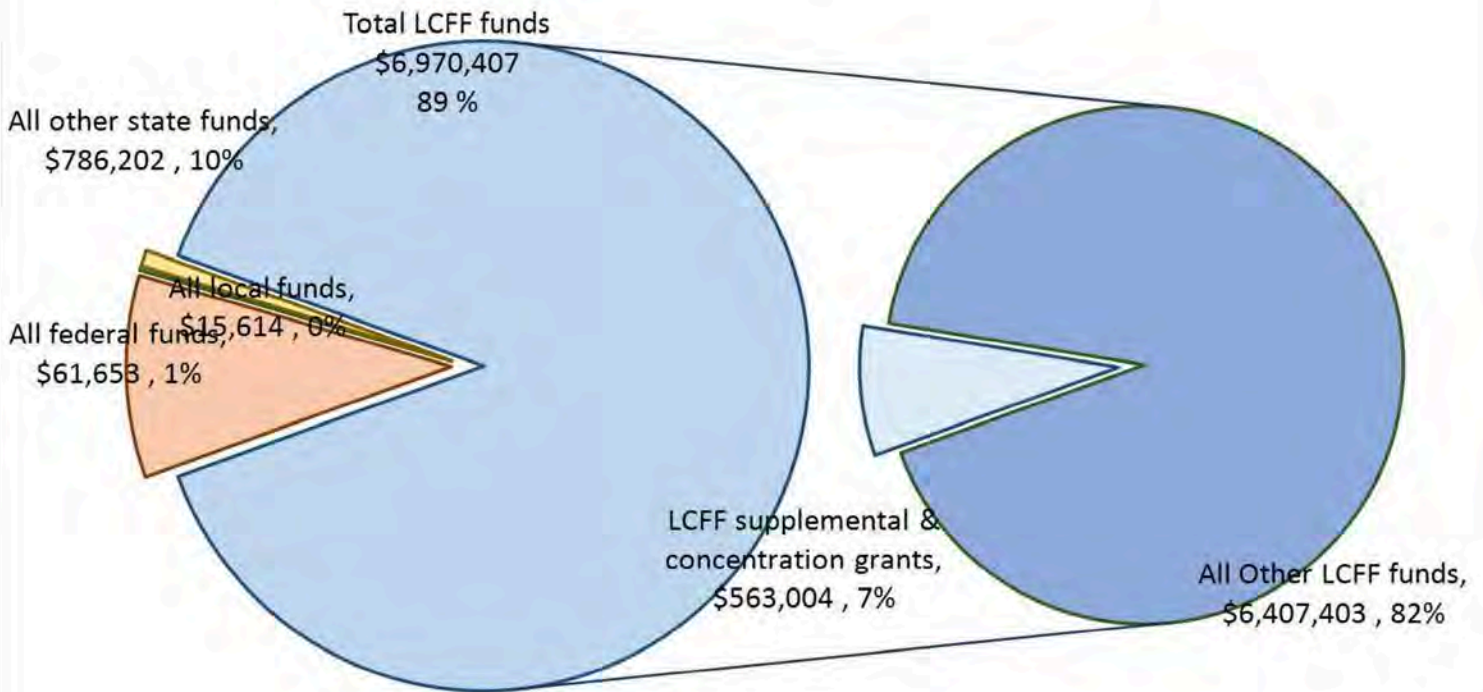
rsavage@californiaops.org

(949) 461-1667

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

Projected Revenue by Fund Source

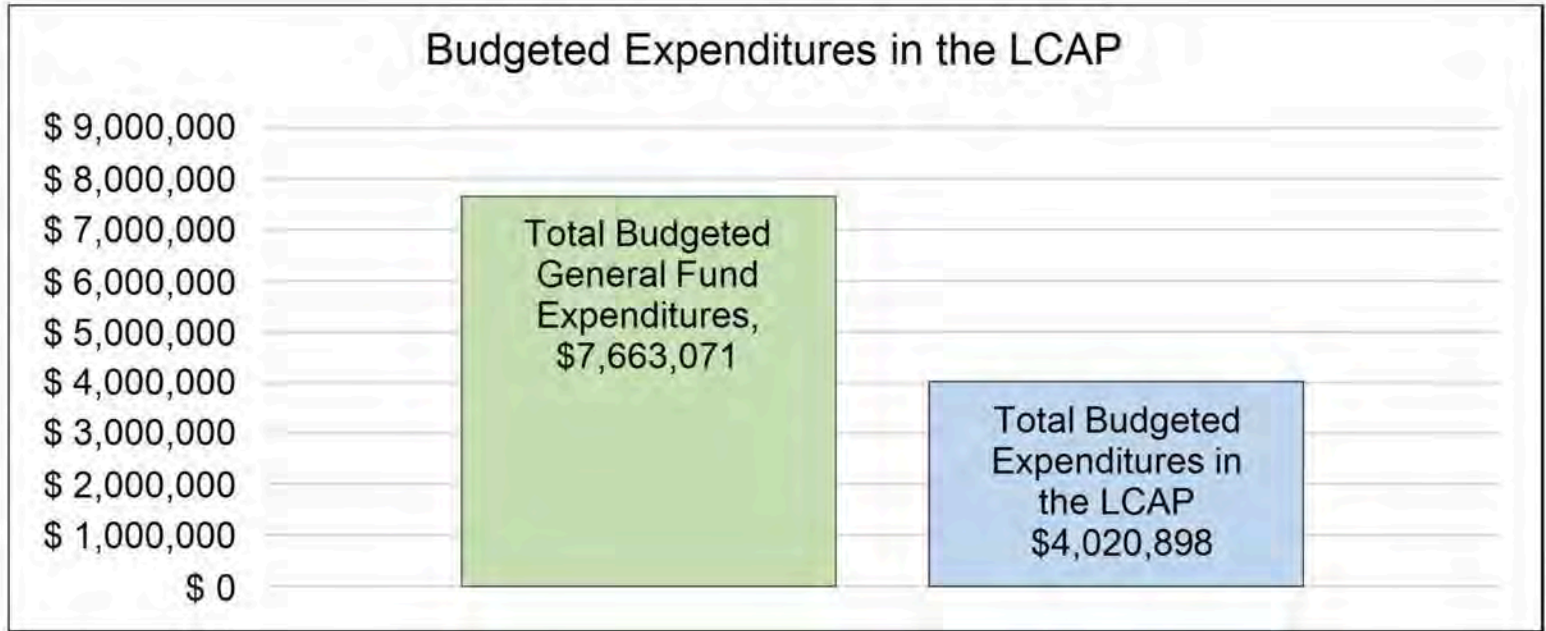


This chart shows the total general purpose revenue California Online Public Schools Monterey Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Monterey Bay is \$7,833,876, of which \$6,970,407 is Local Control Funding Formula (LCFF), \$786,202 is other state funds, \$15,614 is local funds, and \$61,653 is federal funds. Of the \$6,970,407 in LCFF Funds, \$563,004 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 California Online Public Schools Monterey Bay 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: California Online Public Schools Monterey Bay plans to spend \$7,663,071 for the 2025-26 school year. Of that amount, \$4,020,898 is tied to actions/services in the LCAP and \$3,642,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

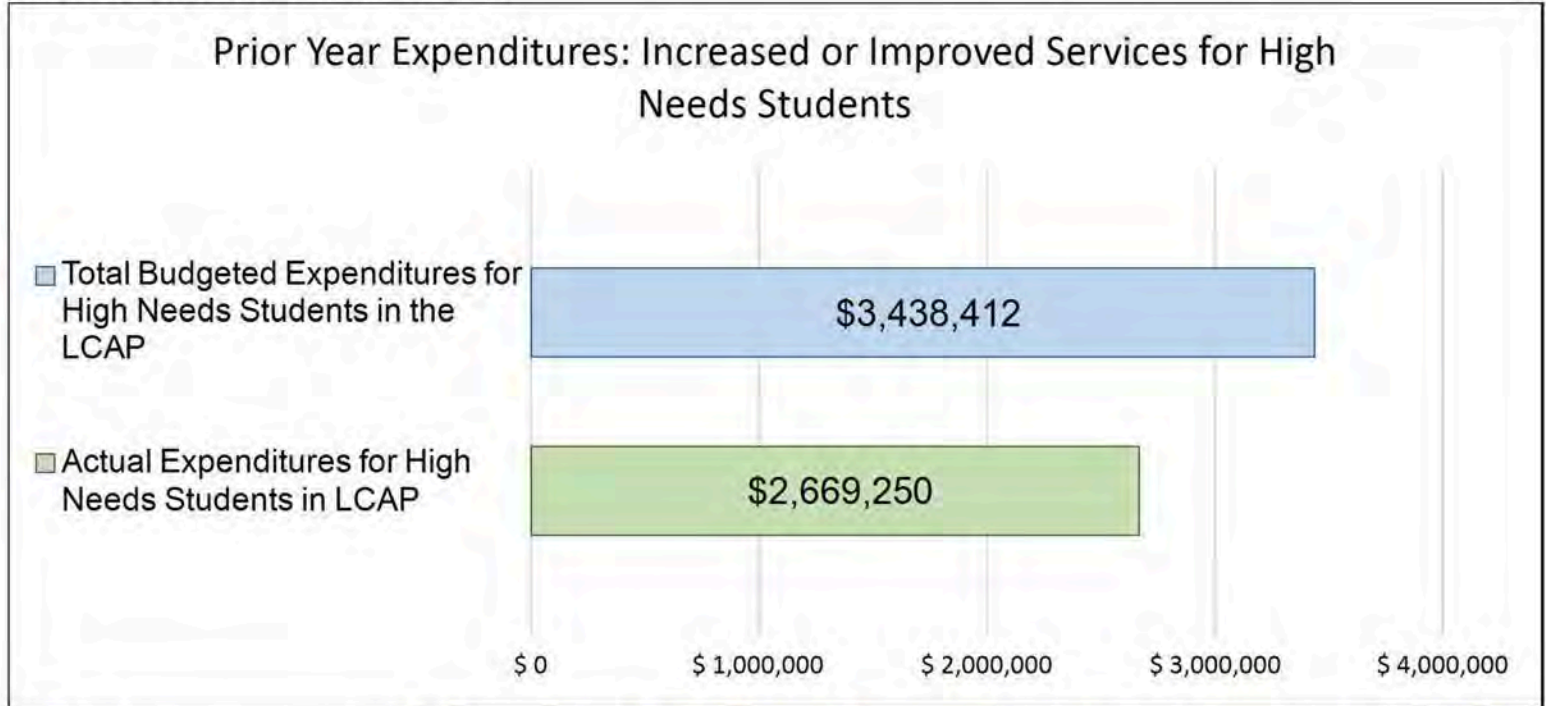
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Monterey Bay is projecting it will receive \$563,004 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Monterey Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Monterey Bay plans to spend \$2,410,113 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 California Online Public Schools Monterey Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Monterey Bay 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, California Online Public Schools Monterey Bay's LCAP budgeted \$3,438,412 for planned actions to increase or improve services for high needs students. California Online Public Schools Monterey Bay actually spent \$2,669,250 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$769,162 had the following impact on California Online Public Schools Monterey Bay's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

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
California Online Public Schools Monterey Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

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.

California Online Public Schools Monterey Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Scotts Valley Unified School District, and enrolls students in five counties: Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Monterey Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Monterey Bay program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools Monterey Bay's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement compared to the statewide average of 3.2%. This underscores our commitment to cultivating a supportive and inclusive virtual learning environment. Additionally, the graduation rate improved to 77%, a 4.6 percentage point increase from the prior year, and is now in the "Yellow" performance level. This positive momentum is especially encouraging as we continue to enhance graduation pathways and credit recovery supports for our students.

However, the Dashboard also highlights important areas for growth. Chronic Absenteeism increased to 14.4%, a rise of 6.9 percentage points, which places this indicator in the "Red" performance level. This concern was more pronounced for Socioeconomically Disadvantaged

students (21%), Hispanic students (19.1%), and students identified as Two or More Races (21.7%). These figures signal an urgent need to expand our outreach efforts, enhance student engagement strategies, and ensure equitable access to attendance supports, especially for our most vulnerable student groups.

In the area of Academic Performance, California Online Public Schools Monterey Bay remains below standard, with an “Orange” performance level in English Language Arts (ELA) and a “Yellow” in Mathematics. In ELA, students scored an average of 44.1 points below standard, declining by 3.7 points from the previous year. Hispanic students and Socioeconomically Disadvantaged students were particularly impacted, scoring 104.5 and 99.6 points below standard, respectively. In Mathematics, performance showed improvement, increasing by 8.3 points overall; however, students still averaged 89.4 points below standard. Hispanic students (163.7 points below standard) and SED students (149.6 points below standard) remain a primary focus for intervention.

We also recognize that assessment participation challenges persist in a virtual setting. Barriers such as transportation, work schedules, and health-related concerns limit access to in-person testing. To mitigate these challenges, we have expanded testing options to include remote administration and communicated more proactively with students and families. Additionally, we are working to increase early-grade testing participation and normalize the experience through practice tests and integrated test-preparation resources.

These actions are supported by interventions such as CHAMPS, Project Success, and targeted academic support systems designed to re-engage students, improve achievement, and close performance gaps. The integration of new schoolwide systems and expanded virtual support services also reflects our transition toward a more responsive and student-centered online learning model.

In conclusion, California Online Public Schools Monterey Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all students. Through collaborative efforts, targeted interventions, and strategic planning, we are dedicated to fostering a culture of continuous improvement and academic achievement for every learner in our school community.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Monterey Bay qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Pupil Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of both the Hispanic and Socioeconomically Disadvantaged (SED) student groups, which each scored in the lowest performance level (Red) in two or more indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data

In partnership with the Santa Cruz County Office of Education, CalOPS MB has engaged in a collaborative review of both state and internal data to identify trends, strengths, and challenges.

Strengths Identified:

-Suspension Rate: 0% across all student groups (Blue)

- Graduation Rate: Improved to 77%, up 4.6 percentage points (Yellow)
- Remote access for testing has been implemented and supported by 1:1 student device access
- Growth in Math: Overall student scores improved by 8.3 points
- Intervention impact: High success rates in internal programs such as Project Success and summer school

Areas for Growth:

- ELA: Hispanic students scored 104.5 points below standard (declined 47.8 points); SED students scored 99.6 points below standard (declined 17.1 points)
- Mathematics: Hispanic students scored 163.7 points below standard (declined 21.2 points); SED students scored 149.6 points below standard (declined 10 points)
- Chronic Absenteeism: SED (21%) and Hispanic (19.1%) students had significant increases in chronic absence rates
- College and Career Indicator: Only 15.9% of all students met the "Prepared" benchmark; SED students scored 8.2%
- Growth Scores: Both ELA and Math showed below-typical growth for key student groups, particularly students with disabilities and SED students

Focus Areas: Math Achievement & Chronic Absenteeism

Through targeted technical assistance and in alignment with the CalOPS Theory for Improvement, CalOPS MB has identified two primary focus areas:

- Improve math achievement for Hispanic and SED student groups through expanded access to daily synchronous instruction, updated curriculum, and consistent student support systems.
- Reduce chronic absenteeism by increasing school engagement, building stronger connections with families, and removing barriers to attendance, especially for SED and Hispanic students.

These focus areas support the CalOPS MB Theory for Improvement, aim to increase Hispanic student achievement in math by 5% by 2025 (from -163.7 to -155.5 points below standard), and reduce chronic absenteeism for SED and Hispanic students to below 15%.

Professional Development and Implementation Plan

To support this work, CalOPS MB will implement a multi-tiered action plan that includes the following LCAP-aligned and improvement-driven strategies:

- Action 2.1: Provide high-dosage math intervention, especially in middle and high school, using dedicated intervention teachers and updated curriculum tools.
- Action 2.2: Leverage formative diagnostic platforms such as IXL, iReady, Tutor.com, and Interim Assessments to guide responsive instruction.
- Action 2.3: Focus on increasing test participation rates through early-year planning, removing logistical barriers, and offering remote options.
- Action 1.4: Expand 1:1 outreach, including proactive attendance tracking, frequent student check-ins, and early intervention for attendance concerns.
- Action 1.6: Implement targeted supports for families of chronically absent students, including translated communication, flexible scheduling, and referral to counseling or other resources.

Ongoing Commitment to Equity and Improvement

CalOPS MB recognizes that equity-driven change requires deep structural shifts, especially for historically underserved groups. Our efforts are guided by the CalOPS Theory for Improvement Drivers, which emphasizes increasing synchronous instructional time, removing technological and testing barriers, and consistently implementing student support plans with administrative oversight. By working in collaboration with Santa Cruz COE and aligning with our systemwide Theory for Improvement, we are building the internal capacity necessary to foster lasting academic growth. These continuous improvement efforts demonstrate our unwavering commitment to ensuring that all students, particularly those most affected by systemic barriers, have the opportunity to succeed.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Monterey Bay reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	The difference from baseline is - 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	The difference from baseline is - 7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 11.90%	In 2024-2025, the RFEP rate through month 8 was 6.25%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 12.4%	The difference from baseline is - 5.65%

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.

The school effectively implemented most planned actions under Goal 1, including professional development for academic achievement, the administration of diagnostic assessments, MTSS academic interventions, and use of instructional tools. Teachers engaged in PLCs to discuss data and instructional strategies. iReady diagnostic results were reviewed regularly and used to inform instruction.

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.

Although overall expenditures were aligned with planned budgets, underspending occurred in some contributing actions due to a drop in enrollment as part of our broader transition year. As funding is tied to ADA, the reduced student count lowered actual expenses in some areas.

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

Implementation led to steady academic progress. Although i-Ready metrics showed a slight decline in Reading typical growth (60%) and a modest dip in Math (50%), PLCs and academic support structures remained strong. Continued professional development and academic data

analysis have been effective in identifying students needing additional support and responding accordingly. EL reclassification rates declined, indicating the possible need to re-evaluate support strategies for English Learners.

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.

In light of reflections and the funding-to-enrollment adjustment, planned actions will be more closely aligned with expected ADA. Efforts to improve EL outcomes and math growth will be prioritized through refined professional development and intervention strategies.

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	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE	\$21,357.04	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$872,198.48	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$988,536.00	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$26,950.87	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$16,723.09	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$5,832.00	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$7,036.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference in baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7 chronic	The difference in baseline is 3.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 19%		absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference in baseline is 0%

Goal Analysis [2024-25]

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

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

Actions under Goal 2 were largely implemented as intended, including technology access, internet reimbursement, daily participation tracking, tiered re-engagement strategies, and social-emotional learning initiatives. The caretaker support system also expanded to offer enhanced onboarding and multilingual resources.

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.

Most differences in expenditures again stemmed from the lower-than-projected enrollment, affecting the scope of services provided and reducing the total cost of contributing actions. Despite this, the school preserved essential engagement activities and supports.

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

Chronic absenteeism increased from 15.94% to 19%, highlighting the need for stronger re-engagement. However, the biweekly contact rate remained high (87%), and suspension rates remained at 0%. Efforts to identify and support disengaged students were consistent, but more personalized outreach is needed.

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.

In response to engagement challenges, the school will increase targeted outreach for SED and Hispanic students, enhance early-warning re-engagement protocols, and strengthen caretaker collaboration systems. Planned expenditures will also be re-aligned to reflect current enrollment trends.

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	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.	\$177,230.71	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$801,854.11	No
2.3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$517,725.00	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	\$51,035.23	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$94,945.52	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$10,866.88	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$6,015.92	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$4,633.83	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, the average Project Success course pass rate after quarter 3 was 96%		The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school	In the summer of 2024, the summer		The desired outcome for the	The difference from baseline is - 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course pass rate was 83%	school course pass rate was 73%		summer school course pass rate for the summer of 2026 is 87%	
3.3	Increase graduation rates	The 2022-2023 grad rate was 72.4%	The 2023-2024 grad rate was 77%		The desired outcome for the 2025-2026 grad rate is 76%	The difference from baseline is 4.6%
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 41%	In 2023-2024, the percentage of students completing a-g requirements was 36%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 43%	The difference from baseline is -5%

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.

Key strategies such as Project Success, summer school programming, early identification of credit deficiency, and programs like CHAMPS and AVID were implemented. Dual enrollment pathways were initiated in partnership with a local community college.

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.

As with other goals, differences between planned and actual expenditures were mostly in contributing actions impacted by the enrollment drop. Although funding allocations were reduced, core programs remained intact and effective

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

The graduation rate rose from 72.4% to 77%, and Project Success maintained a 96% pass rate. However, summer school pass rates dropped to 73%, and a-g completion rates declined to 36%. These mixed results suggest a need for strengthened summer interventions and academic planning for college readiness.

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.

Moving forward, more structured academic planning and increased counselor involvement will support a-g completion. We will refine summer programming to better support students in recovering credits efficiently. All contributing expenditures will be re-examined to ensure alignment.

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	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$103,669.16	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$1,872.00	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$1,130.53	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$95,486.36	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$34,650.00	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted..	\$168,675.00	Yes
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$4,059.71	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$8,415.00	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
\$563,004	\$

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
8.077%	0.000%	\$0.00	8.077%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p>1.2</p>	<p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically.</p> <p>Scope: LEA-wide</p>	<p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p>1.3</p>	<p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

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	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p>Scope: LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

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			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

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			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

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			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p>

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			<p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

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			essential for their success in and beyond high school.
2.1	<p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p>

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			<p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p>2.3</p>	<p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the</p>

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	<p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p>		<p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p>

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			<p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p>2.4</p>	<p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope:</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>

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	LEA-wide	promoting academic success and overall well-being.	<p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p>3.2</p>	<p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope:</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation</p>

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	LEA-wide	students, industries, and communities in today's rapidly changing economy.	<p>rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
3.3	<p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p>	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p>

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	<p>underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p>	<p>integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.</p>

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			<p>This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p>3.4</p>	<p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's</p>

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		<p>learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or</p>

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			<p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>
3.6	Action: Graduation Rate Progress Monitoring	Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and	Effectiveness in monitoring graduation rates can be

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	<p>Need: Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p>Scope: LEA-wide</p>	<p>administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.</p>	<p>measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are</p>

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			<p>improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p> <p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.5</p>	<p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

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			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

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			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

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<p>1.6</p>	<p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

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			<p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p>1.7</p>	<p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p>
<p>2.7</p>	<p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			promoting educational success and attainment.

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.

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,970,407	563,004	8.077%	0.000%	8.077%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,353,919.84	\$387,309.63	\$0.00	\$279,668.97	\$4,020,898.44	\$3,766,649.55	\$254,248.89

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	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	\$0.00	\$21,357.04	\$16,172.04	\$4,829.25		\$355.75	\$21,357.04	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2025-2026	\$828,855.41	\$43,343.07	\$678,585.19	\$95,250.00		\$98,363.29	\$872,198.48	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	\$988,536.00	\$0.00	\$785,556.00	\$114,300.00		\$88,680.00	\$988,536.00	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2025-2026	\$1,148.78	\$25,802.09	\$19,909.96			\$7,040.91	\$26,950.87	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$16,723.09	\$0.00	\$8,995.09			\$7,728.00	\$16,723.09	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$5,832.00	\$0.00	\$3,900.00			\$1,932.00	\$5,832.00	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$3,900.00	\$3,136.00	\$7,036.00				\$7,036.00	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	\$45,480.00	\$131,750.71	\$142,028.61	\$115.38		\$35,086.72	\$177,230.71	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	\$788,823.93	\$13,030.18	\$702,981.61	\$76,200.00		\$22,672.50	\$801,854.11	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	\$517,725.00	\$0.00	\$447,273.00	\$57,150.00		\$13,302.00	\$517,725.00	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	\$51,035.23	\$0.00	\$51,035.23				\$51,035.23	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	\$90,388.52	\$4,557.00	\$93,580.52	\$1,365.00			\$94,945.52	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	\$10,320.00	\$546.88	\$10,866.88				\$10,866.88	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$4,131.00	\$1,884.92	\$5,942.12			\$73.80	\$6,015.92	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	\$0.00	\$4,633.83	\$4,633.83				\$4,633.83	
3	3.1	College Preparation	All	No			All Schools	2025-2026	\$102,072.30	\$1,596.86	\$103,669.16				\$103,669.16	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$0.00	\$1,872.00	\$1,872.00				\$1,872.00	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$551.93	\$578.60	\$1,130.53				\$1,130.53	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$95,486.36	\$0.00	\$95,486.36				\$95,486.36	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	\$34,650.00	\$0.00	\$15,600.00	\$19,050.00			\$34,650.00	
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	\$168,675.00	\$0.00	\$145,191.00	\$19,050.00		\$4,434.00	\$168,675.00	

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
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	\$3,900.00	\$159.71	\$4,059.71				\$4,059.71	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	\$8,415.00	\$0.00	\$8,415.00				\$8,415.00	

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
6,970,407	563,004	8.077%	0.000%	8.077%	\$2,410,113.13	0.000%	34.576 %	Total:	\$2,410,113.13
								LEA-wide Total:	\$2,384,239.92
								Limited Total:	\$25,873.21
								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	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	\$16,172.04	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	\$678,585.19	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	\$785,556.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	\$19,909.96	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,995.09	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,900.00	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$7,036.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$142,028.61	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$447,273.00	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$51,035.23	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,942.12	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,872.00	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,130.53	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,486.36	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$145,191.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,124,327.34	\$4,521,508.77

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	Professional Development for Academic Achievement	Yes	\$67,836.80	21,357.04
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$785,628.25	847,997.04
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$951,884.36	1,017,213.23
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$56,596.20	26,950.87
1	1.5	English Learner Student Achievement	Yes	\$46,872.81	12,706.94
1	1.6	LTEL Support	Yes	\$159,874.83	4,382.11
1	1.7	Foster and Homeless Academic Achievement	Yes	\$8,769.09	6,800.81
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$918,676.62	187,163.64
2	2.2	Track and Record Daily Student Participation	No	\$840,931.14	844,897.83
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$557,761.44	543,896.39
2	2.4	Caretaker Engagement Support	Yes	\$38,515.42	57,072.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	\$73,623.43	279,619.63
2	2.6	Increasing Diversity and Inclusion	No	\$11,891.99	13,203.51
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$8,020.27	31,968.71
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$22,837.89	4,633.83
3	3.1	College Preparation	No	\$158,853.90	104,979.61
3	3.2	Career Preparation (CTE)	Yes	\$3,270.60	1,872.00
3	3.3	AVID Program Implementation	Yes	\$1,582.29	1,130.53
3	3.4	Credit Recovery and Summer Intervention	Yes	\$160,733.49	95,829.15
3	3.5	Transition Plans	No	\$55,461.67	37,812.39
3	3.6	Graduation Rate Progress Monitoring	Yes	\$178,307.39	366,814.27
3	3.7	Dual Enrollment Options	No	\$8,157.09	3,824.52
3	3.8	Early Intervention Program Development	No	\$8,240.37	9,382.66

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)
428,854	\$3,438,411.78	\$2,669,250.25	\$769,161.53	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Academic Achievement	Yes	\$59,853.60	16,172.04		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$652,452.26	674,099.74		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$801,828.45	811,945.72		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$54,142.08	19,909.96		
1	1.5	English Learner Student Achievement	Yes	\$36,868.52	8,524.71		
1	1.6	LTEL Support	Yes	\$159,874.83	3,817.51		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$8,769.09	6,800.81		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$816,469.33	151,961.54		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$482,733.48	445,367.99		
2	2.4	Caretaker Engagement Support	Yes	\$38,515.42	57,072.06		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$8,020.27	22,561.06		
3	3.2	Career Preparation (CTE)	Yes	\$3,270.60	1,872.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	AVID Program Implementation	Yes	\$1,582.29	1,130.53		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$160,733.49	95,829.15		
3	3.6	Graduation Rate Progress Monitoring	Yes	\$153,298.07	352,185.43		

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)
4,988,984	428,854		8.596%	\$2,669,250.25	0.000%	53.503%	\$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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- 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).

California Department of Education
November 2024



California Online Public Schools

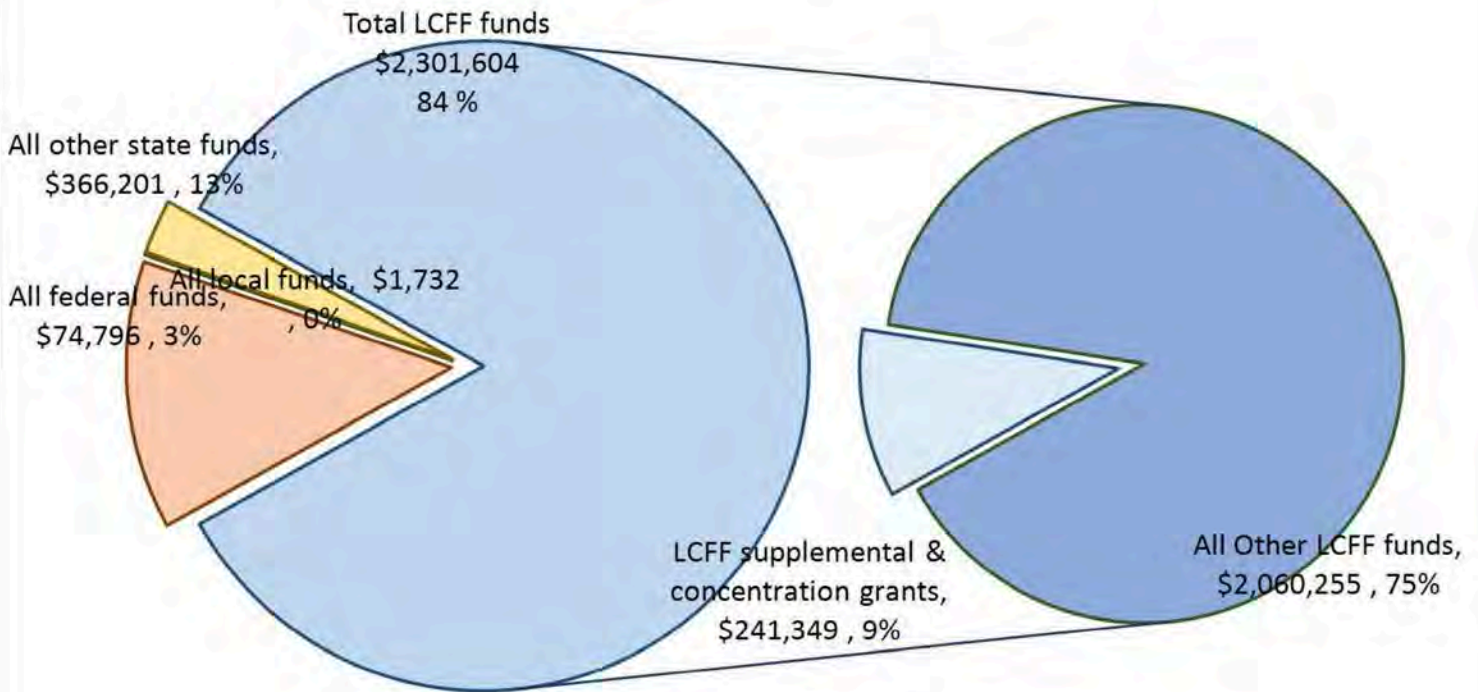
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools North Bay
 CDS Code: 17 640550129601
 School Year: 2025-26
 LEA contact information:
 Dr. Richard Savage
 Superintendent
 rsavage@californiaops.org
 (949) 467-1667

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

Projected Revenue by Fund Source

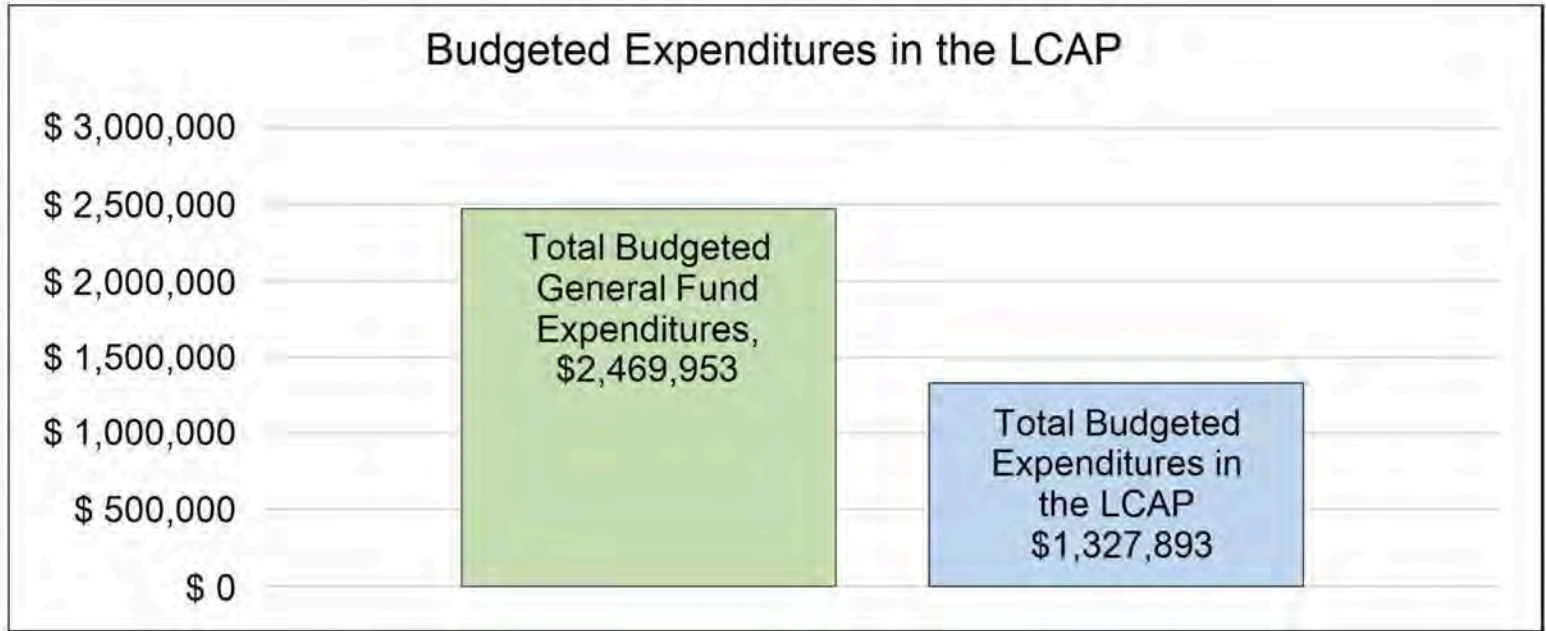


This chart shows the total general purpose revenue California Online Public Schools North Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools North Bay is \$2,744,333, of which \$2,301,604 is Local Control Funding Formula (LCFF), \$366,201 is other state funds, \$1,732 is local funds, and \$74,796 is federal funds. Of the \$2,301,604 in LCFF Funds, \$241,349 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 California Online Public Schools North Bay 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: California Online Public Schools North Bay plans to spend \$2,469,953 for the 2025-26 school year. Of that amount, \$1,327,893 is tied to actions/services in the LCAP and \$1,142,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

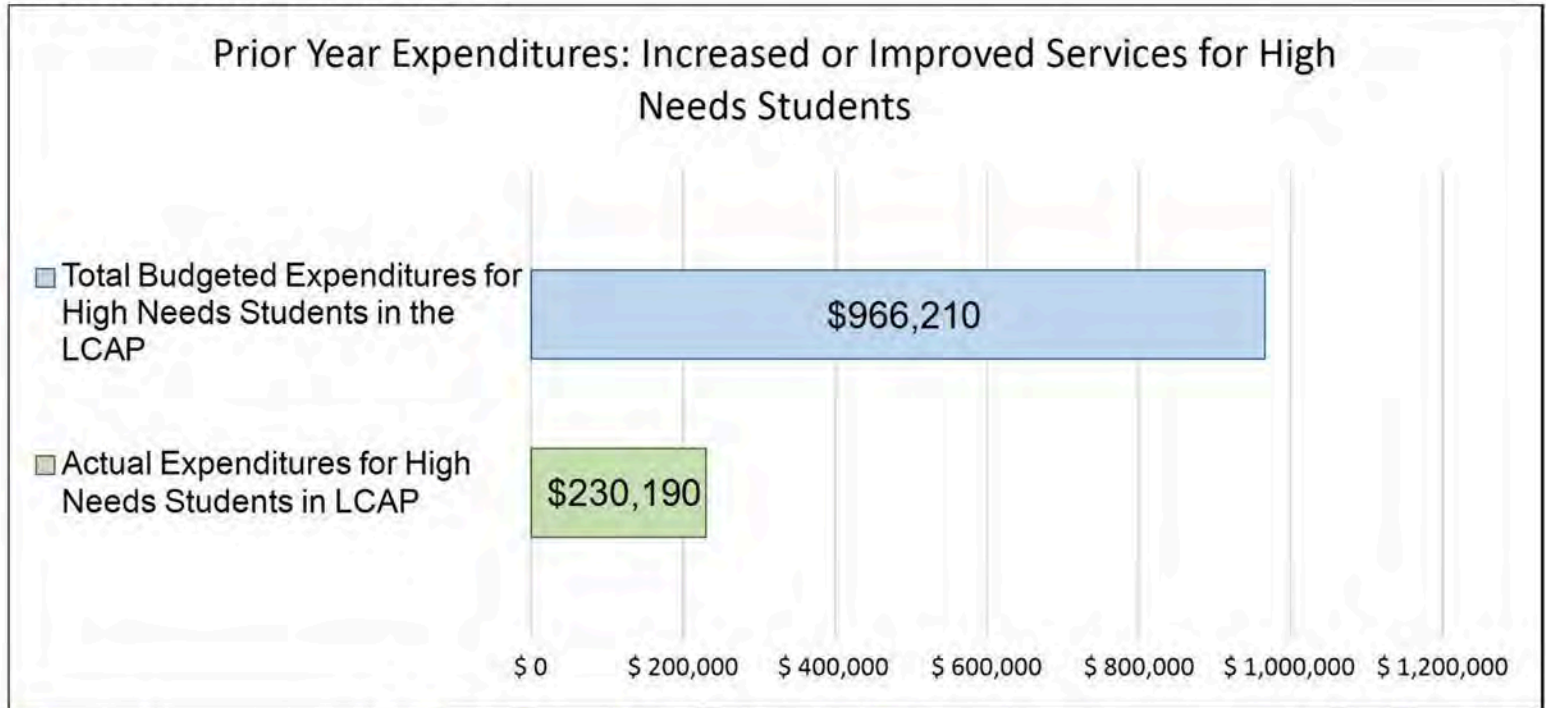
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools North Bay is projecting it will receive \$241,349 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools North Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools North Bay plans to spend \$737,277 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 California Online Public Schools North Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools North Bay 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, California Online Public Schools North Bay's LCAP budgeted \$966,210 for planned actions to increase or improve services for high needs students. California Online Public Schools North Bay actually spent \$230,190 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$736,020 had the following impact on California Online Public Schools North Bay's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

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
California Online Public Schools North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 467-1667

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.

California Online Public Schools North Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Middletown Unified School District, and enrolls students in seven counties: Lake, Colusa, Glenn, Mendocino, Napa, Sonoma, and Yolo. In 2014, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools North Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools North Bay program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools North Bay's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement when compared to the statewide average of 3.2%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, the graduation rate rose significantly to 82.9%, an increase of 18.3 percentage points from the previous year, placing this indicator in the “Green” performance level.

However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism increased sharply to 28.1%, a 13.1 percentage point rise from the prior year, placing this indicator in the “Red” performance level. This issue was especially pronounced for Socioeconomically

Disadvantaged students (35%), Hispanic students (34.5%), and Students with Disabilities (52.4%). These trends underscore the need to enhance student engagement and implement additional supports to improve attendance, particularly for our most at-risk groups. In the area of Academic Performance, California Online Public Schools North Bay remains in the lowest performance levels for both English Language Arts and Mathematics. In ELA, students scored an average of 111.4 points below standard, with a 27.1-point decline from the previous year. Socioeconomically Disadvantaged students, in particular, scored 126.1 points below standard, declining by 36.4 points. In Mathematics, the school reported 152.4 points below standard overall, though with a slight improvement of 6.9 points. The SED group scored 164.3 points below standard and maintained performance compared to the prior year.

We recognize that these scores are affected not only by instructional challenges but also by low participation rates in state assessments. As a fully online school, we continue to face logistical barriers to CAASPP participation, including issues related to transportation, work schedules, and health concerns. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. We are also enhancing familiarity with the testing format by providing practice assessments and integrating test-aligned materials into our curriculum.

Additionally, we are placing increased emphasis on early-grade participation in state testing to normalize this experience and set a foundation for student success throughout their academic career. These steps, alongside ongoing interventions such as credit recovery, CHAMPS, and targeted academic support, are central to our continuous improvement strategy.

In conclusion, California Online Public Schools North Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Online Public Schools North Bay.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools North Bay qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Academic Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which scored in the lowest performance level (Red) in two or more indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data

In partnership with the Lake County Office of Education, CalOPS North Bay has engaged in a thorough review of both state and local data to assess strengths, challenges, and opportunities for improvement.

Strengths Identified:

-Graduation rate improvement to 82.9% (Green), up 18.3 percentage points from the prior year

-High success rate (96.5%) in the internal credit recovery program (Project Success)

- Strong contact rate and student connection through the homeroom model
- Full implementation of 1:1 student device access and remote testing options, increasing equity and access
- Suspension rate held at 0% across all student groups (Blue)

Areas for Growth:

- English Language Arts: SED students scored 126.1 points below standard, with a decline of 36.4 points
- Mathematics: SED students scored 164.3 points below standard, maintaining performance from the prior year
- Chronic Absenteeism: SED students had a 35% chronic absence rate, an increase of 13.8 percentage points
- College and Career Indicator: Only 11.4% of all students met the "Prepared" threshold; performance for SED students was not reported due to low sample size but remains an area of focus
- Growth scores in both ELA (-1) and Math (-13) for all students reflect below typical progress

Focus Areas: Math Achievement & College and Career Readiness

Through targeted technical assistance, CalOPS North Bay has committed to two key focus areas:

- Improve math outcomes for Socioeconomically Disadvantaged students by strengthening instruction, intervention, and student engagement practices
 - Increase college and career readiness through expanded dual enrollment, career pathways, and individualized academic planning
- These focus areas align with the CalOPS Theory for Improvement, which sets a measurable goal of increasing math achievement for SED students by 5% by 2025, while also addressing equity gaps in postsecondary preparedness.

Professional Development and Implementation Plan

To support these priorities, CalOPS North Bay will implement an action-based improvement plan supported by Lake COE. Key LCAP-aligned strategies include:

- Action 2.1 – Targeted tutoring, high-dosage math interventions, and scaffolded support for SED students
- Action 2.2 – Use of diagnostic and formative tools such as iReady, IXL, Tutor.com, and Interim Assessments to guide responsive instruction
- Action 2.4 – Continued implementation of updated math curriculum, supported by professional learning and coaching
- Action 1.4 – Strengthen 1:1 family communication, including data chats, goal setting, and outreach
- Action 3.3 – Expand access to college and career planning, including dual enrollment (CCAP), a-g guidance, and career pathway advising

Ongoing Commitment to Equity and Improvement

The transition to 1:1 technology and remote state testing has already helped remove barriers for students facing logistical and access-related challenges. While internal tools such as iReady and MAP show stronger student proficiency than CAASPP scores, the school recognizes the need to increase participation, test preparedness, and math-specific instructional quality.

Through its collaborative work with the Lake County Office of Education and continued alignment with the CalOPS Theory for Improvement, CalOPS North Bay is building the internal capacity and systems necessary to create lasting, equity-focused change. These improvement efforts reflect a sustained commitment to ensuring all students, especially those most underserved, have the support, resources, and opportunities to thrive.

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.

California Online Public Schools North Bay

Support for Identified Schools

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

Needs Assessment

Based on the 2024 California School Dashboard, California Online Public Schools North Bay remains eligible for Comprehensive Support and Improvement (CSI) as it continues to fall within the lowest-performing 5% of schools statewide. While the school's graduation rate showed a significant improvement, from 64.5% in 2023 to 82.9% in 2024, persistent challenges remain across several state priority areas. These designations stem largely from the performance of the Socioeconomically Disadvantaged (SED) student group. In 2024, the SED group had the lowest academic achievement in:

- English Language Arts: 164.3 points below standard
- Mathematics: 126.1 points below standard
- Chronic Absenteeism: 35%, an increase of 13.8 percentage points from the previous year

In comparison, the all-student average for chronic absenteeism was 18.8%, with additional disparities among English Learners (23.9%), Hispanic students (25.1%), and White students (14.6%). These figures highlight urgent needs around student engagement and attendance, particularly among key student subgroups.

To develop this CSI plan, California Online Public Schools North Bay engaged schoolwide leadership at all grade bands, high school leaders, counseling and student services, and community members through the School Advisory Committee and English Learner Advisory Committee. These stakeholder groups were actively involved in reviewing data and providing feedback on key improvement strategies, including in-house summer school, credit recovery, and enhanced student outreach.

Root Cause Analysis

- High chronic absenteeism among SED, Hispanic, and EL students contributes to reduced instructional access.
- Low academic performance in both ELA and math, especially for SED students.
- Students are falling off cohort in 9th grade, significantly affecting graduation rates.
- High student mobility introduces mid-year enrollments of credit-deficient students.
- Low participation in CAASPP testing limits the reliability of state indicator data.

Evidence-Based Interventions

Using The Practical Decision Maker (Harvey, Bearley, Corkrum, 1997) as a framework, the school selected evidence-based strategies to address multiple layers of student need. These include:

- Homeroom Model: Teachers are assigned small groups of students to monitor engagement, promote connection, and intervene early. Contact rates reached an average of 87% through the first three quarters of the 2024-2025 school year.
- Project Success (Credit Recovery Program): Strategically grouped homerooms with core-subject teachers to support students behind in credits. The program reported a 96% pass rate after the first three quarters of the 2024-2025 school year.
- CHAMPS Program: Identifies students at risk before they begin high school. Current CHAMPS students achieved an 85% pass rate in 2023–2024.
- In-House Summer School: In summer 2024, our program was scaled back due to system transitions, but still supported high school credit recovery with a 73% pass rate. While slightly below past years, the results remain positive given the reduced scope. As systems stabilize, we will enhance outreach to identify students needing summer support and tailor course options to serve both credit-deficient upper-grade students and those in lower grades needing foundational skill reinforcement.
- College and Career Access Pathway (CCAP): CCAP, a partnership with Saddleback College, enables high school students to dual enroll in college courses. Since its launch in 2021–2022, enrollment and performance have steadily improved, from 38 students with a 78% pass rate to 57 students in 2024–2025 achieving an 86% pass rate across two courses. The program now offers four course options, expanding access to college-level learning. CCAP continues to be a valuable bridge to postsecondary success, especially for students seeking career pathways or general education transfer opportunities.

Identification of Resource Inequities

While the virtual model provides equal access to courses and materials, performance data shows that SED students face compounded barriers to success. To address these inequities:

Lower student-teacher ratios will be implemented for credit-deficient students.

Additional staffing, resources, and support will be directed to Project Success, CHAMPS, summer school, early warning systems, and college/career initiatives.

Eligibility for these interventions is based on credit deficiency and engagement, not subgroup status, ensuring equitable access to additional supports.

CalOPS North Bay remains focused on addressing both academic and engagement gaps, using real-time data and targeted interventions to promote success for all students, especially those historically underserved.

Monitoring and Evaluating Effectiveness

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

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (<https://nirn.fpg.unc.edu/>).

Progress will be reviewed formally on a quarterly basis, focusing on:

- The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.
- Increased rates of underclassmen staying on cohort.
- Expansion and impact of the CCAP dual enrollment program.
- Continued refinement of the in-house summer school and CHAMPS programs.

-Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

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
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools North Bay reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	The difference from baseline is - 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	The difference from baseline is - 7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 12.5%	In 2024-2025, the RFEP rate through month 8 was 0%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 13.1%	The difference from baseline is - 12.5%

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.

Overall, the implementation of Goal 1 actions was consistent with the original plan, with professional development, diagnostic assessments, MTSS planning, and instructional tool utilization executed across all grade bands. Systems such as PLC collaboration and academic supports for EL, LTEL, foster, and homeless students remained core components. While most actions were implemented effectively, some services for unduplicated students were impacted by lower enrollment, which influenced staffing and service levels

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.

Estimated actual expenditures were below what was budgeted for several contributing actions. These differences are attributed to a drop in enrollment during the transition year, which resulted in a proportional reduction in service demand and associated costs. Despite lower expenditures, core services were preserved. Moving forward, we will more strategically tag expenditures for contributing actions to reflect accurate need and scalability.

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

Actions like Project Success and MTSS-supported diagnostics showed strong results, including a 96% pass rate in Project Success and targeted academic planning through data-informed PLCs. However, metrics such as English Learner reclassification and iReady Reading and Math growth declined, indicating the need for enhanced focus and differentiated supports for specific student groups.

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

Metrics will remain the same; however, funding strategies will be refined to align better with projected enrollment and ensure contributing actions are fully funded. Additional professional development will be provided to support EL services and diagnostics interpretation. Systems for identifying and monitoring high-needs students will also be strengthened.

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	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$6,681.83	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$290,000.35	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$329,512.00	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$8,819.01	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$5,574.36	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$1,944.00	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$2,402.50	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023 - 2024, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is - 10.3%
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7	The difference from baseline is 7.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 23%		chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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

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

Goal 2 actions—technology access, caretaker engagement, participation monitoring, re-engagement strategies, and social-emotional supports—were carried out as planned. Expanded caretaker onboarding and biweekly contact systems were implemented with fidelity, although contact rates were lower than baseline. Mental health supports were offered through expanded training and referral systems.

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.

Similar to Goal 1, several contributing actions were under-expended, particularly those supporting unduplicated students. These shortfalls are directly related to the decreased enrollment this year and our efforts to scale staffing proportionally. Still, we maintained access to technology and engagement systems across all grade levels.

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

The school sustained a 0% suspension rate and continued to invest in re-engagement and social-emotional support. Chronic absenteeism, however, rose to 23% after month 7, with pronounced impact among SED and Students with Disabilities. This indicates a continued need for intensive outreach and individualized student support strategies.

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.

We will refine attendance escalation procedures and expand early intervention models. Additionally, we plan to better align budget tagging for contributing actions tied to student engagement, with clearer metrics tied to intervention effectiveness, especially for SED and foster youth. Enhanced parent communication tools, multilingual resources, and training will be prioritized.

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	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.	\$50,130.52	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$264,573.05	No
2.3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$172,575.00	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	\$17,011.74	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$31,473.51	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$3,615.00	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$1,965.29	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$2,147.79	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, the average Project Success course pass rate after quarter 3 was 96%		In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%	In the summer of 2024, the summer school course pass rate was 73%		The desired outcome for the summer school course pass rate for the summer of 2026 is 87%.	The difference from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Increase graduation rates	The 2022-2023 grad rate was 64.5%	The 2023-2024 grad rate was 82.9%		The desired outcome for the 2025-2026 grad rate is 68%	The difference from baseline is 18.4%
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 26%	In 2023-2024, the percentage of students completing a-g requirements was 29.2%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 27.3%	The difference from baseline is 3.2%

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.

Key systems to support this goal, such as Project Success, and a-g tracking, were successfully implemented. CCAP participation and dual enrollment continued to grow, and the AVID and CHAMPS programs supported early intervention. Despite these efforts, summer school pass rates declined slightly, due to reduced scale during the transition 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.

Expenditures for Goal 3 also fell short in several contributing action areas. The primary reason was lower enrollment, which impacted the number of students served through credit recovery, dual enrollment, and intervention services. Many services remained available but at reduced scale. This emphasizes the need to adjust tagged expenditures to match anticipated ADA and enrollment trends.

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

Notably, graduation rates rose significantly to 82.9%, a testament to targeted interventions like Project Success (96% pass rate) and consistent monitoring of at-risk students. In contrast, summer school pass rates dropped to 73%, likely due to limited offerings during the schools systems transition. The percentage of students meeting a-g requirements increased by 3.2%, indicating steady improvement in college readiness.

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.

We will continue to scale Project Success and CHAMPS and will revisit the structure of summer school to ensure broader participation. CCAP will be expanded with more course options and outreach. To ensure effectiveness and appropriate funding alignment, we will refine our system for forecasting needs and tagging expenditures for contributing actions.

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	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$34,657.78	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$624.00	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$413.59	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$31,828.79	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$11,550.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	\$56,225.00	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$1,363.38	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program	\$2,805.00	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
\$241,348.57	\$

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
10.486%	0.000%	\$0.00	10.486%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p>1.2</p>	<p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p>	<p>implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p>Scope: LEA-wide</p>	<p>students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p>1.3</p>	<p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p>Scope: LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.1</p>	<p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p>2.3</p>	<p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p>		<p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p>2.4</p>	<p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p>3.2</p>	<p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
<p>3.3</p>	<p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p>	<p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p>3.4</p>	<p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.5</p>	<p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.6</p>	<p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p>1.7</p>	<p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	<p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p>

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

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,301,604.00	241,348.57	10.486%	0.000%	10.486%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,097,738.59	\$129,312.46	\$0.00	\$100,842.44	\$1,327,893.49	\$1,255,549.86	\$72,343.63

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	Professional Development for Academic Achievement		Yes	LEA-wide			2025-2026	\$0.00	\$6,681.83	\$2,492.99	\$1,616.96		\$2,571.88	\$6,681.83	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide			2025-2026	\$276,285.14	\$13,715.21	\$225,052.01	\$31,750.00		\$33,198.34	\$290,000.35	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide			2025-2026	\$329,512.00	\$0.00	\$261,852.00	\$38,100.00		\$29,560.00	\$329,512.00	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide			2025-2026	\$382.93	\$8,436.08	\$5,915.69			\$2,903.32	\$8,819.01	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$5,574.36	\$0.00	\$2,998.36			\$2,576.00	\$5,574.36	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$1,944.00	\$0.00	\$1,300.00			\$644.00	\$1,944.00	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$1,300.00	\$1,102.50	\$1,912.50			\$490.00	\$2,402.50	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	\$15,160.00	\$34,970.52	\$34,843.72	\$35.50		\$15,251.30	\$50,130.52	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	\$262,941.31	\$1,631.74	\$231,462.05	\$25,400.00		\$7,711.00	\$264,573.05	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$172,575.00	\$0.00	\$149,091.00	\$19,050.00		\$4,434.00	\$172,575.00	
2	2.4	Caretaker Engagement Support	English Learners	Yes	LEA-wide	English Learners		2025-2026	\$17,011.74	\$0.00	\$17,011.74				\$17,011.74	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	\$30,129.51	\$1,344.00	\$30,813.51	\$660.00			\$31,473.51	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	\$3,440.00	\$175.00	\$3,615.00				\$3,615.00	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$1,377.00	\$588.29	\$1,940.69			\$24.60	\$1,965.29	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	\$0.00	\$2,147.79	\$2,147.79				\$2,147.79	
3	3.1	College Preparation	All	No			All Schools	2025-2026	\$34,024.10	\$633.68	\$34,657.78				\$34,657.78	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$0.00	\$624.00	\$624.00				\$624.00	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	\$183.98	\$229.61	\$413.59				\$413.59	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$31,828.79	\$0.00	\$31,828.79				\$31,828.79	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	\$11,550.00	\$0.00	\$5,200.00	\$6,350.00			\$11,550.00	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	\$56,225.00	\$0.00	\$48,397.00	\$6,350.00		\$1,478.00	\$56,225.00	

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
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	\$1,300.00	\$63.38	\$1,363.38				\$1,363.38	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	\$2,805.00	\$0.00	\$2,805.00				\$2,805.00	

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
2,301,604.00	241,348.57	10.486%	0.000%	10.486%	\$737,277.08	0.000%	32.033 %	Total:	\$737,277.08
								LEA-wide Total:	\$729,125.53
								Limited Total:	\$8,151.55
								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	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			\$2,492.99	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			\$225,052.01	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			\$261,852.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			\$5,915.69	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,998.36	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,300.00	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,912.50	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$34,843.72	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,091.00	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners		\$17,011.74	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,940.69	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$624.00	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$413.59	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,828.79	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,509,091.40	\$1,445,880.89

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	Professional Development for Academic Achievement	Yes	\$19,952.00	6,681.83
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$231,067.13	271,307.57
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$279,965.99	325,660.16
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$16,645.94	8,819.01
1	1.5	English Learner Student Achievement	Yes	\$13,786.12	4,118.03
1	1.6	LTEL Support	Yes	\$47,022.01	1,413.01
1	1.7	Foster and Homeless Academic Achievement	Yes	\$2,579.14	2,282.87
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$270,199.01	58,115.59
2	2.2	Track and Record Daily Student Participation	No	\$247,627.89	268,232.35
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$164,047.49	174,218.74
2	2.4	Caretaker Engagement Support	Yes	\$11,328.07	18,365.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	\$21,653.95	89,927.09
2	2.6	Increasing Diversity and Inclusion	No	\$3,497.64	4,247.29
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$2,358.90	10,265.61
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$8,358.12	2,147.79
3	3.1	College Preparation	No	\$46,721.74	33,920.14
3	3.2	Career Preparation (CTE)	Yes	\$961.94	624.00
3	3.3	AVID Program Implementation	Yes	\$465.38	413.59
3	3.4	Credit Recovery and Summer Intervention	Yes	\$47,274.56	30,879.78
3	3.5	Transition Plans	No	\$16,312.25	11,946.25
3	3.6	Graduation Rate Progress Monitoring	No	\$52,443.35	118,034.77
3	3.7	Dual Enrollment Options	No	\$2,399.14	1,243.75
3	3.8	Early Intervention Program Development	No	\$2,423.64	3,016.37

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)
187,160	\$966,209.92	\$736,020.26	\$230,189.66	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Academic Achievement	Yes	\$17,604.00	2,492.99		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$191,897.72	216,385.71		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$235,831.90	261,555.77		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$15,924.14	5,915.69		
1	1.5	English Learner Student Achievement	Yes	\$10,843.68	2,759.09		
1	1.6	LTEL Support	Yes	\$47,022.01	1,229.55		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$2,579.14	1,792.87		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$240,138.04	42,828.79		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$141,980.44	143,448.63		
2	2.4	Caretaker Engagement Support	Yes	\$11,328.07	18,365.30		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$2,358.90	7,328.50		
3	3.2	Career Preparation (CTE)	Yes	\$961.94	624.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	AVID Program Implementation	Yes	\$465.38	413.59		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$47,274.56	30,879.78		

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)
1,591,500	187,160		11.760%	\$736,020.26	0.000%	46.247%	\$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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- 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

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- 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).

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Northern California

CDS Code: 39 686500125849

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

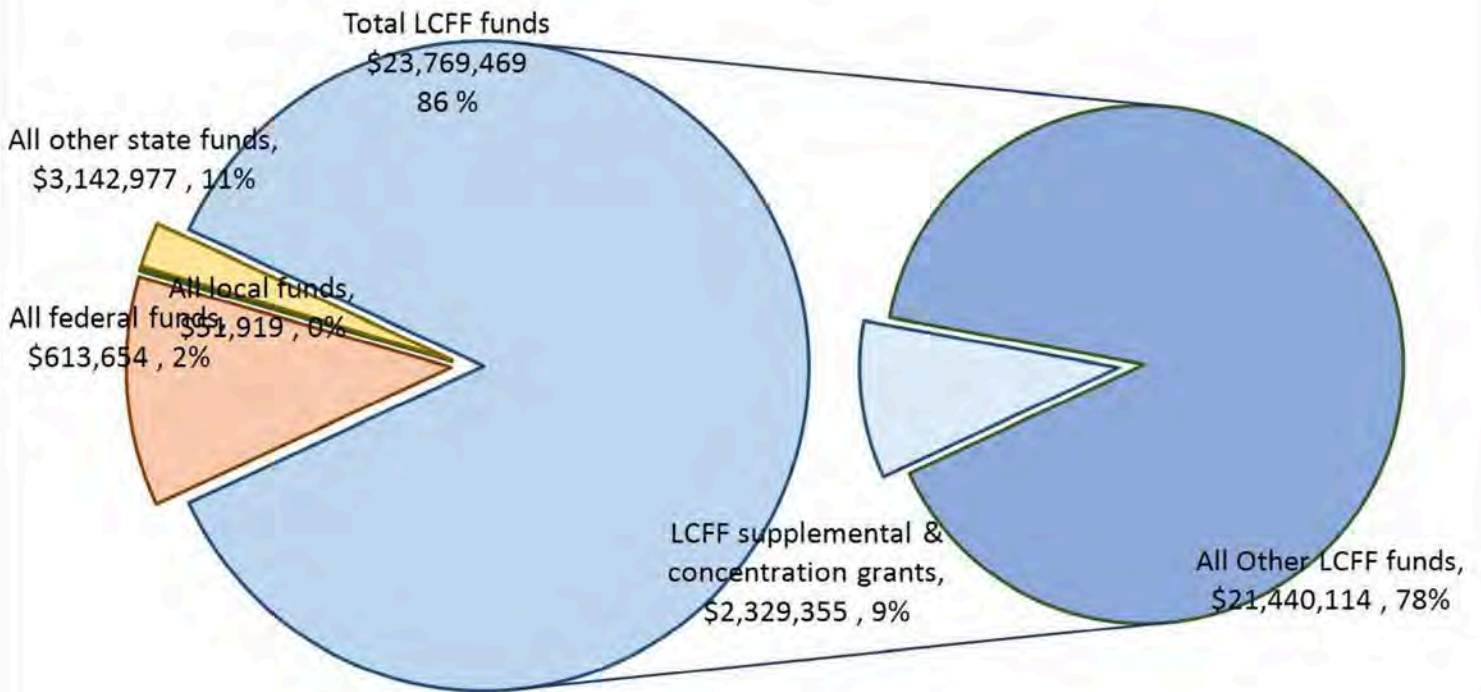
rsavage@californiaops.org

(949) 461-1667

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

Projected Revenue by Fund Source

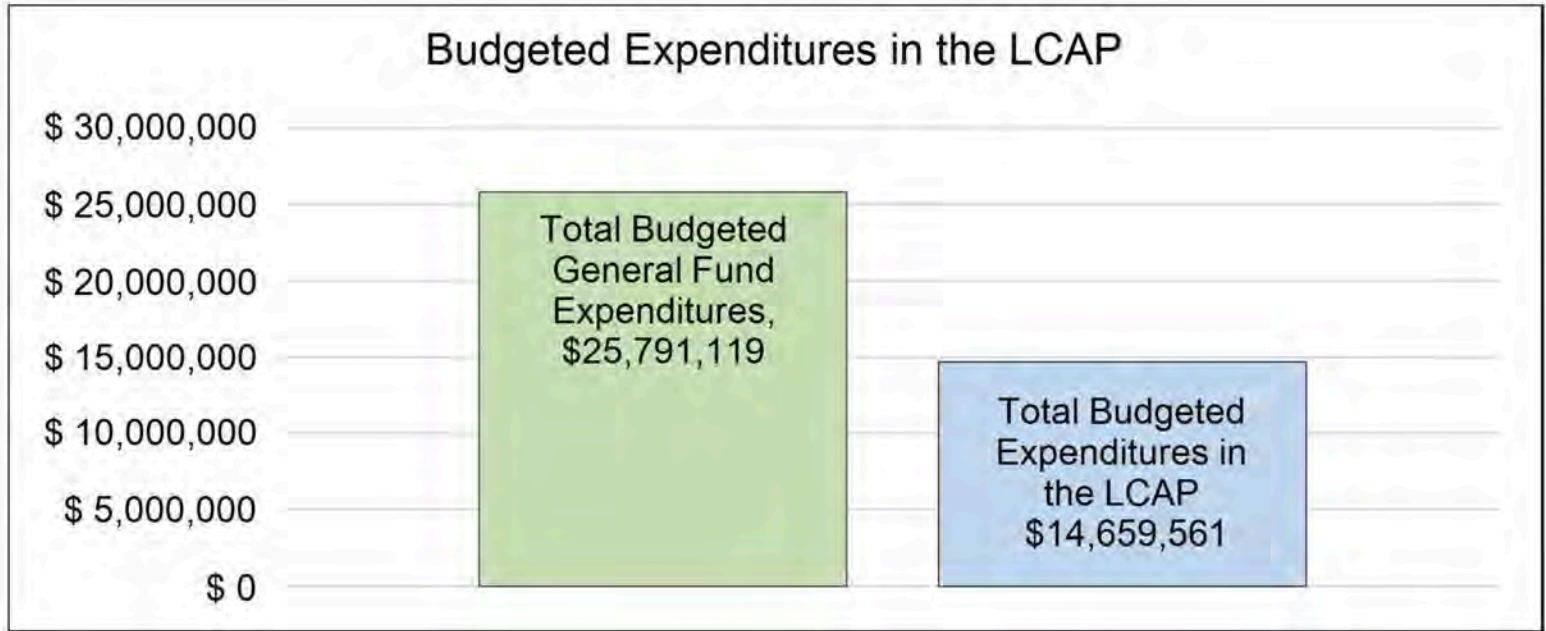


This chart shows the total general purpose revenue California Online Public Schools Northern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Northern California is \$27,578,019, of which \$23,769,469 is Local Control Funding Formula (LCFF), \$3,142,977 is other state funds, \$51,919 is local funds, and \$613,654 is federal funds. Of the \$23,769,469 in LCFF Funds, \$2,329,355 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 California Online Public Schools Northern California 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: California Online Public Schools Northern California plans to spend \$25,791,119 for the 2025-26 school year. Of that amount, \$14,659,561 is tied to actions/services in the LCAP and \$11,131,558 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

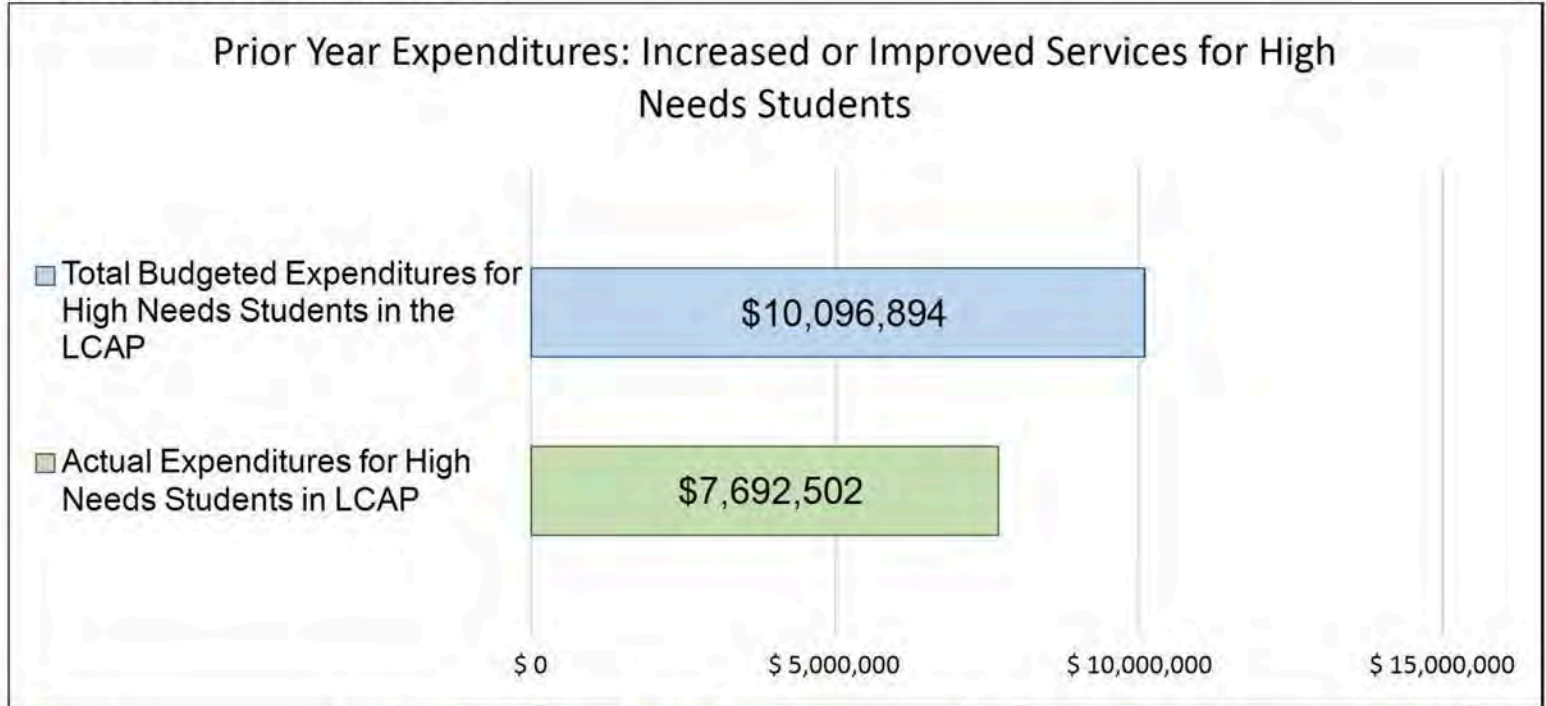
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Northern California is projecting it will receive \$2,329,355 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Northern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Northern California plans to spend \$8,210,491 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 California Online Public Schools Northern California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Northern California 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, California Online Public Schools Northern California's LCAP budgeted \$10,096,894 for planned actions to increase or improve services for high needs students. California Online Public Schools Northern California actually spent \$7,692,502 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$2,404,392 had the following impact on California Online Public Schools Northern California's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

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
California Online Public Schools Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

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.

California Online Public Schools Northern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, and Stanislaus. In 2012, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Caretaker (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Northern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools' goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students

have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Online Public Schools Northern California program and that have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP

Reflections: Annual Performance

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

California Online Public Schools Northern California's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are most clearly reflected in our zero percent Suspension Rate across all student groups—a strong indicator of the supportive and inclusive learning environment we continue to foster. This performance significantly outpaces the statewide average of 3.2% and demonstrates our school's proactive approach to behavior support and engagement.

However, chronic absenteeism remains a concern. The school's overall Chronic Absenteeism Rate rose to 18.8%, an increase of 6 percentage points from the prior year. The indicator is now in the Orange performance level. Particularly high rates were observed among Socioeconomically Disadvantaged students (25.6%), Hispanic students (25.1%), and English Learners (23.9%), with Students with Disabilities reaching 30.1%. This reinforces the importance of continued efforts to promote consistent attendance, especially among our most vulnerable student groups.

Academic indicators in both English Language Arts and Mathematics remain in the Red performance level. In ELA, the school scored 127.5 points below standard, reflecting a 4.6-point decline from 2023. In Mathematics, students scored 177.3 points below standard, although this marks a 9.5-point improvement over the prior year. The Socioeconomically Disadvantaged group scored 141.4 points below standard in ELA and 177.3 points below standard in Math, indicating a pressing need for targeted academic intervention.

Low participation in CAASPP testing continues to impact our academic indicators. Many students did not test, leading to LOSS scores being factored into the overall performance. As a virtual school, we face unique challenges in achieving full participation, including travel barriers, scheduling conflicts, and health-related concerns. To improve participation and outcomes, we are expanding our remote testing infrastructure, introducing more geographically distributed testing locations for students in need of 1:1 testing, and building awareness among families and students through outreach, practice testing, and curriculum alignment.

These initiatives are supported by early testing engagement strategies beginning in the elementary grades, aimed at normalizing the assessment process and embedding it as a routine part of the school experience. Alongside academic interventions such as Project Success, the CHAMPS program, in-house summer school, and the homeroom model, these efforts form the foundation of our strategy to accelerate growth and ensure equitable outcomes for all students.

In conclusion, California Online Public Schools Northern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Online Public Schools Northern California.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Northern California (CalOPS) is eligible for Differentiated Assistance under the following state priorities:

- Priority 4: Academic Performance
- Priority 5: Academic Engagement
- Priority 8: Student Outcomes (College & Career Indicator)

This designation applies to the following student groups:

- English Learners
- Hispanic
- Socioeconomically Disadvantaged (SED)
- White students

-Among these, the Socioeconomically Disadvantaged student group demonstrated the greatest need for support, with the lowest performance across multiple indicators, including math achievement, chronic absenteeism, and college and career readiness.

Collaborative Review of Data:

CalOPS worked closely with the San Joaquin County Office of Education (SJCOE) to review state and local data, reflect on systemic challenges, and identify actionable areas for growth and support.

Strengths Identified:

- Improvement in the all-student graduation rate (77.7%, up 4.5% from the prior year)
- 96% success rate in the internal credit recovery program (Project Success)
- Consistent student engagement through the homeroom teacher model
- Transition to a 1:1 student device model, expanding digital access
- Implementation of remote state testing, reducing access barriers linked to travel and scheduling

Areas for Growth:

- Mathematics achievement for SED students: 177.3 points below standard (compared to 141.4 below for all students)
- Chronic absenteeism remains elevated, with multiple student groups performing in the Red (SED, EL, Hispanic, White)
- College and Career Readiness: SED, Students with Disabilities, and Hispanic students scored at the Very Low level on the College and Career Indicator (CCI)
- Continued challenges with participation in state testing, affecting overall academic performance indicators

Focus Areas: Math Achievement & College and Career Readiness

Through targeted technical assistance with SJCOE, CalOPS identified two core instructional priorities:

- Improve math achievement for Socioeconomically Disadvantaged students through strengthened curriculum, instruction, and engagement strategies
 - Increase College and Career readiness by aligning coursework, advising, and graduation planning to support long-term student outcomes
- These focus areas align with the CalOPS Theory for Improvement, which sets a measurable goal of increasing math achievement for SED students by 5% by 2025, while also addressing equity gaps in postsecondary preparedness.

Professional Development and Implementation Plan

To support these focus areas, CalOPS will continue partnering with SJCOE to implement a professional development and instructional improvement plan. The following LCAP actions reflect key strategies identified through technical assistance:

- Action 2.1 – Provide targeted tutoring, intervention programs, and math support services for SED students
- Action 2.2 – Use diagnostic and formative assessment tools (iReady, IXL, Tutor.com, interim assessments) to tailor instruction and monitor progress
- Action 2.4 – Implement new math curriculum and offer aligned professional learning for instructional staff
- Action 1.4 – Strengthen 1:1 family communication, including data chats, goal setting, and outreach
- Action 3.3 – Expand access to college and career readiness tools and advising, including CTE, dual enrollment, and a-g support

Ongoing Commitment to Equity and Access

CalOPS has made significant strides in removing participation barriers through the transition to 1:1 student devices and remote state testing. These shifts have increased access to academic supports and decreased logistical challenges for families. Internal diagnostics such as iReady and MAP assessments demonstrate higher student proficiency than reflected in CAASPP results, reinforcing the importance of focusing on test awareness, participation, and preparation.

The support and partnership of SJCOE continue to be central to building sustainable systems of support that promote academic achievement, engagement, and postsecondary readiness for all students, especially those who have been historically underserved.

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.

California Online Public Schools Northern California

Support for Identified Schools

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

Needs Assessment

Based on the 2024 California School Dashboard, California Online Public Schools Northern California remains eligible for Comprehensive Support and Improvement (CSI) as it continues to fall within the lowest-performing 5% of schools statewide. While the school's graduation rate improved from 64.5% in 2023 to 77.7% in 2024, the school continues to face challenges across key priority areas.

Among student subgroups, the Socioeconomically Disadvantaged (SED) group shows the greatest need, with the following 2024 Dashboard results:

- English Language Arts: 127.5 points below standard, a decline of 4.6 points from the prior year
- Mathematics: 177.3 points below standard, though showing improvement of 9.5 points from 2023
- Chronic Absenteeism: 25.6%, an increase of 6 percentage points

In comparison, chronic absenteeism for all students was 18.8%, with additional disparities for English Learners (23.9%), Hispanic students (25.1%), and White students (14.6%). These trends indicate ongoing needs in academic support, student engagement, and equitable access to learning opportunities.

To inform this CSI plan, California Online Public Schools Northern California consulted with schoolwide and high school leadership, student services, counseling, and family groups, including the School Advisory Committee and English Learner Advisory Committee. Stakeholder input emphasized early intervention, summer credit recovery, and increased teacher-student engagement.

Root Cause Analysis

- High chronic absenteeism among SED, Hispanic, and EL students reduces access to instruction.

- Low academic performance in ELA and math, especially for SED students.
- Students are falling off cohort in 9th grade, which impacts graduation outcomes.
- High student mobility brings in students who are already credit deficient.
- Limited CAASPP participation affects the accuracy of state performance indicators.

Evidence-Based Interventions

Using The Practical Decision Maker (Harvey, Bearley, Corkrum, 1997) as a framework, the school selected evidence-based strategies to meet multiple student needs:

- Homeroom Model: Teachers are assigned small groups of students to monitor engagement, promote connection, and intervene early. Contact rates reached an average of 87% through the first three quarters of the 2024-2025 school year.
- Project Success (Credit Recovery Program): Groups students with credit deficiencies into homerooms led by core-subject teachers. The program reported a 96% pass rate after the first three quarters of the 2024-2025 school year.
- CHAMPS Program: Supports at-risk students before high school entry. In 2023–2024, students in this program had an 85% pass rate.
- In-House Summer School: In summer 2024, our program was scaled back due to system transitions but still supported high school credit recovery with a 73% pass rate. While slightly below past years, the results remain positive given the reduced scope. As systems stabilize, we will enhance outreach to identify students needing summer support and tailor course options to serve both credit-deficient upper-grade students and those in lower grades needing foundational skill reinforcement.
- College and Career Access Pathway (CCAP): CCAP, a partnership with Saddleback College, enables high school students to dual enroll in college courses. Since its launch in 2021–2022, enrollment and performance have steadily improved, from 38 students with a 78% pass rate to 57 students in 2024–2025, achieving an 86% pass rate across two courses. The program now offers four course options, expanding access to college-level learning. CCAP continues to be a valuable bridge to postsecondary success, especially for students seeking career pathways or general education transfer opportunities.

Identification of Resource Inequities

Although the virtual model ensures equal course and material access, data shows that SED students face systemic barriers to success. To address this, CalOPS will:

- Lower student-teacher ratios for students who are credit deficient.
- Provide additional staffing and resources to support Project Success, CHAMPS, summer school, early warning systems, and college/career readiness programs.
- Use academic need, not subgroup status, to determine eligibility, ensuring equitable access to these supports.

CalOPS Northern California remains committed to closing academic and engagement gaps through targeted supports, informed by real-time data, to ensure all students, especially those most underserved, have the opportunity to succeed.

Monitoring and Evaluating Effectiveness

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

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (<https://nirn.fpg.unc.edu/>).

Progress will be reviewed formally on a quarterly basis, focusing on:

The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.

Increased rates of underclassmen staying on cohort.

Expansion and impact of the CCAP dual enrollment program.

Continued refinement of the in-house summer school and CHAMPS programs.

Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

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
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback forms, and Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Northern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	In 2024-2025, after the first two diagnostics, the median percent progress towards Typical Growth in reading was 60%.		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two	The current difference from baseline is -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					diagnostics (through month 5) in Reading will be 69.3%	
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, after the first two diagnostics, the median percent progress towards Typical Growth in math is 50%.		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	The current difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.07%	In 2024-2025, the RFEP rate after Month 8 was 16.95%.		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57%	The current difference from baseline is 6.88%

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.

During the 2024–25 school year, implementation of Goal 1 actions remained largely aligned to the original plan. Key academic supports such as diagnostic assessments (i-Ready, MAP), Professional Learning Communities (PLCs), targeted English Learner supports, and foster/homeless student interventions were maintained and executed with fidelity. Instructional tools continued to be leveraged in both synchronous and asynchronous environments. PLCs were integral to MTSS implementation and used progress monitoring data to adjust supports.

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.

Overall, most actions under this goal were implemented as planned; however, actual expenditures were lower than budgeted for some contributing actions. This variance is attributed to a drop in enrollment due to our transition and adjustments in ADA planning. Planned

expenditures were based on higher enrollment, while actual implementation reflected the smaller student population. While this resulted in lower costs, it did not negatively impact the delivery of services.

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

Actions such as Project Success, PLC collaboration, and diagnostic-based interventions were effective in supporting student academic growth. Notably, our English Learner Reclassification rate rose to 16.95%—a 6.88% increase from the prior year. While growth in i-Ready reading and math metrics dipped slightly (-7.5% and -7%, respectively), the interventions in place provided a strong foundation for targeted support and adjustment moving forward.

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.

For 2025–26, no changes were made to the core goal or metrics; however, the school will more carefully align planned expenditures for contributing actions to the expected ADA. Additional attention will be paid to identifying which interventions are tagged as contributing and whether these designations are appropriate given the actual impact on unduplicated students.

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	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$69,742.36	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$3,177,182.87	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$3,624,632.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$63,115.62	No Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$61,318.01	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$21,384.00	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation.	\$24,712.50	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024 through month 8, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%.through month 8.		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is - 10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month	The difference from baseline is 6.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 22%		7 chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%.		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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

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

All planned engagement actions were implemented, including biweekly contact tracking, internet reimbursements, technology access, tiered re-engagement systems, and expanded caretaker onboarding and training. The school enhanced its social-emotional supports and continued to improve identification processes and personalized supports for foster and homeless 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.

Similar to Goal 1, Goal 2 actions that were marked as contributing were underspent relative to budgeted amounts. This was directly tied to decreased enrollment and resulting ADA, which required adjustments to staffing, materials, and outreach scalability. Still, the school ensured that core engagement strategies remained available to all students, especially unduplicated groups.

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

The suspension rate remained at 0%, and engagement in school-issued technology and supports remained high. However, chronic absenteeism increased from 15.94% to 22%, indicating that further support and refinement are needed in re-engagement strategies. Biweekly contact rates also dropped by over 10%, which reinforces the need for proactive outreach and adjusted staff caseloads.

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.

In light of enrollment shifts, the school will refine how and where caretaker support and re-engagement interventions are targeted. We are also reviewing which actions are tagged as contributing to ensure alignment with unduplicated student needs and the impact of these services in a virtual context. Outreach structures and staff supports will be reviewed to better support attendance and biweekly contact expectations.

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	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage with our program. Unduplicated students will be prioritized.	\$595,941.01	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$2,907,698.67	No
2.3	Framework of Tiered Re-engagement	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully	\$1,898,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$187,129.19	Yes
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$345,878.59	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$39,721.25	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$25,828.79	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$85,032.28	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, the average Project Success course pass rate after quarter 3 was 96%.		The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	The difference from baseline is 0%.
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%	In the summer of 2024, the summer school course		The desired outcome for the summer school course pass rate	The difference from baseline is -10%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			pass rates was 73%		for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 73.2%	The 2023-2024 grad rate was 77.7%		The desired outcome for the 2025-2026 grad rate is 76.8%	The difference from baseline is 4.5%.
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 33%	In 2023-2024, the percentage of students completing a-g requirements was 28.6%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6%	The difference from baseline is - 4.4%.

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.

Goal 3 was implemented through targeted actions such as Project Success, CHAMPS, graduation progress monitoring, AVID, and the dual enrollment CCAP program. Transition plans for SPED students and internal summer school programming also supported academic progression. All systems transitioned well given the school's shift away from Pearson and into new structures.

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.

While all core actions under this goal were implemented, actual expenditures for several contributing actions were lower than anticipated. This was primarily due to the school's broader transition to new internal systems and infrastructure, which required temporary adjustments to the scale and pace of program delivery—particularly for summer school and other intervention supports. These refinements allowed the school to evaluate new tools and processes to ensure long-term effectiveness. As we plan for the coming year, greater attention will be given to aligning budgeted resources with anticipated participation and identifying which services most directly support our unduplicated student population to ensure equity and impact.

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

Project Success maintained a 96% pass rate, continued support in early intervention, and graduation rates improved from 73.2% to 77.7%. However, summer school pass rates dropped to 73%, and a-g completion rates decreased by 4.4%. Dual enrollment participation and success increased, with CCAP pass rates climbing to 86%, indicating college-prep momentum remains strong.

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

The school will more intentionally plan for how credit recovery and summer school are staffed and resourced in light of enrollment changes. CCAP will continue to expand, but other supports such as CHAMPS, AVID, and progress monitoring systems will be evaluated for effectiveness and reach. Fiscal planning will include a review of which supports are tagged for contributing actions and whether this designation aligns with impact on unduplicated students.

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	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$379,714.71	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$6,864.00	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$3,998.31	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.	\$350,116.67	Yes

Action #	Title	Description	Total Funds	Contributing
		Continued in house summer school program, allowing high school students to make up credits.		
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$127,050.00	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted..	\$618,475.00	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$14,845.03	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$30,855.00	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
\$2,329,354.79	\$

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
9.800%	0.000%	\$0.00	9.800%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p>	<p>Maximizing Resources, and Alignment with Goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p>1.2</p>	<p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p>Scope: LEA-wide</p>	<p>students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p>1.3</p>	<p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need: Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p>Scope: LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	<p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p>2.3</p>	<p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p>		<p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p>2.4</p>	<p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p>3.2</p>	<p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
<p>3.3</p>	<p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p>	<p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p>3.4</p>	<p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.5</p>	<p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.6</p>	<p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p>1.7</p>	<p>Action: Foster and Homeless Academic Achievement</p> <p>Need: Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care, is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	<p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p>

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

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,769,469.00	2,329,354.79	9.800%	0.000%	9.800%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,237,136.15	\$1,417,504.92	\$0.00	\$1,004,919.79	\$14,659,560.86	\$13,811,048.41	\$848,512.45

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	Professional Development for Academic Achievement	All	No Yes	LEA-wide		All Schools	2025-2026	\$0.00	\$69,742.36	\$52,778.73	\$15,722.17		\$1,241.46	\$69,742.36	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide		All Schools	2025-2026	\$3,039,136.51	\$138,046.36	\$2,471,468.61	\$349,250.00		\$356,464.26	\$3,177,182.87	
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide		All Schools	2025-2026	\$3,624,632.00	\$0.00	\$2,880,372.00	\$419,100.00		\$325,160.00	\$3,624,632.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide		All Schools	2025-2026	\$4,212.19	\$58,903.43	\$40,368.05			\$22,747.57	\$63,115.62	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$61,318.01	\$0.00	\$32,982.01			\$28,336.00	\$61,318.01	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$21,384.00	\$0.00	\$14,300.00			\$7,084.00	\$21,384.00	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2025-2026	\$14,300.00	\$10,412.50	\$19,567.50			\$5,145.00	\$24,712.50	

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
					Group(s)											
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2025-2026	\$166,760.00	\$429,181.01	\$484,986.86	\$372.75		\$110,581.40	\$595,941.01	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	\$2,892,354.41	\$15,344.26	\$2,545,441.17	\$279,400.00		\$82,857.50	\$2,907,698.67	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$1,898,325.00	\$0.00	\$1,640,001.00	\$209,550.00		\$48,774.00	\$1,898,325.00	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$187,129.19	\$0.00	\$187,129.19				\$187,129.19	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	\$331,424.59	\$14,454.00	\$341,468.59	\$4,410.00			\$345,878.59	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	\$37,840.00	\$1,881.25	\$39,721.25				\$39,721.25	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$15,147.00	\$10,681.79	\$25,558.19			\$270.60	\$25,828.79	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	\$0.00	\$85,032.28	\$85,032.28				\$85,032.28	
3	3.1	College Preparation	All	No			All Schools	2025-2026	\$374,265.10	\$5,449.61	\$379,714.71				\$379,714.71	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$0.00	\$6,864.00	\$6,864.00				\$6,864.00	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$2,023.74	\$1,974.57	\$3,998.31				\$3,998.31	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	\$350,116.67	\$0.00	\$350,116.67				\$350,116.67	

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
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	\$127,050.00	\$0.00	\$57,200.00	\$69,850.00			\$127,050.00	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	\$618,475.00	\$0.00	\$532,367.00	\$69,850.00		\$16,258.00	\$618,475.00	
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	\$14,300.00	\$545.03	\$14,845.03				\$14,845.03	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	\$30,855.00	\$0.00	\$30,855.00				\$30,855.00	

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
23,769,469.00	2,329,354.79	9.800%	0.000%	9.800%	\$8,210,491.12	0.000%	34.542 %	Total:	\$8,210,491.12
								LEA-wide Total:	\$8,118,083.42
								Limited Total:	\$92,407.70
								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	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			\$52,778.73	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			\$2,471,468.61	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			\$2,880,372.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			\$40,368.05	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$32,982.01	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$14,300.00	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$19,567.50	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		\$484,986.86	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,640,001.00	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,129.19	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$25,558.19	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,864.00	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,998.31	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$350,116.67	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$15,766,920.28	\$15,065,835.94

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	Professional Development for Academic Achievement	No	\$208,498.40	69,742.36
			Yes		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$2,414,651.55	2,816,443.07
			Yes		
1	1.3	Teacher Collaboration for Academic Achievement	No	\$2,925,644.60	3,386,067.55
			Yes		
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$173,950.08	63,115.62
			Yes		
1	1.5	English Learner Student Achievement	Yes	\$144,064.97	43,214.02
1	1.6	LTEL Support	Yes	\$491,380.01	14,694.88
1	1.7	Foster and Homeless Academic Achievement	Yes	\$26,952.05	22,662.03
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$2,823,579.60	615,700.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Track and Record Daily Student Participation	No	\$2,584,626.58	2,786,204.91
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$1,714,296.18	1,810,977.17
2	2.4	Caretaker Engagement Support	Yes	\$118,378.28	190,261.03
2	2.5	Social Emotional / Mental Health Supports	No	\$226,283.75	931,839.08
2	2.6	Increasing Diversity and Inclusion	No	\$36,550.39	43,908.63
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$24,650.53	111,042.65
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$87,342.40	85,032.28
3	3.1	College Preparation	No	\$488,242.13	351,004.79
3	3.2	Career Preparation (CTE)	Yes	\$10,052.28	6,864.00
3	3.3	AVID Program Implementation	Yes	\$4,863.22	3,998.31
3	3.4	Credit Recovery and Summer Intervention	Yes	\$494,019.13	320,997.33
3	3.5	Transition Plans	No	\$170,463.07	125,519.19
3	3.6	Graduation Rate Progress Monitoring	No	\$548,033.02	1,222,487.20
3	3.7	Dual Enrollment Options	No	\$25,071.05	12,794.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Early Intervention Program Development	No	\$25,327.01	31,264.42

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)
1,806,640	\$10,096,893.65	\$7,692,501.53	\$2,404,392.12	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Academic Achievement	Yes	\$183,961.80	52,778.73		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$2,005,331.21	2,241,707.55		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$2,464,443.34	2,706,778.47		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$166,407.27	40,368.05		
1	1.5	English Learner Student Achievement	Yes	\$113,316.49	28,881.07		
1	1.6	LTEL Support	Yes	\$491,380.01	12,759.93		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$26,952.05	17,517.03		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$2,509,442.49	504,746.71		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$1,483,695.55	1,484,918.41		
2	2.4	Caretaker Engagement Support	Yes	\$118,378.28	190,261.03		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$24,650.53	79,924.91		
3	3.2	Career Preparation (CTE)	Yes	\$10,052.28	6,864.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	AVID Program Implementation	Yes	\$4,863.22	3,998.31		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$494,019.13	320,997.33		

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)
16,809,087	1,806,640		10.748%	\$7,692,501.53	0.000%	45.764%	\$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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- 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 CCSP. 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 CCSP.
- **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).

California Department of Education
November 2024



California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Southern California

CDS Code: 30 66464 0106765

School Year: 2025-26

LEA contact information:

Dr. Richard Savage

Superintendent

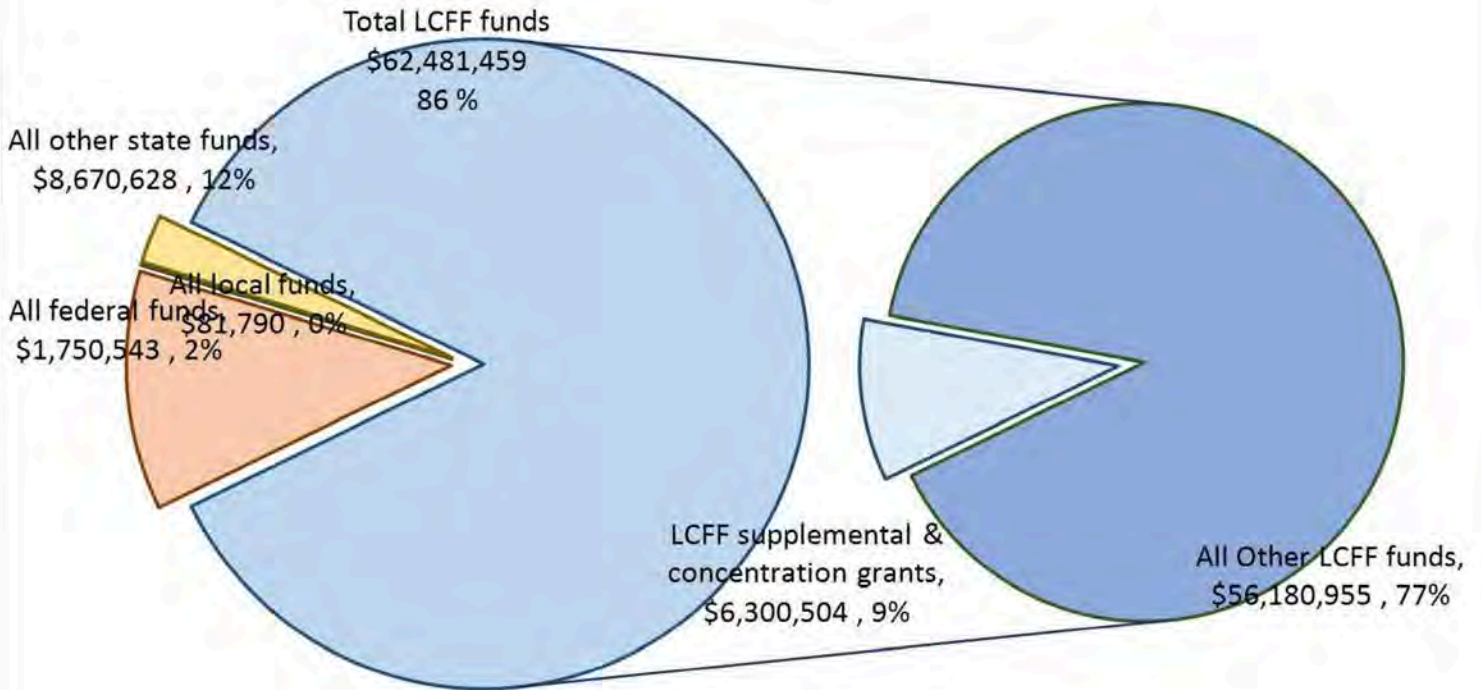
rsavage@californiaops.org

(949) 461-1667

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

Projected Revenue by Fund Source

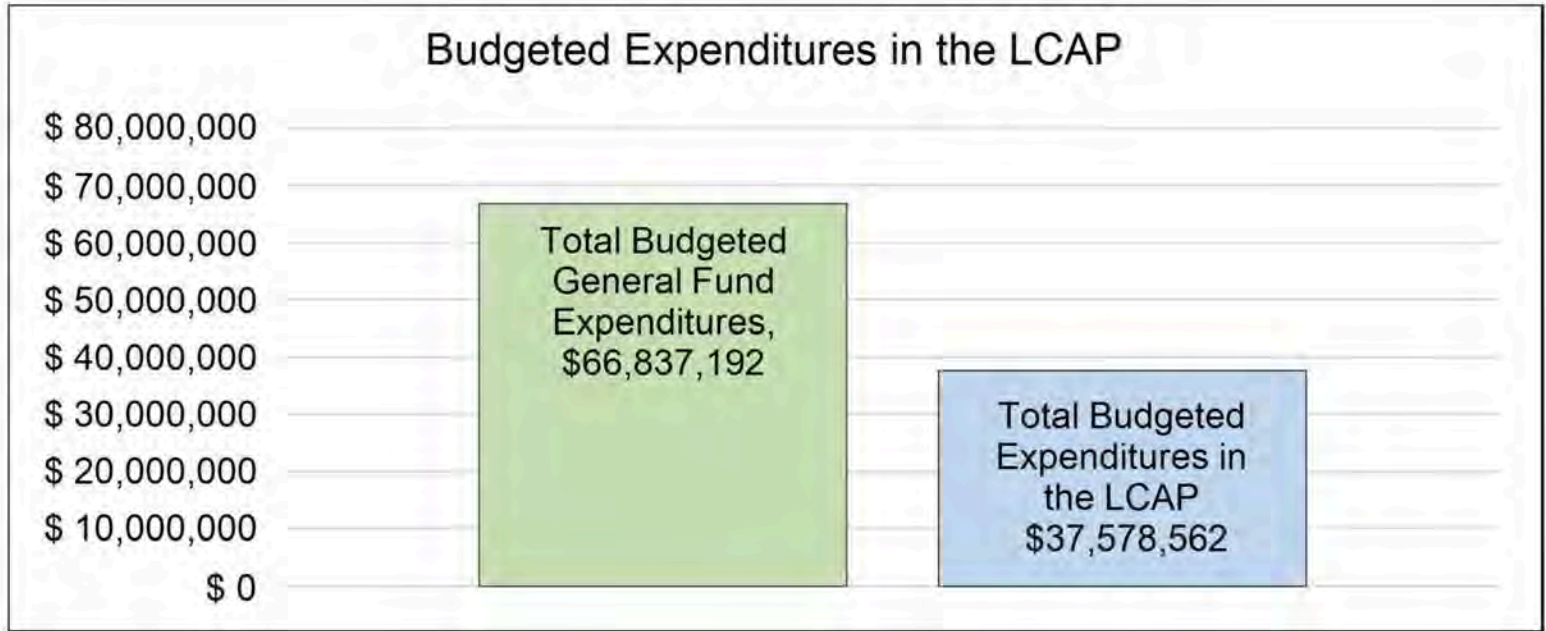


This chart shows the total general purpose revenue California Online Public Schools Southern California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Southern California is \$72,984,420, of which \$62,481,459 is Local Control Funding Formula (LCFF), \$8,670,628 is other state funds, \$81,790 is local funds, and \$1,750,543 is federal funds. Of the \$62,481,459 in LCFF Funds, \$6,300,504 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 California Online Public Schools Southern California 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: California Online Public Schools Southern California plans to spend \$66,837,192 for the 2025-26 school year. Of that amount, \$37,578,562 is tied to actions/services in the LCAP and \$29,258,630 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

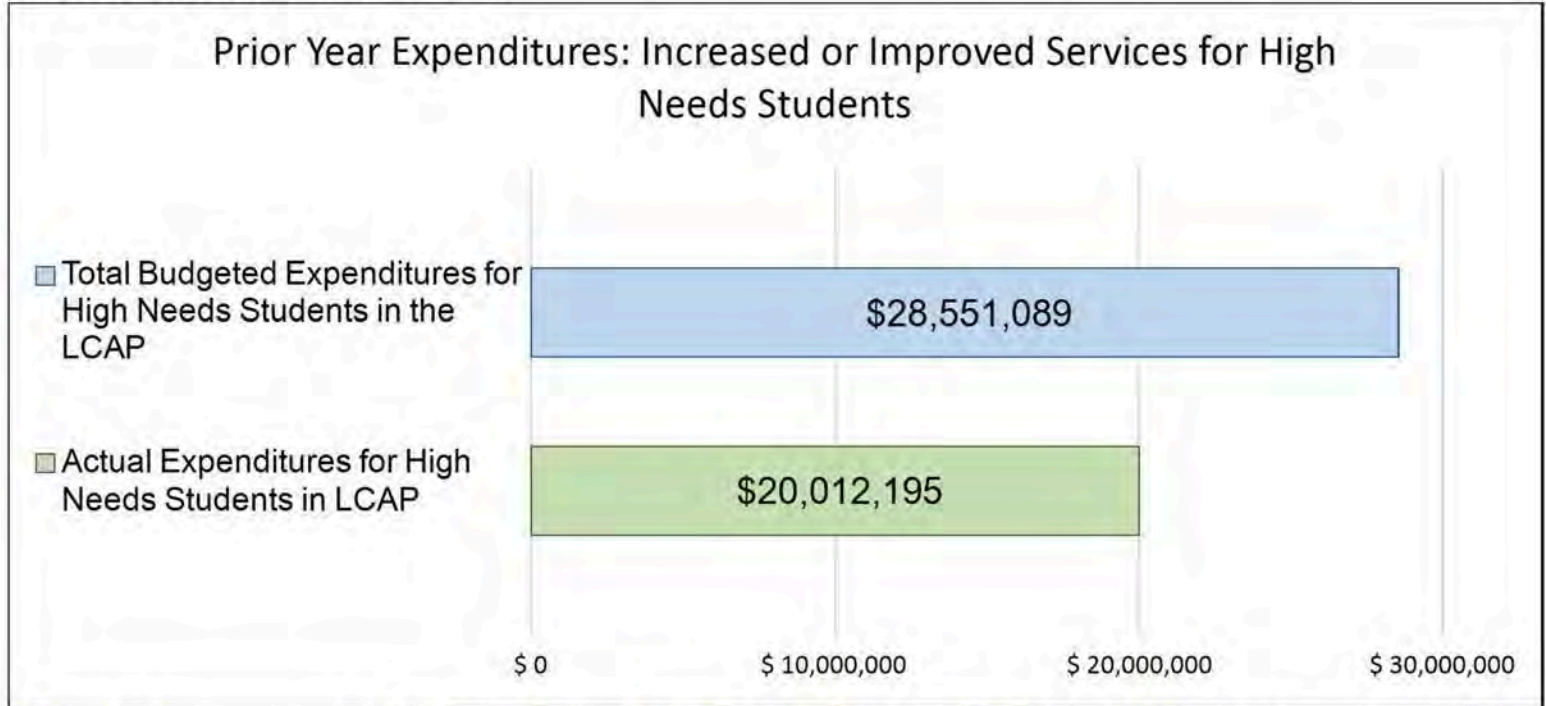
Many of the items in the LCAP focus on actions that staff members will be responsible for, so most staff costs are included in the LCAP expenditures. Expenses not included in the LCAP include insurance, travel costs related to professional development and staffing for student events; facility costs, including utilities, phone, internet as well as office supplies and equipment. Other expenses not reflected in the LCAP include district oversight fees; and professional costs such as audit fees, legal fees, dues, etc. The school budget which details each of these costs and the amounts budgeted for each is available upon request from the school.

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

In 2025-26, California Online Public Schools Southern California is projecting it will receive \$6,300,504 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Southern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Southern California plans to spend \$20,745,316.30 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 California Online Public Schools Southern California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Southern California 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, California Online Public Schools Southern California's LCAP budgeted \$28,551,089 for planned actions to increase or improve services for high needs students. California Online Public Schools Southern California actually spent \$20,012,195 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$8,538,894 had the following impact on California Online Public Schools Southern California's ability to increase or improve services for high needs students:

This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.



California Online Public Schools

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
California Online Public Schools Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

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.

California Online Public Schools Southern California serves students in grades TK-12 through an online program under California’s independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Capistrano Unified School District, and enrolls students in five counties: Orange, Los Angeles, Riverside, San Bernardino, and San Diego. In 2004, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools Southern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Online Public Schools’ goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and that is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations which are unique to the California Online Public Schools Southern California program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate, which results in a large population of new students each year

A diverse and spread-out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate

A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

Reflections: Annual Performance

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

California Online Public Schools Southern California's 2024 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the Dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2024 California School Dashboard are clearly reflected in our maintained zero percent Suspension Rate across all student groups—a significant accomplishment when compared to the statewide average of 3.2%. This underscores our strong commitment to creating a safe, supportive, and inclusive school environment. Additionally, our Graduation Rate rose to 80.5%, a 2.1 percentage point increase from the previous year, and earned a “Green” performance level, signaling positive momentum in our work to ensure all students reach this critical milestone.

However, the Dashboard also highlights areas that require urgent attention. Chronic Absenteeism increased to 19%, a 7.1 percentage point rise from the prior year, placing this indicator in the “Red” performance level. The increase was most significant among Socioeconomically Disadvantaged students (23.5%), Hispanic students (20.3%), Students with Disabilities (25.2%), and Homeless youth (35.6%). These trends highlight the need for intensified engagement efforts and wraparound supports to improve attendance and student connection to school. In terms of Academic Performance, our students continue to face challenges. In English Language Arts, students scored an average of 90.5 points below standard, with a 10-point decline from the prior year, resulting in a “Red” performance level. In Mathematics, the school was 140.6 points below standard, though it improved by 5.6 points, moving into the “Orange” performance level. The Socioeconomically Disadvantaged group scored 112.9 points below standard in ELA and 162.2 points below standard in Math, while Students with Disabilities scored 158 points below standard in ELA and 199.9 points below standard in Math. These results call for stronger instructional interventions and continued focus on differentiated supports.

We recognize that these outcomes are influenced not only by instructional rigor but also by CAASPP participation rates, which are impacted by the unique challenges of operating as a fully online school. Transportation issues, family work schedules, and health concerns continue to pose obstacles. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. We also continue to increase test readiness through practice tests and aligned materials in the curriculum.

We are also increasing focus on early-grade participation in state assessments to build student familiarity and long-term engagement. Our academic teams have also deepened efforts to support students through targeted programs such as CHAMPS, credit recovery, and course-specific tutoring aligned to standards.

In conclusion, California Online Public Schools Southern California remains committed to acting on the insights gained from the 2024 Dashboard. We will continue to build on our strengths, address areas of concern, and implement targeted, data-driven strategies to meet the needs of every student. With the dedication of our staff, families, and community, we will persist in cultivating a culture of continuous growth and high expectations across all grade levels.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Southern California qualifies for Differentiated Assistance under the following state priorities:

Priority 4: Academic Performance

Priority 5: Pupil Engagement

Priority 8: Student Outcomes (College and Career Indicator)

This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which received “Red” performance levels in two or more indicators, including English Language Arts, Chronic Absenteeism, and College/Career Readiness. The school also experienced below typical growth in both ELA and Math across several student groups, further identifying key areas of need.

Collaborative Review of Data

In partnership with the Orange County Department of Education, CalOPS Southern California has conducted a thorough analysis of both state and local performance indicators to better understand student needs and system-wide opportunities for improvement.

Strengths Identified:

- Graduation rate increased to 80.5% (Green), showing positive year-over-year growth
- Suspension Rate maintained at 0% (Blue) across all student groups
- Success of internal support programs, including a 96.5% pass rate in the credit recovery program (Project Success)
- Expanded access to dual enrollment through Saddleback College (CCAP)
- Full implementation of academic standards and instructional materials across content areas

Areas for Growth:

- English Language Arts: SED students scored 112.9 points below standard, with a 7.1-point decline; Students with Disabilities scored 158 points below standard
- Mathematics: SED students scored 162.2 points below standard, Students with Disabilities at 199.9 points below
- Chronic Absenteeism: SED students at 23.5%, Students with Disabilities at 25.2%, and Homeless youth at 35.6%
- College and Career Indicator: Only 13.1% of SED students met the "Prepared" level; Students with Disabilities at 4.9%
- Growth: Students in the SED group scored 21 points below typical growth in Math and 12 points below in ELA
- Focus Areas: Math Proficiency & Postsecondary Preparation

In alignment with the CalOPS Theory for Improvement, CalOPS Southern California is committed to the following improvement priorities:

- Improve math performance and growth for SED and Students with Disabilities through expanded intervention and instructional support
- Strengthen college and career readiness through individualized planning, expanded CTE and a-g pathways, and dual enrollment
- Address chronic absenteeism with targeted engagement strategies and increased tiered supports

These areas have been selected due to both dashboard performance and internal data highlighting persistent equity gaps among our most at-risk student groups.

Professional Development and Implementation Plan

The school has partnered with OCDE to implement targeted strategies aligned to the LCAP:

- Action 2.1 – Expansion of high-dosage tutoring and math intervention groups using iReady and IXL data
- Action 2.2 – Use of CAASPP Interim Assessments and diagnostic platforms for real-time instructional decisions
- Action 2.3 – Continued training for general education and SPED teachers on differentiation and standards alignment
- Action 3.1 – College and Career counseling supports, including CCAP dual enrollment and CTE expansion
- Action 1.4 – Family engagement through goal-setting, data chats, and ongoing attendance outreach

Ongoing Commitment to Equity and Improvement

CalOPS Southern California has taken strategic steps to increase state testing participation, including remote options, weekend testing, and targeted outreach. At the same time, internal assessments such as iReady provide more detailed insight into student growth and proficiency. As part of our continuous improvement cycle, we remain focused on long-term systemic improvements that align with our mission to support every learner. This includes eliminating barriers to access, building educator capacity, and refining instructional and engagement practices that meet the diverse needs of our student population.

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.

California Online Public Schools Southern California

Support for Identified Schools

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

Needs Assessment

Based on the 2024 California School Dashboard, California Online Public Schools Southern California remains eligible for Comprehensive Support and Improvement (CSI), as it falls within the lowest-performing 5% of schools statewide. Although the school's graduation rate improved modestly from 78.4% to 80.5%, persistent performance gaps remain across multiple state priorities.

This continued CSI designation is primarily driven by the performance of the Socioeconomically Disadvantaged (SED) student group. In 2024, this group demonstrated the lowest academic achievement and engagement in the following areas:

-English Language Arts: 112.9 points below standard

-Mathematics: 162.2 points below standard

-Chronic Absenteeism: 23.5%, an increase of 7.5 percentage points from the previous year

For context, the all-student average chronic absenteeism rate was 19%, with even more concerning rates among Students with Disabilities (25.2%), Hispanic students (20.3%), and Homeless youth (35.6%). These indicators underscore an urgent need for sustained improvements in both academic achievement and student attendance, particularly among our most at-risk groups.

To develop this CSI plan, CalOPS Southern California collaborated with stakeholders across all grade spans, including leaders from the high school team, student services, counselors, and advisory groups such as the School Advisory Committee and English Learner Advisory Committee. These groups played a central role in reviewing state and local data and refining proposed interventions.

Root Cause Analysis

-Chronic absenteeism among SED, EL, and Homeless students limits instructional time and academic momentum

-Significant academic gaps in ELA and Math, driven by skill gaps, inconsistent engagement, and instructional access

-Low participation rates in CAASPP testing, especially among mobile or credit-deficient students, hinder data accuracy

-High school mobility and mid-year transfers create challenges in maintaining academic progress and credit accumulation

-Lack of early intervention in middle school leads to gaps that are not addressed until high school, impacting graduation

Evidence-Based Interventions

Using The Practical Decision Maker framework (Harvey, Bearley, Corkrum, 1997), CalOPS Southern California selected the following multi-tiered strategies to address both academic and engagement needs:

-Homeroom Connection Model: Staff are assigned small groups of students for weekly check-ins, monitoring progress, and delivering early intervention. Contact rates reached an average of 87% through Q3 of the 2024–2025 school year.

- Project Success (Credit Recovery Program): Students are grouped into academic support sections led by credentialed content teachers. The program has maintained a 96.5% pass rate in 2024–2025, supporting on-time graduation for credit-deficient students.
- CHAMPS (Creating Hope and Motivation for Postsecondary Success): Identifies at-risk students entering high school and places them in structured academic and SEL supports. The 2023–2024 cohort showed an 85% pass rate across core subjects.
- In-House Summer School: Though scaled back in summer 2024 due to transitions, the program served both credit recovery and skill-building students with a 73% pass rate. Plans for summer 2025 include expanded course offerings and early outreach to high-needs students.
- College and Career Access Pathway (CCAP): The Saddleback College partnership now supports 57 dual-enrolled students, with an 86% pass rate across four transferable or career-pathway courses. This expansion provides equitable access to college-level coursework and supports long-term postsecondary planning.

Identification of Resource Inequities

While the school's virtual model provides consistent access to curriculum and technology, performance disparities indicate systemic inequities that require targeted support. In response:

- Student-teacher ratios will be reduced for credit-deficient and high-needs students
- Additional intervention staff and resources will be dedicated to CHAMPS, Project Success, and summer school programs
- Expanded outreach and case management will be prioritized for SED, EL, and mobile students to promote attendance
- Eligibility for services is determined by real-time academic and engagement data, not solely by subgroup classification, ensuring all students with demonstrated need have equitable access to intervention

Conclusion

California Online Public Schools Southern California remains committed to addressing the conditions that led to its CSI designation. By leveraging data-driven strategies, increasing access to high-quality instruction and support, and engaging in ongoing reflection and improvement, the school is focused on ensuring meaningful and measurable progress for all students, particularly those most underserved.

Monitoring and Evaluating Effectiveness

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

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (<https://nirn.fpg.unc.edu/>).

Progress will be reviewed formally on a quarterly basis, focusing on:

The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.

Increased rates of underclassmen staying on cohort.

Expansion and impact of the CCAP dual enrollment program.

Continued refinement of the in-house summer school and CHAMPS programs.

Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide

adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

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
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms.
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms.
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Engagement Target reviews.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys

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

The educational partner engagement processes outlined by California Online Public Schools are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings, and grade level and department meetings, provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Online Public Schools Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	Current difference from baseline is - 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	Current difference from baseline is - 7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 8.96%	In 2024-2025, the RFEP rate through month 8 was 12.76%		The desired outcome for 2026 - 2027 is an RFEP rate through month 7 of 9.4%	Current difference from baseline is 3.8%

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.

Implementation of Goal 1 remained largely aligned with the plan. Teachers participated in targeted professional development (Action 1.1), and i-Ready diagnostics and MTSS systems (Action 1.2) were consistently used to monitor and support academic growth. PLC collaboration (Action 1.3) continued to inform instructional practice, and instructional tools (Action 1.4) were integrated to support synchronous and asynchronous instruction. EL and LTEL supports (Actions 1.5 and 1.6) were implemented, though with slightly reduced scope due to enrollment-driven adjustments.

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.

Expenditures were generally consistent with planned budgets, but some contributing actions, particularly those tied to EL and LTEL support, were under budget. This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.

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

Goal 1 actions produced several positive outcomes. The school exceeded its RFEP target, increasing from 8.96% to 12.76%, demonstrating improved EL support. Diagnostic data revealed opportunities for growth: reading progress dropped from 67.5% to 60%, and math from 57% to 50%, reinforcing the need for targeted math instructional supports. These outcomes confirmed the strength of core strategies and informed the need for continued refinement.

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.

For 2025–26, adjustments will focus on aligning contributing expenditures to actual ADA and refining EL supports based on diagnostic data. Instructional tools and collaborative planning will remain central to improving growth in reading and math across all student groups.

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	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$204,296.60	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$8,125,132.21	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine the best strategies and methods and implement best practices to re-teach and accelerate all students in all subject areas, as needed.	\$9,226,336.00	No Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$243,308.42	No Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$156,082.20	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$54,432.00	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$64,624.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024 through month 8, the average biweekly contact rate was 97.3%	In 2024-2025 through month 8, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is - 10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate after month 7 was 21%		The desired outcome for 2026-2027 month 7 chronic absenteeism rate	The difference from baseline is 5.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2024-2025 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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

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

Actions supporting stakeholder engagement were successfully implemented, including access to technology (Action 2.1), tracking participation (Action 2.2), re-engagement (Action 2.3), and increased caretaker support (Action 2.4). Notable success was seen in maintaining a 0% suspension rate and enhancing caretaker onboarding and outreach efforts. However, chronic absenteeism rose to 21%, indicating a need for stronger engagement with at-risk groups.

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

While the overall implementation of Goal 2 actions remained strong, actual expenditures were lower than initially projected in some areas due to the school's planned enrollment transition. For instance, the budget for technology access (Action 2.1) reflected a larger student population than was ultimately served, resulting in reduced spending. These adjustments were consistent with our shift in ADA and do not reflect a lack of program delivery. As we plan for the upcoming year, we will continue to refine our budget estimates to better align with enrollment and ensure that all engagement-related resources are targeted effectively.

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

Engagement strategies were effective in sustaining a safe school climate, but less so in curbing absenteeism. Despite comprehensive support systems, increased student mobility and transitional challenges limited their impact on attendance. Contact rates declined to 87%, signaling a need for deeper re-engagement with families and students.

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.

In the next year, we will streamline spending on re-engagement and increase the targeting of interventions to SED and mobile students. We'll also continue prioritizing high-impact engagement strategies like homeroom contact and live class instruction.

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	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school-issued Chromebook at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage well with our program. Unduplicated students will be prioritized.	\$1,697,563.01	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions at a mutually agreed-upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$7,495,108.27	No
2.3	Framework of Tiered Re-engagement	When students find difficulty engaging fully with our program, school staff will follow a well-outlined escalation process. This process consists of tiers of interventions set up to assist students in finding ways to engage fully	\$4,832,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, and additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$476,328.86	Yes
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$884,372.22	No
2.6	Increasing Diversity and Inclusion	Our school is committed to increasing diversity and inclusion for our entire school community. We will participate in professional development and evaluate curriculum and instructional practices, all with the focus of ensuring we incorporate diverse and inclusive practices.	\$101,394.99	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in the identification, placement, and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$56,441.61	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in person or virtually to enrich the school experience.	\$61,066.48	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, the average Project Success course pass rate after quarter 3 was 96%		The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school	In the summer of 2024, the summer		The desired outcome for the summer school	The difference from baseline is - 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course pass rate was 83%	school course pass rate was 73%		course pass rate for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 78.4%	The 2023-2024 grad rate was 80.5%		The desired outcome for the 2025-2026 grad rate is 82.3%	The difference from baseline is 2.1%
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 37%.	In 2023-2024, the percentage of students completing a-g requirements was 37.1%.		The desired outcome of students completing a-g requirements for the 2025-2026 school year is 38.8%	The difference from baseline is .1%

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.

Overall, the implementation of Goal 3 actions went well and supported steady progress toward improving college and career readiness. Project Success remained a key support for credit-deficient students, particularly in the upper grades. The CHAMPS program was implemented, offering foundational support for students early in their high school experience. Additionally, our CCAP dual enrollment program continued to grow in both participation and course offerings, helping students explore college-level coursework while still in high school. While a few initiatives were scaled based on enrollment shifts, the majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw reduced participation and pass rates (73%) due to the systemwide transition, but it remains a critical pathway for credit recovery.

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.

While several contributing actions under Goal 3 came in under budget, these differences reflect broader schoolwide transitions that occurred this year as part of our shift to the CalOPS model. As a transition year, we implemented new systems and structures across the school, which included refining staffing, support programs, and outreach strategies to align with updated enrollment and student needs. As a result,

some initiatives—such as CCAP expansion, summer school, and AVID—were delivered at a more measured scale than originally anticipated. These adjustments allowed us to stay responsive during a year of major change while still maintaining a strong focus on student readiness and access. Moving forward, we will continue to build on these foundational systems and scale programs intentionally as part of our long-term improvement efforts.

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

Graduation rates rose from 78.4% to 80.5%, a notable success tied to targeted interventions. While a-g completion and CCI indicators remain areas for improvement, continued expansion of academic pathways, early interventions, and progress-monitoring tools laid a strong foundation for growth.

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.

Based on this year's outcomes and stakeholder feedback, we will continue refining and strengthening multiple actions under Goal 3 to better support student readiness. Credit recovery and summer school offerings will be expanded and better aligned to student needs earlier in the year to increase access and success rates. We will also strengthen our early identification systems to support at-risk students more proactively through programs like CHAMPS and Project Success. In addition, we plan to scale career exploration and advising supports, ensuring students are aware of and prepared for both college and career pathways. While CCAP will remain part of our overall strategy, we are also focusing on broadening postsecondary readiness through a-g support, and CTE opportunities. These adjustments reflect our commitment to providing multiple, meaningful pathways to success for all students.

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	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP, and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$966,919.80	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$17,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at-risk student populations.	\$10,312.75	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program known as Project Success, and students will be identified as eligible candidates via transcript evaluations, which occur upon enrollment and at the end of each semester. Continued in-house summer school program, allowing high school students to make up credits.	\$891,206.06	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$323,400.00	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	\$1,574,300.00	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$37,824.67	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$78,540.00	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
\$6,300,504.17	\$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
10.084%	0.000%	\$0.00	10.084%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development for Academic Achievement</p> <p>Need: Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p>Scope: LEA-wide</p>	<p>Maximizing Resources, and Alignment with Goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p>1.2</p>	<p>Action: Diagnostic Assessments and MTSS Academic Interventions</p> <p>Need: Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p>Scope: LEA-wide</p>	<p>students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>who move from higher to lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>interventions on student outcomes beyond immediate academic achievement is crucial to student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p>1.3</p>	<p>Action: Teacher Collaboration for Academic Achievement</p> <p>Need:</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p>Scope: LEA-wide</p>	<p>are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff, regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.</p>
<p>1.4</p>	<p>Action: Synchronous and Asynchronous Instructional Tools</p> <p>Need: Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p>Scope: LEA-wide</p>	<p>Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.</p>	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be</p>

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			<p>evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and</p>

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			<p>monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates,</p>

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			<p>graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p>
<p>2.1</p>	<p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p>Need: The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p>Scope: LEA-wide</p>	<p>Providing actions on an LEA-wide ensures that all students have access to the resources and opportunities needed to succeed academically, regardless of their background or circumstances. By taking a systemic approach to addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum, educational leaders can create an environment where every student has the support and tools they need to thrive.</p>	<p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage</p>

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			<p>and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and</p>

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			<p>graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and</p>

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			<p>internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
2.3	<p>Action: Framework of Tiered Re-engagement Strategies for Students</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help</p>	<p>Metrics to monitor the effectiveness of tiered re-</p>

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	<p>Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p>Scope: LEA-wide</p>	<p>us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other</p>

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			<p>assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p>2.4</p>	<p>Action: Caretaker Engagement Support</p> <p>Need: The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and</p>

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	<p>life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p>Scope: LEA-wide</p>	<p>helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p>	<p>participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly</p>

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			<p>reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p>3.2</p>	<p>Action: Career Preparation (CTE)</p> <p>Need: The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE)</p>

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	<p>competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p>Scope: LEA-wide</p>	<p>contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>

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<p>3.3</p>	<p>Action: AVID Program Implementation</p> <p>Need: The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p>

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			<p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p>3.4</p>	<p>Action: Credit Recovery and Summer Intervention</p> <p>Need: The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p>

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	<p>opportunity to succeed academically and graduate from high school.</p> <p>Scope: LEA-wide</p>	<p>Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p>

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			<p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p>

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			recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: English Learner Student Achievement</p> <p>Need: By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup; it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>Measure: By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments</p>

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			<p>such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p>

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			<p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p>

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			<p>the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>
<p>1.6</p>	<p>Action: LTEL Support</p> <p>Need: Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of</p>

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			<p>changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and</p>

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			<p>dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p>1.7</p>	<p>Action: Foster and Homeless Academic Achievement</p> <p>Need:</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as</p>

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			<p>transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p>

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			<p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p>
<p>2.7</p>	<p>Action: Foster and Homeless Youth Engagement Support</p> <p>Need: Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the</p>

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	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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.

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$62,481,459.00	6,300,504.17	10.084%	0.000%	10.084%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$30,919,072.80	\$3,638,904.46	\$0.00	\$3,020,584.89	\$37,578,562.15	\$35,155,395.95	\$2,423,166.20

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	Professional Development for Academic Achievement	All	No Yes	LEA-wide		All Schools	2025-2026	\$0.00	\$204,296.60	\$146,745.85	\$54,232.23		\$3,318.52	\$204,296.60	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide		All Schools	2025-2026	\$7,735,983.85	\$389,148.36	\$6,305,810.88	\$889,000.00		\$930,321.33	\$8,125,132.21	
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2025-2026	\$9,226,336.00	\$0.00	\$7,331,856.00	\$1,066,800.00		\$827,680.00	\$9,226,336.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide		All Schools	2025-2026	\$10,721.95	\$232,586.47	\$157,660.80			\$85,647.62	\$243,308.42	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	\$156,082.20	\$0.00	\$83,954.20			\$72,128.00	\$156,082.20	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2025-2026	\$54,432.00	\$0.00	\$36,400.00			\$18,032.00	\$54,432.00	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2025-2026	\$36,400.00	\$28,224.00	\$50,169.00			\$14,455.00	\$64,624.00	

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
					Group(s)											
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2025-2026	\$424,480.00	\$1,273,083.01	\$1,007,099.09	\$4,127.24		\$686,336.68	\$1,697,563.01	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	\$7,362,356.68	\$132,751.59	\$6,567,467.33	\$711,200.00		\$216,440.94	\$7,495,108.27	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	\$4,832,100.00	\$0.00	\$4,174,548.00	\$533,400.00		\$124,152.00	\$4,832,100.00	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	\$476,328.86	\$0.00	\$476,328.86				\$476,328.86	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	\$843,626.22	\$40,746.00	\$864,902.22	\$19,470.00			\$884,372.22	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	\$96,320.00	\$5,074.99	\$96,320.00	\$5,074.99			\$101,394.99	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	\$38,556.00	\$17,885.61	\$55,752.81			\$688.80	\$56,441.61	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	\$0.00	\$61,066.48	\$61,066.48				\$61,066.48	
3	3.1	College Preparation	All	No			All Schools	2025-2026	\$952,674.79	\$14,245.01	\$966,919.80				\$966,919.80	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$0.00	\$17,472.00	\$17,472.00				\$17,472.00	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$5,151.34	\$5,161.41	\$10,312.75				\$10,312.75	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$891,206.06	\$0.00	\$891,206.06				\$891,206.06	

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
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	\$323,400.00	\$0.00	\$145,600.00	\$177,800.00			\$323,400.00	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	\$1,574,300.00	\$0.00	\$1,355,116.00	\$177,800.00		\$41,384.00	\$1,574,300.00	
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	\$36,400.00	\$1,424.67	\$37,824.67				\$37,824.67	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	\$78,540.00	\$0.00	\$78,540.00				\$78,540.00	

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
\$62,481,459.00	6,300,504.17	10.084%	0.000%	10.084%	\$20,745,316.30	0.000%	33.202 %	Total:	\$20,745,316.30
								LEA-wide Total:	\$20,519,040.29
								Limited Total:	\$226,276.01
								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	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			\$146,745.85	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			\$6,305,810.88	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			\$7,331,856.00	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			\$157,660.80	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$83,954.20	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$36,400.00	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$50,169.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		\$1,007,099.09	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,174,548.00	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$476,328.86	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$55,752.81	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,472.00	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,312.75	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$891,206.06	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$44,584,927.56	\$40,624,383.25

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	Professional Development for Academic Achievement	Yes	\$589,581.60	204,296.60
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$6,828,033.82	7,745,564.00
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$8,272,995.02	8,523,705.96
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$491,887.53	243,308.42
1	1.5	English Learner Student Achievement	Yes	\$407,379.89	116,793.10
1	1.6	LTEL Support	Yes	\$1,389,500.40	40,139.25
1	1.7	Foster and Homeless Academic Achievement	Yes	\$76,213.69	61,759.20
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$7,984,380.58	1,745,310.10
2	2.2	Track and Record Daily Student Participation	No	\$7,308,680.90	7,737,589.77
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$4,847,603.07	4,972,058.05
2	2.4	Caretaker Engagement Support	Yes	\$334,744.32	521,134.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Social Emotional / Mental Health Supports	No	\$639,874.15	2,555,568.72
2	2.6	Increasing Diversity and Inclusion	No	\$103,355.40	120,479.38
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$69,705.56	292,675.75
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$246,982.56	61,066.48
3	3.1	College Preparation	No	\$1,380,627.27	958,991.39
3	3.2	Career Preparation (CTE)	Yes	\$28,425.33	17,472.00
3	3.3	AVID Program Implementation	Yes	\$13,751.98	10,312.75
3	3.4	Credit Recovery and Summer Intervention	Yes	\$1,396,963.19	876,268.92
3	3.5	Transition Plans	No	\$482,027.14	345,694.73
3	3.6	Graduation Rate Progress Monitoring	No	\$1,549,701.00	3,353,685.19
3	3.7	Dual Enrollment Options	No	\$70,894.69	34,959.87
3	3.8	Early Intervention Program Development	No	\$71,618.47	85,548.73

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)
4,850,909	\$28,551,089.35	\$20,012,194.56	\$8,538,894.79	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development for Academic Achievement	Yes	\$520,198.20	146,745.85		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	\$5,670,577.74	6,141,837.82		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	\$6,968,832.60	6,647,349.90		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	\$470,144.64	157,660.80		
1	1.5	English Learner Student Achievement	Yes	\$320,430.84	78,224.59		
1	1.6	LTEL Support	Yes	\$1,389,500.40	34,932.50		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$76,213.69	47,304.20		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$7,096,079.00	1,054,846.18		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$4,195,521.86	4,071,407.13		
2	2.4	Caretaker Engagement Support	Yes	\$334,744.32	521,134.89		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$69,705.56	206,697.03		
3	3.2	Career Preparation (CTE)	Yes	\$28,425.33	17,472.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	AVID Program Implementation	Yes	\$13,751.98	10,312.75		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$1,396,963.19	876,268.92		

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)
43,923,471	4,850,909		11.044%	\$20,012,194.56	0.000%	45.562%	\$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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- 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).

California Department of Education
November 2024

Coversheet

Approval of CalOPS Fiscal Policy Pending Legal Review With the Authority to Make Immaterial Changes Suggested by Legal Counsel (attached)

Section: V. Action Items
Item: E. Approval of CalOPS Fiscal Policy Pending Legal Review With the Authority to Make Immaterial Changes Suggested by Legal Counsel (attached)
Purpose: Vote
Submitted by:
Related Material: Board Draft_ CalOPS 25-26 Fiscal Policy.pdf



California Online
Public Schools

Fiscal Policy

Effective Date: July 1, 2025

California Online Public Schools 2025-26 Fiscal Policy

Introduction

Background

California Online Public Schools (“CalOPS”) is a California public benefit corporation (the “Organization”) with non-profit status from the IRS that operates a network of public charter schools known as California Online Public Schools. This network of charter schools is referred to as the School or Schools in this policy. The organization’s Chief Executive Officer is known as the Superintendent and is assisted by a Deputy Superintendent and Assistant Superintendent. In areas of this policy that refers to all three roles, they will be known as the Executive Cabinet.

Purpose

The Board of CalOPS believes in implementing and following fiscal management practices to ensure that the Organization’s funds are appropriately managed, to safeguard its assets, outline and enforce internal policies, and provide guidelines that are compliant with state and federal laws and regulations. In addition, this policy is to ensure that the financial decisions made by CalOPS leadership and its Board support the Organization’s and its schools’ mission while providing confidence and integrity to the public as recipients of public funds. Lastly, the policy and procedures will provide direction to help avoid any liability that could be attributed to the Board resulting from mismanagement.

The Organization refers to the “California Charter School Accounting and Best Practices Manual” developed by Fiscal Control and Management Assistance Team (FCMAT) for guidance in the reviewing and updating of these policies.

This Fiscal Policy and Procedures document include internal controls, legal compliance, internal controls, conflicts of interest, as well as other financial and accounting procedures and protocols, such as budget development, authorized signers, use of credit cards, employee reimbursements, purchasing, payroll processing, and any other area pertinent to financial management. The Fiscal Policy and Procedures are intended to align with the School’s charter petition and any Memoranda of Understanding (MOU) with its authorizing entity.

Compliance

Legal Compliance

The Schools will follow all the relevant laws and regulations that apply to California charter schools. Additionally, any applicable Federal laws and regulations related to grant funding received by the Schools will be followed.

Use of Public Funds

All monies received by CalOPs are considered public funds. The overarching principle in the spending of school funds is that all expenditures must clearly and directly be necessary and benefit the schools and support its purpose to provide a quality free education to the students within its eligible boundaries.

Nonpublic funds are dollars that are collected and retained by outside organizations such as booster organizations, associations and foundations. This also includes employee association accounts. The schools should not act as custodian for privately funded monies of a separately maintained agency fund or account, such as a staff social fund paid for exclusively by employee contributions.

To protect from the misuse of public money the use of school funds should be to provide a benefit to the public, and not to benefit any individual, employee, corporation or other agency. The public funds of the Organization and its Schools may be expended if a direct and substantial public purpose is served by the expenditure and private individuals are only benefitted incidentally by the promotion of the public purpose. Even if an expenditure has a noble or virtuous purpose (such as supporting an employee experiencing a loss), or a moral or justifiable obligation (such as gratitude for services provided), this is not sufficient to determine that a public benefit exists. If expenditures provide a direct and tangible benefit to students' education, such as for staffing costs, materials, software, administrative expenses, etc., then these are easily justified as providing the public benefit of educating the Schools' students. For expenditures which are not as direct or tangible, the Board must make a determination of the public purpose prior to expenditure of these funds. This may be done via the budgeting process, and/or on a case by case basis as needed. This may involve a board policy which explicitly allows certain expenditures, such as incentives to students, student scholarships, staff team building activities, etc. Team building activities will be budgeted, and a list of the expected activities will be presented annually to the Board at the beginning of the school year for review and transparency.

When considering the use of public funds and whether an expenditure is appropriate, the schools and its board will consider the public scrutiny test outlines below:

1. Is the expenditure within policy and how will it benefit the mission of our program and the success of our students?
2. Will the tax-paying public view the expenditure as necessary to support public education?
3. Can the expenditure be defended to a person outside of the organization?
4. Would it pass the "smell test"?

Any expenditure that is not board approved and/or benefits the schools' mission or our students will be denied. Any expenditure found to be an unreasonable use of public funds will not be reimbursed and the employee may be subject to disciplinary action including legal liability, taxpayer lawsuits, civil and criminal penalties (California Government Code Section 8314 and Penal Code Section 424).

Please refer to the list of allowable and unallowable expenses based on standard FCMAT policies:

Generally Allowable Expenses:

- Expenditures not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which the public entity was established.
- Salaries and benefits for employees.
- Uniforms and regalia for college bands, choirs or athletic teams (must be equitable to all school staff, programs and clubs).
- Rental of caps and gowns for commencement ceremonies.

- Supplies and equipment, including instructional materials and textbooks.
- Maintenance of facilities and equipment.
- Research and promotional activities to advance public education.
- Board approved awards to students and employees for excellence, accomplishments, and exceptional contributions (Not for life events that occur for everyone).
- Flowers or decorations for a college's awards ceremony or commemorative event.
- Transportation services for students.
- Refreshments/meals for meetings for the purpose of conducting school business (e.g., curriculum meeting during lunch).
- Snacks, refreshments, and food for students during the instructional day that are deemed to contribute to the educational process (e.g., finals week, prepared to learn).
- Sponsorship to programs and activities provided by nonprofit/community organizations that aid in student development:
 - A service that complements or enhances one the schools provide.
 - A service that the school could provide but is unable to.
 - A secondary benefit is identified that benefits the school.

Generally Unallowable Expenses:

- Contributions or donations to religious, community, charity or other nonprofit groups except those that align student development.
- Purchase of private purpose flowers, other gifts, celebration or sympathy benefits to convey compassion or sympathy, or to meet a perceived moral obligation.
- Gift certificates for individuals.
- No exception for small gifts.
- Alcohol.
- Memberships in private clubs or organizations.
- Presents or gifts to anyone, including employees, volunteers, or students.
- Professional enhancement vs. public benefit.
- Holiday or other staff parties or picnics.
- Reimbursement for employees' mileage from their residence to their place of work.
- Personal benefit to school staff.

Political Contributions

As a 501(c)(3) organization, no funds or assets of CalOPS may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the schools for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. CalOPS also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

- Contributions and/or endorsements by an employee that are reimbursed through expense accounts or in other ways.
- Purchase by the organization of tickets for political fundraising events.
- Expenditures for political advertisements.
- Contributions in kind, such as lending employees to political parties or using the Schools' assets in political campaigns.

- Endorsement of or opposition to any ballot measure.

The Schools and Organization may expend a very limited amount of funds on grassroots lobbying efforts on legislative matters which may have an impact on the Schools or Organization, such as proposed, pending or current legislative bills, laws, regulations, etc. Typically, the resources used for this type of allowable activity would be a small amount of staff time to contact or meet with legislators. Staff time and other costs, if applicable, for such activities will be estimated annually and reported with the best estimate of cost on the Organization's tax returns.

The Schools will comply with any other federal and state laws and regulations regarding political contributions, lobbying, and expenditures. No federal funds, or assets obtained from federal funds, may be used for any political purposes.

The Organization's employees, Board members, and other representatives may engage in the above political activities on their own time, using their own personal assets and resources, however, they may not act or appear to be acting on behalf of the Schools or Organization, and may not use Organization resources to assist any non-allowable political activities.

Record Keeping

To provide an accurate and auditable record of all financial transactions, the Schools' books, records, and accounts are maintained in conformity with the Generally Accepted Accounting Principles (GAAP) as applicable to Charter Schools.

Transaction ledgers, invoices, receipts, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by the Organization in accordance with applicable state law, and as required in any contract or agreement, in a secure location for at least seven (7) years as set out in the Records Retention policy, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored electronically. Paper documents may be compiled and stored in an on-site or off-site location after completion of the annual audit. The Schools will not typically charge for the costs of copying records when records are being requested by an oversight agency, through a subpoena, or in accordance with public records regulations, however, the Schools reserve the right to do so at a rate not to exceed twenty-five cents (\$0.25) per page. The School will attempt to provide records electronically, however, the actual cost of mailing records may be charged to the requestor. Copying charges only apply to the cost of reproduction, not to time spent searching for records. However, if electronic records are requested, the time needed to create an electronic version may be charged to the requestor.

Further, the School specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
- Receipts and disbursements must be fully and accurately described in the books and records.
- No false entries may be made on the books or records nor any false or misleading reports issued.

- Payments may be made only to the contracting party and only for the actual Services rendered or products delivered. No false or fictitious invoices may be paid.

School Leadership and the District Office will work together to provide access to the School's financial records to School's charter authorizer upon reasonable request, including supporting records as requested.

Financial Oversight and Reporting

Key Stakeholders

Board of Directors
Superintendent
Deputy Superintendent
Assistant Superintendent
Director of Finance
Assistant Directors
Financial Service Provider
Finance Department

The CalOPs Board is committed to reviewing and adopting the Fiscal Policy and Procedures annually by June 30th for the following school year. This ensures the most effective use of the School's funds to support its mission and assures that the funds are budgeted, accounted for, expended, and maintained appropriately.

The Director of Finance, under the management of the Executive Cabinet, has responsibility for all operations and activities related to financial management. However, the Board and Superintendent can appoint or delegate someone else to perform the responsibilities as needed.

Financial duties and responsibilities must be separated between the Assistant Directors, Financial Service Provider, and other key members of the Finance Department to ensure that no single employee has sole control over authorizing transactions, recording financial transactions, and custody of assets.

Important Deadlines

- Adopted Budget (submitted by July 1st)
- Unaudited Actuals Report (submitted by September 15th)
- Audited Financial Statements (submitted by December 15th)
- First Interim Financial Report (submitted by December 15th)
- Second Interim Financial Report (submitted by March 15th)
- Form 990 tax return (submitted by May 15th with extension)

Budget

The Director of Finance, in consultation with the Executive Cabinet and with the support of the Financial Services Provider and other relevant staff members, prepares an annual budget of revenues and expenses for Board approval. Budgets can be reviewed and modified as necessary

throughout the school. These forward-looking budgets and projections are reviewed and approved by the Board at an open and public meeting prior to July 1st annually. Approved annual operating budgets will be submitted to appropriate entities required by law in the format required by statute and/or regulation and/or contractual agreements, and by any required deadlines.

- Budgets will be prepared that show the revenues and expenditures and financial position for each School, as well as the Organization as a whole.
- The fiscal year (budget year) of the school is July 1st through June 30th. The appropriate accounting period is used for all adjusting entries and accruals.
- Financial statements displaying budget vs. actuals are prepared by the Financial Service Provider with the support of the Director of Finance and are to be reviewed by school leadership and are presented to the Board at each Board meeting (with limited exceptions).
- School Leadership shall follow the Board-approved budgets, with exceptions approved by the Board.

Budget Development Process:

The budget development process starts with a review of the Governor's proposed state budget for the upcoming fiscal year. This is typically shared in January and identifies the likely range of revenues for the school's upcoming fiscal year, as well as any cost of living adjustments. Once the revenue estimates are complete, projected school growth and expenditures are discussed and are prepared for the remainder of the budget. This process includes a concise examination of staffing levels, fixed costs, discretionary spending, legal, and facilities. Additional data from the department leaders such as usage, success rates, ease of use, department goals, and needs should also be considered for key program expenditures such as curriculum, professional development, systems, and supplies. Decisions should be finalized during the Leadership Retreat in March/April annually. The Financial Service Provider will input the financial decisions made by CalOPS into the agreed upon budget template to be approved by the Board.

The Governor's annual "May Revise" budget is made public in the spring and outlines the funding projection that will likely be included in the final state budget for the next fiscal year. With this information, the Director of Finance, Executive Cabinet, and all other key parties will work together and make any adjustments to the budget draft. This process involves a thorough review of the budget in its draft form to make sure all spending requirements set by law, contractual agreement, or otherwise are met. Finally, a five-year budget projection is developed in accordance with the schools' established strategic and growth plans before providing it to the Board for approval by July 1.

CalOPS will work to maintain a minimum of 3% reserve at the end of every current school year and two subsequent fiscal years. The board is notified immediately with a plan and/or explanation when the reserve is projected to drop below this threshold. Reserves in excess of 3% will be taken into consideration to fulfill school needs outlined in the Components of the End Fund Balance section of the budget.

In addition to the budget, cash flow analysis (when needed throughout the budget cycle), budget projections, and budget revisions will be prepared periodically during the year to adjust for changes in revenue or expenses.

Budget Updates:

The Board-approved budgets will act as living documents throughout the school year. They will be used to monitor the financial health of the school and aid the leadership team as expenditures are considered throughout the year that were not previously budgeted for and have since been identified as a need. Budget updates will be prepared and presented by the Director of Finance and Executive Cabinet with the support of the Financial Service Provider. Budget updates will be considered and in some cases required throughout the year. The Board will be given a Budget Update at minimum two times during the year; first interim, and second interim.

The preferred first update is the day after census day, when attendance numbers are provided to the state as an official count of the students to determine the schools initial funding. At this time, the ADA projected and used to calculate revenues built in the initial budget should be compared to the census day number to ensure all the schools will get the revenue planned for to continue spending as planned in the approved budget.

The other two updates should occur during the First Interim and Second Interim reporting process. During these times, the Director of Finance, Executive Cabinet, and the Financial Service Provider will review actual revenue and expenditure data for monies received and spent for the current fiscal year to show the financial health of the schools, with consideration to the budget and other forecasted variables. Any findings and adjustments, under spending or over spending, would be identified during this time and transferred to the budget in the form of a Budget Update.

Financial Management

CalOPS and its schools' funds will be budgeted, accounted for, expended, and maintained in an appropriate fashion and in accordance with applicable Federal and State requirements. The Organization will maintain their accounting records and related financial reports on the modified accrual basis of accounting throughout the year and full accrual accounting at each year end. Each school within the organization will have its own financial records as necessary to allow for the review of the revenues and financial position of each School independently. Shared expenses are to be allocated and recorded on the basis of schools enrollment relative to the total enrollment for the organization.

Financial Reporting

The Director of Finance or designee working in conjunction with the Financial Service Provider, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the schools' charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data. Additional reporting required by the SELPA, Department of Education or other entity will be prepared in the same manner.

The Board will be provided with all reports required by law for Board approval. The Board may request copies of any other reports at any time through the Director of Finance or Executive Cabinet.

The following reports will be prepared on a monthly basis, except in months when the Board is not meeting by the Financial Service Provider, reviewed by the Director of Finance, and reported to the Board and/or its Treasurer.

- Revenue and Expense Statement for the current fiscal year – showing actual results for the months already past and forecasts for future months
- Balance Sheet(s)
- Payroll Registers and/or compensation summaries
- Monthly Check Registry

Corporate Tax Returns

The Board will annually engage someone to prepare and submit the annual tax returns (Form 990 and Form 999) for the corporation of the Organization. The Board (and/or the Audit Committee of the Board) will annually review its policies and practices to be sure it is complying with any regulations or requirements of the Internal Revenue Service. Prior to submission of the tax returns, the Director of Finance, other designated staff of the school, and/or Financial Service Provider will review the tax returns for accuracy. Following completion of a final draft of the tax returns, the Board will receive and review the returns prior to the submission deadline. Appropriate extensions may be filed when needed. Typically, an annual extension from the November deadline to May is expected as the annual audit has not yet been conducted prior to November 15. Other extensions may be filed if necessary to allow for thorough preparation and review of the tax returns prior to submission.

Internal Controls

CalOPS will maintain the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the Organization and Schools' funds are managed and held in a manner that provides a high degree of protection of the Organization's assets, and (3) all transactions are recorded and documented in an appropriate manner. Additionally, as a publicly supported entity, the school acknowledges the additional responsibility to ensure the public's confidence and the integrity of the schools' activities.

To help ensure adequate internal controls, the School has established, implemented, and maintained these policies and procedures based on laws, regulations, and sound business principles and communicates them to those involved (e.g., School staff). It is essential that all employees, volunteers, and students (when necessary) be aware of expectations regarding internal accounting controls. The District Office provides annual training for all individuals who are expected to follow these policies and carry out their procedures. School Leadership will ensure that, wherever possible, more than one person is trained for each function (cross-training).

The internal controls that are outlined in this policy have been put in place to help prevent fraud and malfeasance through a number of checks and balances embedded in each financial task. They include maintaining multiple layers of fiscal oversight in our policies and procedures at all times.

- An independent financial auditor conducts annual financial audits. This selection will be board approved and shared with our authorizers annually by April 1st.
- A Financial Service Provider is used to: compile financial statements for reporting purposes to stakeholders, input and review external transactions, ensure proper segregation of duties, disburse funds (e.g. check writing), and ensure fiscal compliance.
- The Board of Directors is provided all major financial statements and financial reports to approve during the subsequent board meeting.
- The Director of Finance or designee authorizes reimbursements and the use of credit cards by key executives (i.e. executive cabinet members, directors, assistant directors, principals and assistant principals)
- Major financial statements (e.g. Audited Financial Statements) are provided on the school's website.
- Financial presentations are made at monthly Board meetings, which are attended by School Leadership, board members, other stakeholders and members of the public.

If issues with the School's internal controls are identified through any means, the Executive Cabinet will inform the Board and the District Office will work with the leadership team to address such issues as soon as possible.

The basic components of internal controls, set forth in this policy, include the following:

- Segregation of duties
- System of checks and balances
- Staff cross-training
- Controlled use of pre-numbered documents, i.e., checks
- Asset security and restricted access
- Timely reconciliations
- Up-to-date inventory records
- Appropriate review and approval of transactions
- Comprehensive, up-to-date annual budget
- Expectation that all staff and the District Office, including administrators, will follow all internal controls

Audit

The Board or its Audit Committee (if one exists) shall contract for the services of an independent public accountant to perform an annual fiscal audit in compliance with State law. The audit shall cover the business of the Schools and Organization during the full fiscal year; be a financial audit conducted in accordance with generally accepted auditing standards; and, include, but not be limited to, (1) an analysis of each School's compliance with applicable laws and regulations; (2) any recommendations for improvement by the Organization; (3) any other comments deemed pertinent by the auditor, including the auditor's opinion regarding the financial statements; (4) an audit of the accuracy of the School's and Organization's financial statements, (5) an audit of each School's attendance accounting records, and (6) an audit of the School's internal controls practices. The audit shall be completed and submitted to the Board for review at a public meeting as soon as reasonably possible following the close of the fiscal year for which the audit is conducted. The audit report, after review by the Board of Directors, will be submitted to the Charter granting agency, California Department of Education, County Superintendent of Schools, and State Controller's Office by December 15th of each year. [Education Code 47605(m)]. The schools will address any audit exceptions or adverse findings through audit

correction plans that will be made public upon request and as required by state's Charter School law, the charter and other relevant state regulations..

The Audit engagement and review process may be conducted by the Board's Audit Committee (if one is formed) on behalf of the Board.

Segregation of Duties

To ensure proper internal controls, the duties of custody, approvals, recording, and reconciliation have been delegated and are kept separate. The segregation of duties is to avoid exposing the schools to a higher risk of potential cash skimming, delayed deposits, or other errors or irregularities by implementing a dual role processing system to avoid one sole person from being able to complete a financial related task from start to finish.

The following structures have been established and will be maintained with the oversight of the Director of Finance and the Executive Cabinet to properly segregate duties within CalOPs. The Director of Finance, Assistant Directors of Finance and Executive Cabinet are responsible for authorizing, initiating, approving, and executing transactions and District Office staff and the Financial Service Provider are responsible for recording, reconciling, reporting, and reviewing transactions. In this capacity, these individuals are responsible for:

- Setting a good example by following established policies and procedures.
- Ensuring that all staff, volunteers, and others associated with the schools are informed about and follow established policies and procedures.
- Provides continual assistance and training for all staff members involved in all aspects of financial management, including purchasing and procurement practices.
- Take immediate action when an infraction occurs.

The Organization will develop and maintain Purchase Requisition, Purchase Order and Payment Request forms to document the authorization of non-payroll expenditures. Such documentation may be accepted via electronic processing software, such as but not limited to docuSign, through a designated procurement software or paper form. Any purchases and payments over Twenty Thousand (\$20,000) Dollars must be approved by the Board of Directors during the subsequent board meeting before being sent to the vendor to confirm the agreement and/or payment. All purchases must be reviewed by a combination of the Finance Department, Director of Finance, Executive Cabinet, please reference the department handbook for specifics. All payments must be reviewed by the Director of Finance and an authorized bank signer, two for amounts of Five Thousand (\$5,000) Dollars. If a purchase order is issued, and the subsequent invoice changes more than 10% during the time of the exchange of said goods and services a new purchase order must be created and approved prior to the transaction being completed.

Expenditures that do not require a Purchase Requisition, Purchase Order, or Payment Request Form such as reoccurring or standard operating expenses can be paid in the form of a check, ACH or Wire transaction following the segregation of duties as outlined in the department handbook. These duties start with a review from members of the Finance Team, followed by oversight from the Director of Finance or designee, then signed by authorized bank signers before being sent to the Financial Service Provider for final processing. Any amount over Five Thousand (\$5,000) Dollars will require a signature from two authorized bank signers.

ACHs and wire transactions must be initiated by the Finance Department. The Director of Finance, Assistant Directors of Finance and the Executive Cabinet are responsible for authorizing, initiating, approving, and executing transactions; never completing two consecutive steps without a different approved staff completing the in-between step. For instance, the Assistant Director of Finance can not initiate a payment he/she authorized nor can he/she approve it. Once payments have been processed, all supporting documentation is to be shared with the Financial Service Provider for proper accounting.

The Finance Department may issue district credit cards to certain employees for use in their jobs and oversee their usage. The employee assigned to the district credit card must sign that they have received, understand and agree to the terms of the District Credit Card Policy before issuance. Once in the possession of the company credit card they are solely responsible for all purchases on the card and for ensuring that the card is not used by unauthorized personnel. Card numbers may not be distributed and should not be saved on any public devices and or unsecured online accounts. This district credit card is being issued for business related expenses, such as food and lodging while on Company approved business travel. This includes booking travel transportation such as: flights, car rentals, and approved rideshare cost. All purchases other than travel must be pre-approved by the Director of Finance with a Purchase Requisition Form. All purchases must also be within the guidelines of this policy. Misuse of the card will result in cancellation of the card, withdrawal of the employee's corporate credit card privileges, and job performance discipline. If the card is used for an employee's personal expenses, California Online Public Schools reserves the right to recover these monies from the employee cardholder via personal check, cashier's check, money order, or payroll deductions until the total amount of the expense is recouped. These deductions may take the employee's wages below minimum wage for the pay period(s) in question. The method will be up to the discretion of the Superintendent of California Online Public Schools.

In all cases, payments for operational services contracted by the schools, and previously approved by the Board do not need to be countersigned or dually approved. All transactions will be posted on an electronic general ledger by a bookkeeper or through the account manager assigned by the approved financial services provider. This ledger will be maintained either with the local contracted bookkeeper, or with the Financial Service Provider in alignment with the standardized account code structure (SACS) and generally accepted accounting principles (GAAP), and will be available upon request by the Organization or any School at any time. To ensure segregation of recording and authorization, the bookkeeper or assigned account manager may not co-sign check requests or purchase orders or approve purchases or expenses.

New bank accounts or changes to existing bank accounts may be initiated by the Director of Finance, Superintendent or Board President with Board Approval. Each school is to have at least one account to receive and expend monies dedicated to the operational needs of the school. For all funds, the Board must appoint and approve all individuals authorized to sign checks or electronic payments in accordance with these policies. The Executive Cabinet and Director of Finance act as the Account Administrators and will be responsible for managing access and the internal controls through a dual process initiation and approval process with no one person able to complete both steps. Bank access is to be limited to assigned board members, delegates of the Finance Department, key directors and/or principals and the Financial Service Provider unless otherwise approved by the Board of Directors. Money transfers between accounts must follow a dual approval process limited to the one Executive Cabinet member, the Director of Finance or Assistant Director of Finance, with no one person doing more than one step consecutively. Additionally, the Financial Service Provider may be given access to initiate and approve payroll

transactions also using a dual initiation and approval process. Fraud protections, including but not limited to Positive Pay and ACH Block or the equivalent, will be established on all accounts and reviewed annually for the most secure options.

The Schools may hold funds received on behalf of the school in a county Treasury account and passed through to the Organization's commercial bank upon request of the Director of Finance, Executive Cabinet and/or board approved designee when required by the MOU. Transfer from these accounts may be pre-schedule or per request. Requests can be initiated by the Superintendent, Director of Finance or designee or the Board President. Funds can be moved electronically or via check.

Cash and checks collected for CalOPS must be handled, verified and deposited by at least two different staff separately and recorded by the Finance Service Provider. At no time should one sole person perform two consecutive steps of the cash handling process. All persons handling cash on behalf of the schools must complete a mandatory training prior to participating in any collection of cash. All funds must be promptly logged in a receipt log and securely stored until transferred to the designated staff members for processing and deposit. Deposit will be reconciled by the Financial Service Provider at month end.

All agreements in the amount of Twenty Thousand (\$20,000) Dollars or more require board approval. Unless otherwise authorized or designated by the Board, all contracts entered into by the CalOPS for a monetary amount over Twenty Thousand (\$20,000) Dollars shall require the signature of the Superintendent or Board President. Routine contracts for the operation of the School such as for field trips, school events, state testing proctors and testing sites, janitorial services, other services etc. in a monetary amount of less than Twenty Thousand (\$20,000) Dollars may be signed by the Executive Cabinet, Principal, Director of Finance, Director of Business Services or Director of Education Services. All contracts must be shared with the Finance team for budget consideration and oversight.

Fraud Protection

It is in the best interests of the Schools and Organization to prevent fraud. Reporting of potential fraud is encouraged, and employees have access to the whistleblower policy included in the Employee Handbook. The employee policies also include a description of both unethical behavior and of the professional and ethical behavior expected of all employees of the Organization. Methods to report unethical conduct are described, including confidential and anonymous methods to raise a concern or report fraudulent or otherwise illegal or unethical behavior. Creating a culture of professional and ethical behavior is an important goal which the leadership and management staff of the Organization are responsible for.

Strong internal controls also prevent fraud and misuse of School funds. The administrative staff is responsible for creating and carrying out strong internal control processes, for being well informed about the various types of fraud, for creating a culture of accountability and honesty, and for implementing actions to limit the possibility of fraud. The internal controls, as described throughout this policy help limit the opportunity, incentive, capability and rationalization which make fraud more likely, and also helps to identify the person suspected while excluding innocent individuals from suspicion.

The School's accounting data will be backed up regularly by the District Office to ensure the recoverability of financial information in the event of fraud or lost data due to other uncontrolled reasons. Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the School's books and records.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records, or any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.
5. All accounts will include the most up to date security functions such as ACH Block and Positive Pay.
6. Employees are responsible for immediately reporting questionable or suspicious activity to their Supervisor, the Executive Cabinet or the Schools' Board of Directors. This includes reporting any concerns regarding the potentially improper activity. This could range from financial concerns such as theft or misstated financial statements to workplace concerns such as harassment, discrimination, safety issues, substance abuse, etc.

Conflict of Interest

CalOPS complies with all applicable laws regarding conflicts of interest and related party transactions, including, but not limited to, the California Corporations Code, the Political Reform Act, and Government Code section 1090.

It is the policy of CalOPS that all school officials, including board members, officers, and employees, shall not place themselves in any position where their private, personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence. School decision-makers shall be neither personally nor financially interested in any contract made by them in their official capacity.

Related Party Transactions

Related party transactions shall include but not limited to transactions between a school and members of the Board, management, contracted management organization, employees, related individuals and affiliated contractors/consultants. Examples of related individuals within the scope of this definition include spouses, domestic partners, parents, children (natural adopted, legal or guardianship), step-relationships, spouses of children, grandparents, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

The schools will not be operated for the benefit of any affiliated or unaffiliated organization or any individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency (Charter School) and an affiliated or unaffiliated organization or a private or related individual.
- B. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.

- C. Payment of compensation, unless authorized by the Governing Board or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- D. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

Nepotism

Nepotism describes a work-related situation in which there is the potential for favoritism toward a Family Member (such as giving a job, promotion, biased performance reviews, or more favorable working conditions) based on the familial relationship.

It is the policy of CalOPS to avoid Nepotism, which means to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts of interest, or management disruptions exist due to a relationship between a school decision-maker and his or her family member. This policy ensures effective supervision, internal discipline, security, safety, and positive morale in the workplace and to avoid the potential for problems of actual or perceived favoritism, conflicts in loyalty, discrimination, and appearances of impropriety or conflict of interest. This policy applies to all school board members, employees, individual consultants hired or retained by the school, and school services Providers hired or retained by the School.

Relationships between School board members, employees, consultants, or school services providers are permissible under the following circumstances:

- (a) Family Members of the School board members, employees, individual consultants, or School Services Providers shall not be hired for or retained in an employment position if one Family Member would have the authority or be in a position to supervise directly, hire, or discharge the other.
- (b) Any time a board member, employee, individual consultant, or School Services Provider is a Family Member of another, the relationship shall not adversely impact work productivity or performance. The determination of whether there is an adverse impact shall be in the discretion of the supervisor (s) of the employee(s), consultant(s), or school services provider(s), or in the case of a board member, in the discretion of the school board of directors.
- (c) Any time a board member, employee, individual consultant, or school services provider is a Family Member of another; the relationship shall not create an actual conflict of interest under the law and shall not create a detrimental perceived conflict of interest. The determination of whether there is a detrimental perceived conflict of interest shall be in the discretion of the supervisor (s) of the employee(s), consultant(s), or school services provider(s), or in the case of a board member, in the discretion of the school board of directors.

When a family member of a current school board member, employee, individual consultant, or school services provider applies to become a board member or employee, or requests to be a consultant or school services provider, the candidate's application/request must be denied if a conflict under this policy exists.

The candidate's application must be evaluated to determine whether a conflict under this policy exists. If a conflict exists, the application or request for transfer must either be denied, or one of the family members must seek a position transfer to avoid the conflict if any such opportunity exists. If no such opportunity exists, the application must be denied.

In implementing this policy, it is permissible to ask an applicant, potential consultant, or school services provider to state whether he or she has a family member who is presently employed by or on the Board of the school, but such information may not be used as a basis for an employment decision except as stated herein.

Human Resources shall coordinate with the current employee's direct supervisor to develop appropriate plans to ensure that a family member's employment does not conflict with this policy. If the situation cannot be resolved by a transfer, then Human Resources will deny the employment application.

Human Resources will investigate reports of Nepotism and take appropriate action. Employees must immediately disclose changes in their personal situations to Human Resources, which may be covered by this policy. Supervisors may inquire about the family relationship between employees to determine the appropriateness of the working relationship under this policy. The Board shall make the final determination concerning potential conflicts with this policy involving the school decision makers.

Accounting

The accounting policies and financial reporting adopted are consistent with the not-for-profit requirements of the Financial Accounting Standards Board (FASB). FASB is the recognized standard setting body for establishing not-for-profit accounting and financial reporting principles.

The accounts of the Schools are organized on a basis of the California School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures.

General Operating Fund

This fund of the Schools is used to account for all financial resources associated with the operation of the school.

Inter-school Transfers, Intra-organizational Loans and Blending of Funds

The Organization governs and operates multiple charter schools. It is important to keep accurate fiscal records for each school separately as each is its own Local Educational Agency for funding purposes, and each has its own authorizer and serves students in different counties. It is also important to maximize efficiency of operations and keep fiscal records for the Organization as a whole. For this reason, funds from the different Schools may be commingled but shall not be blended, as defined below.

Commingling mixes or joins funds, however the origin, identity or source and the use of the funds can be traced, audited and documented. Funds may be mixed together or shared, but they can be accounted for separately when carefully commingled. Commingling should occur only when needed to carry out efficient operations for the school.

Blending occurs when the origin, identify, source or use of the funds is lost or unidentifiable, and the transaction cannot be traced. The source of funds must be matched with the use of funds, and

if the funds sources and uses cannot be tracked to the origin, identity and purpose, then the funds would be considered blended and the transaction is not auditable. Blending of funds should not occur.

Commingling of funds to such an extent that the funds become blended is prohibited. Inter-fund or inter-school loans and due to/due from transactions are allowable. Because one non-profit corporation with one federal identification number oversees and operates multiple charter schools, sharing of resources and allocation of expenses will take place, however, the accounting system and methods will be in place to ensure that blending of funds does not take place.

Transfer of Special Education funding between Schools of the Organization is allowed under the policies of the Special Education Local Plan Area as long as it is done in accordance with the Board approved Fund Reallocation Policy.

If there is a need for one School to access funds from a different School in the Organization, temporary transfer of funds is allowable from a school with surplus funds to a school in need of funds. This type of transfer will take place with Board approval and with the following terms:

- All intra-organizational receivables and payables that are settled or result in a zero balance as of the end of the fiscal year, as of the time the books for each school are closed, are not subject to any repayment terms or interest accruals.
- Any intra-organizational receivables and payables that are not settled to a zero balance as of the end of the fiscal year (as of the time the books for each school are closed) may be converted to an intra-organizational loan agreement, which will include the terms of repayment, the interest rate, which, if not zero, shall be reasonable, and the duration of the loan. The final terms of such a loan are subject to approval by the Board at the next regular meeting, but no later than prior to the completion of the annual audits.

Revenues

The Schools will record revenue on the modified accrual basis of accounting, consistent with generally accepted accounting principles applicable to special-purpose governmental units.

Reserves and Fund Balance

Each School will maintain a minimum cumulative ending fund balance as a "Reserve" that is at least Ten Thousand (\$10,000) Dollars. The goal for each school would be a minimum reserve amount that is equal to 3% of the annual expenditures, with an ideal target of 8% of annual expenditures. However, one purpose of the reserve funds is the use in a year when revenue is lower so that school services and programs do not need to be reduced. The cumulative ending fund balance, otherwise known as the School's Reserves, will be considered "Unassigned/Unappropriated" unless the Board takes action to assign some or all of the Reserves to a particular designation.

Expenditures

Expenses will be recorded on a full accrual basis, if material because they are always measurable when they are incurred.

Cash Management

A schedule of aged accounts and grants receivable is prepared monthly for each school. Aged account payables and receivables are also reflected in regular financial materials provided to the Director of Finance and key members of the Finance Department. Appropriate collection procedures are initiated, when necessary.

Outstanding checks aged over ninety days from the issue date will be flagged as outstanding and reviewed. After 180 days, the Finance Department will initiate follow-up procedures. This includes:

- Confirming with the vendor or payee whether the check was received.
- Reviewing mail delivery status and payment address.
- Determining if the check is lost or requires reissuance.

The Finance Department is responsible for tracking all receivables owed to CalOPS, including vendor credits, state or federal monies and third-party payments related to services or grants. No check should be withheld from the deposit unless it is legally imperfect (e.g., no maker signature). All account receivable entries must be recorded in the financial system with appropriate documentation and reviewed as part of the reconciliation process.

CalOPS reserves the right to collect payment for any fees incurred due to checks that are returned for insufficient funds or other bank-related issues. The School should never provide cash to any individual or organization in exchange for their personal checks.

Credit memos and adjustments must be reviewed and approved by the Director of Finance or designee. All write-offs or uncollectible balances must be presented to the Superintendent for review and documented in the schools' financial records.

Electronic Cash Collections

CalOPS may accept electronic payments for approved activities through board-approved platforms such as Zelle or similar systems. All payments must be directed to official CalOPS accounts designated by the Finance Department. Under no circumstance may payments be sent to or accepted through personal accounts.

General Ledger

Each school will maintain its own accounting system, General Ledger activity and General Ledger closeout. To ensure that all General Ledger entries are current, accurate, and complete major controls have been established.

1. Timeliness of Entries
 - a. All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.
2. Support Documentation
 - a. All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.
3. Audit Trail
 - a. A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger to periodic

reporting statements.

At the end of each month, a trial balance of all General Ledger accounts is prepared by the Financial Service Provider and reviewed by the Director of Finance. At the end of the fiscal year and after the annual audit, all income and expense accounts are closed out; and the general ledger balances must be aligned to the audited financial statements.

Compensations

Board Compensation

CalOPS Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses incurred while engaging in CalOPS business. This may include communication stipends. All expenses need to be reasonable and allowable uses of public funds. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

The Board member incurring authorized expenses while carrying out the duties of the Schools will complete and sign a reimbursement report for the full board to review at the subsequent board meeting. The full Board will review the reimbursement report, and if they approve the report, it will be submitted to the Finance Department for payment.

Volunteer Compensation

Individuals volunteering with CalOPS shall do without compensation, but may be reimbursed for actual and necessary expenses incurred while engaging in CalOPS business. All expenses need to be reasonable and allowable uses of public funds and pre-approved by the Director of Finance or designee. Eligible travel expenses and amounts will follow the employee eligible expenses outlined in this policy.

Executive Compensation

As a best practice for a charter school, at the time of hiring or increasing the compensation of any executive leadership position not on the Board approved salary structure, the Board will review a comparison of salaries for such positions or positions with similar job duties at comparative schools or organizations and make a determination, to be recorded in the minutes of the Board, that the proposed compensation for each position is "just and reasonable". If compensation is increased by the same amount as all other employees, such as for an annual across the Board raise, this process is not required.

Employee Compensation

Employees will be paid based on their position on the Board approved salary structure determined at the time of hire or most recent position change. Employees will be compensated based on their contract as a CalOPS employee under the following categories full-time or part-time and 12-month or 10-month. Both 12-month and 10-month employees will be paid on a 12-month schedule with the exception of newly hired credentialed employees with a start date of

the first day after the end of the summer break. These employees will be 10-month employees paid on an 11-month schedule for their first year of work.

Discretionary Incentive Pay Policy

Qualifying employees of California Online Public Schools, a nonprofit public benefit corporation that operates the California Connections Academy Schools (“Employer”) may, from time to time, be awarded discretionary incentive pay subject to the terms and conditions of this Discretionary Incentive Pay Policy (“Policy”).

Employer shall determine, with board approval, the following: (1) if any incentive pay will be awarded; (2) the amount of the incentive pay to be awarded; (3) additional eligibility factors for incentive pay, if any; (4) the recipients of the incentive pay; and (5) when incentive pay will be awarded and paid to recipients. Employees shall have no expectation of receiving any incentive pay under this Policy and there is no guarantee that an employee’s receipt of incentive pay will result in receipt of any future incentive pay. This policy may be amended from time to time at the Employer’s sole discretion, with board approval

Minimum Eligibility Requirements

To be eligible for incentive pay under this Policy, the employee must, at a minimum, be listed as a paid employee by the Employer on the date the payment is to be made. The Superintendent, with board approval, may impose additional eligibility requirements in his or her sole discretion.

New Hire Payment

To help CalOPS hire the best possible candidates for employment and/or to fill those positions that are difficult to fill or are high-need, the schools have discretion to offer newly hired employees a one-time hiring incentive payment of up to Ten Thousand (\$10,000) Dollars per employee, with board approval. CalOPS may award new hire payments where the Superintendent and board agree that any of the following conditions exist: the position is in high need, there is a lack of qualified applicants, there is an urgency to fill the position, and/or any other relevant consideration.

Retention Payment

The Board has the ability to approve Retention Payments to help CalOPS retain qualified employees, build institutional knowledge and promote stability throughout the school. Any such retention payment may be paid to the employee in installments over the course of the school year and the employee’s right to payment must be conditioned on his or her continued employment with CalOPS on the date the retention payment is to be made.

Performance Payment

The Board has the ability to approve Performance Payments to encourage and reward excellent performance. Determination of such payments, shall be based on any of the following achievements or contributions by the employee as an individual or by the school as a whole: curriculum development, student performance improvements, positive evaluations, and/or any other relevant consideration. Employees must have advance administrative approval to undertake curriculum development or other projects that could qualify for a performance payment.

Independent Contractors

If the Organization or School engages anyone to provide services who are classified as an Independent Contractor, the Organization will track and document the payments in a manner that will allow reporting to the IRS as required. The IRS reporting applies to all contractors that provide services and that are not incorporated, and to all lawyers regardless of incorporation. A determination must be made in accordance with current state and federal guidelines as to whether a service provider qualifies as an Independent Contractor, based on the concepts of the degree of control over the contractor and the type of services provided. If the contractor does not meet the currently recognized standards as an independent contractor, then that person may need to become an employee of the Organization in order to provide the service. The Finance Team and/or the Financial Service Provider in support of Human Resource will be responsible for the required annual reporting for all Independent Contractors hired directly by the Organization and/or Schools and will require appropriate documentation to support the proper reporting to the IRS and other applicable agencies, including collecting an IRS W9 form from each contractor upon engagement, and then as needed when information is updated by the contractor.

Payroll

Payroll responsibilities are shared between the Human Resource Department, the Finance Department and the Financial Services Provider and consist of personnel requirements, personnel data, timekeeping, payroll processing and execution tasks.

All appropriate payroll-related documentation must be provided to the Human Resource Department and filed with other relevant personnel data before any wages can be paid. Items include a federal I-9 form, tax withholding forms, and an accounting of the use of sick leave.

The Human Resources Department will establish and oversee a system to prepare time and attendance reports and submit payroll data to the Financial Service Provider to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. Payroll statements will be reviewed throughout the year to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. Payroll is processed within 10 days after the period in which it is earned for hourly and salary employees and delivered on the 10th and 25th monthly with adjustments made for holidays and weekends to be delivered the last business day prior to. Finance will ensure adequate funding is available for each pay period, conduct reconciliations aged payroll checks, issue stop payments and work with the Financial Service Provider to have payments reissued. Payroll payments can be reissued if lost once a payment is verified as not cashed/sent or if a check has been voided due to our aging checks policy. Stolen checks may be reissued once a complete investigation with the school and the bank is conducted and a fraudulent activity claim has been made.

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will submit and approve the completed timesheet. Incomplete timesheets will be returned to the supervisor and employee for revisions before the pay period has been locked by the HR Payroll Team. Hourly

employees will not be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or submitting in the timesheet (such as an employee calling in sick), the employee is responsible for notifying their supervisor or the HR Payroll Team to make other arrangements for the timesheet to be submitted on their behalf.

The designated Human Resource employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated Human Resource employee will immediately notify the Executive Cabinet if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Cabinet and Director of Finance for further guidance.

Payroll Taxes and Reporting

The Financial Service Provider will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted. The Financial Service Provider will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. The Financial Service Provider will prepare the quarterly state returns for unemployment and disability, review the forms with the Human Resource Department, and submit the forms to the state on behalf of the school upon request.

Student Attendance Accounting

The Director of Finance or designee, in consultation with the Director of Operations and the Executive Cabinet, will establish and maintain an appropriate attendance accounting system to ensure each School receives appropriate attendance credit. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance (ADA). In doing so,

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.

2. The School's instructional calendar will include at least 180 days of instruction to avoid the fiscal penalty for providing fewer than 180 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's caretaker and the School and that the caretaker will be required to complete and submit documentation of engagement in instructional activity to the school in our student learning platforms as outlined by the school during orientation. Such study shall be in full compliance with law governing independent study.

Property and Liability Insurance

The Organization shall ensure that the School retains appropriate property and liability coverage in accordance with the respective state law. Directors and Officers liability insurance for the Board shall also be obtained. Insurance will be kept in force at all times with any minimum limits as outlined in the charter and state law. Certificates of insurance and/or additional insurance requirements will be provided upon request in order to meet the needs of the Organization and Schools. The Organization may also seek out and obtain additional insurance coverage, upon approval by the Board, if in the best interests of the Organization.

Assets and Liabilities

Bank Accounts

Bank Accounts for the indicated purpose and limitation(s) have been authorized by the Board of the Schools at a Federal Deposit Insurance Corporation (FDIC)-insured bank.

Petty Cash

In addition, each office may maintain a petty cash fund not to exceed Three Hundred (\$300) Dollars. Petty cash may be used for minor school-related expenses under Fifty (\$50) Dollars and will be reconciled monthly. If the balance drops below One Hundred (\$100) Dollars, the front desk designee may request a replenishment from the Finance Department using a completed Petty Cash Replenishment Form and attached receipts. Receipts must accompany all disbursements.

All use of petty cash requires pre-approval from the Director of Finance or a designated staff member in the Finance Department. Unauthorized or undocumented use of petty cash may result in denial of reimbursement, revocation of access, and referral to Human Resources for potential disciplinary action.

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports or other approved documentation are recorded as accounts payable.

CalOPS will pay its vendors via check, ACH or wire transfers. Vendors are required to submit all invoices to finance@californiaops.com, sped-finance@californiaops.org or via mail. Vendors

and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis or as determined by the Director of Finance.

Accrued Liabilities

Accounting entries that reflect expenses that have not yet been paid or logged under accounts payable during an accounting period will be considered and recorded as accrued liabilities. Some costs are salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as an accrued liability when entitlement to payment occurs.

Liability for Compensated Absences

Payroll and the accounting teams will work together to appropriately record compensation that arise from employees' absences from employment due to personal time off leave. When the School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments are accrued if all of the following conditions are met:

- a. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
- b. The employee's right to receive the compensation for the future absences is vested or accumulates.
- c. It is probable that the compensation will be paid.
- d. The amount of compensation is reasonably estimable.

Compensated absences that are not required to be paid upon employee termination (e.g., paid sick leave) are only recorded when paid.

Debt

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the general ledger.

Loans, lines of credit, and other debt incurred on behalf of the Schools must be approved by the Board, and must specify all applicable terms, including the purpose of the loan, the interest rate and the repayment schedule. The Schools shall not make any loans to employees, Board members, or third parties.

Investments

CalOPS may pursue any investments with Board approval as long as it does not conflict with any state or federal regulations. Any investment will be accounted for appropriately by the Financial Service Provider.

Property and Facilities

Acquisitions and disposals of assets are carefully documented by the Finance Department with the support of the IT Department. There are two types of assets: depreciable assets, also known as capital assets (this includes land even though it is not depreciated), and assets the Schools will

track for inventory purposes but not depreciate. When applicable, all assets purchased, shall be registered in the name of the Organization and not the name of an individual.

Cost basis is not the market value or list price of an asset; rather, it is the total amount invested in the purchase or the total amount paid, whether paid in cash or received in kind. The cost basis should include all charges related to the purchase, including the purchase price, sales tax, freight charges, and installation charges if applicable.

Asset purchases that cost Five Thousand (\$5,000) Dollars or more and have a useful life of more than one year will be capitalized and depreciated. Remodeling of facilities and replacement of structural components are capitalized only when their cost exceeds Fifty Thousand (\$50,000) Dollars.

The Financial Service Provider or local contractor shall establish, maintain and regularly update a listing of all equipment or furniture purchased by the Schools of with a value of over Five Thousand (\$5,000) Dollars. When the individual piece of equipment or furniture has an initial value over Five Thousand (\$5,000) Dollars it will be considered a capital asset rather than a non-capitalized expenditure. The listing shall include the original purchase price and date, a brief description, serial numbers or other identifying information when available, and other information appropriate for documenting the School's assets. The School shall maintain a separate segregated list of assets that were purchased with non-public funds, where applicable.

Inventory Management

The IT Department or designee shall establish and maintain an inventory of all non-consumable goods and equipment worth over One Hundred (\$100) Dollars. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

Constructed or Donated Equipment

Any equipment constructed by School employees or donated to the School will be received and managed by the Finance Department if the item has a value of One Hundred (\$100) Dollars or more. The report will include a complete description of the property, the date it was manufactured or received, the number of items, the cost or estimated value, and a statement indicating whether it was constructed by employees or donated.

Donated equipment becomes the property of the School. Also, the Superintendent or designee should approve the donation. If the equipment has no reasonable use or purpose for the Schools, the donation should not be accepted.

Standard Issued Equipment

All individuals associated with CalOPS will be issued the established standard equipment based on their association with the school and responsibilities. Users are responsible for the security of the equipment and its contents and will be held responsible for mismanagement. No user may use any of the School's property, equipment, materials, or supplies for personal use. Equipment must be returned when the users association with the school concludes. All materials should be returned to the instructed location within 30 days following the separation.

Equipment recipients are responsible for storing their equipment and all relative passwords in a secure location. Any lost or damaged equipment should be reported to the IT department as soon as possible. The IT Department should determine the proper course of action and should notify the School's insurance carrier and any outside authorities if deemed appropriate. If the asset is not recovered, it can be removed from the asset records.

Board Issued Equipment

All CalOPS Board Members will be offered equipment to facilitate communication and aid in the oversight of the Schools in respect to their outlined board responsibilities. These tools are to include but not limited to a standard ipad.

Staff Issued Equipment

All CalOPS staff will be issued a standard laptop, mouse, keyboard, monitor, and USB hub. Staff in specified departments may receive additional equipment based on their daily job responsibilities.

Student Issued Equipment

Students are issued at minimum a laptop, mouse, and keyboard. Other items can be issued if deemed warranted by the Executive Cabinet or outlined in a student's IEP. Equipment not documented in an IEP and over the amount of One Thousand (\$1,000) Dollars will be shared with the board in its subsequent board meeting package.

Disposal of Property and Equipment

No item of property or equipment shall be removed from the premises without prior approval from the Superintendent and Director of Finance. When property is retired, the appropriate asset in the fixed asset schedule will be adjusted and properly reflected in the accounting system.

The Organization will follow the established guidelines for the disposal of surplus and obsolete equipment while ensuring compliance with California Education Code 17545 and maintaining fiscal responsibility. All disposal, transfer, or sale of CalOPS owned property, regardless of cost or value, requires prior written approval from the Superintendent or Director of Finance via the Surplus Equipment Declaration Form or Equipment Transfer Request Form to the Finance Department.

Transfers of items between CalOPS sites require approval from the Superintendent or Director of Finance. If assistance with moving items is needed, the Equipment Transfer Request Form must be submitted to the Finance Department. Any temporary transfer of items that exceeds thirty (30) days will be considered permanent and must be reported.

Items with an original cost over One Thousand (\$1,000) Dollars cannot be disposed of without approval from the Superintendent or the Director of Finance. Items originally costing less than One Thousand (\$1,000) Dollars may be disposed of locally at the discretion of the Director of Finance, but documentation of the disposal must be maintained. Under no circumstances are items to be given away or sold to students, staff, or others.

Surplus items that still have value to CalOPS (Excess Equipment) must go through evaluation and appropriate disposition. To request the removal of surplus items, the *Surplus Equipment Declaration Form* must be completed and submitted to the Finance Department. Items will be moved based on available resources and priorities. Information about functional surplus or excess items that may be available for use can be obtained from the Finance Department.

Leasing Agreements

A lease can be classified as either a capital lease or an operating lease. The Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 840-30, Capital Leases, describes the criteria for determining which of these two classifications applies. Under those criteria, a lease should be treated as a capital lease if any of the following is true when the lease is entered into:

- The lease transfers ownership to the School at the end of the lease term.
- The lease contains a bargain purchase option.
- The lease term is equal to 75% or more of the leased property's estimated economic life.
- The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using as the interest rate the lesser of the School's incremental borrowing rate or, if known, the lessor's implicit rate).

Any lease for which none of the four preceding statements is true or that is immaterial in nature will be recognized and accounted for as an operating lease. An operating lease is similar to a rental agreement in that the monthly lease costs are expensed.

The School, through the District Office, will maintain a list or inventory of capital leases and operating leases; the list should include all relevant lease terms.

Lease Improvements

Leasehold improvements, including painting, will be capitalized if they relate to the occupancy of a new facility or a major renovation of an existing facility and meet the capitalization threshold of Fifty Thousand (\$50,000) Dollars.

Repairs

Expenditures for maintaining equipment or an existing building are not capitalized; they are expensed as a repair.

Purchasing and Procurement

Any individual making an authorized purchase on behalf of the school must provide the Finance Department with appropriate documentation of the purchase requests. Individuals other than those specified are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed upon receipt of appropriate documentation of the purchase.

All proposed non-payroll purchases and invoices are reviewed by the Finance Department for required vendor documentation and to ensure alignment with the Board-adopted budget and any applicable contracts. Payment cannot be processed until the vendor's profile is fully established and approved by the Finance Department. All purchases, contracts, or check requests of Twenty Thousand (\$20,000) Dollars or more require Board approval. This includes vendor contracts, even if the expenditure is budgeted.

CalOPS is committed to all procurements being completely impartial and based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc. All purchases will be reviewed to ensure they are in the best interests of the Schools and its funding sources. CalOPS will seek to obtain maximum value for all expenditures while acting above suspicion of unethical behavior at all times and avoiding any conflict of interest.

Purchase Requisition

Authorization to make purchases is granted by the Director of Finance and is limited to personnel who have completed procurement training and have been assigned purchasing responsibilities.

All purchase requisitions must be submitted through the school's designated purchasing system or form. Requisitions must be reviewed and approved by the CalOPS administrator or their designee and then submitted to the Finance Department for budget verification and final processing. Unauthorized purchases made without proper requisition and approval may not be reimbursed and may result in disciplinary action.

Purchase Orders

The Finance Department will issue Purchase Orders, when applicable upon the approval of a Purchase Requisition. All Purchase Orders and Payment Requests must be signed by a member of the Executive Cabinet, Principal or Director and the Director or Assistant Directors of Finance. Purchase Orders will be reconciled regularly by the Finance Department for timely closures and accurate financial reporting.

Purchasing Deadlines

To ensure timely processing of orders and compliance with fiscal year closeout procedures, all Purchasing Requisitions must be submitted to the Finance Department by April 30th of each fiscal year.

Staff Events and Field Trip Supervision

CalOPS may authorize staff and students to attend in-person events in support of instruction, enrichment, and community building. Events may include academic competitions, curriculum-based field trips, student showcases, required schoolwide training, and/or staff planning retreats.

Staff Participation

The following events are designated as required for applicable staff:

School-Wide:

- Back-To-School Conference
- Beginning-of-the-Year Festival*
- Mid-Year Festival*
- End-of-Year Festival*
- State Testing

Grade Level Specific

- High School Graduation*
- Administrative and Instructional Retreats

*Not required for out-of-state staff. If participation is warranted it must be pre-approved by the staff's grade level administrator in coordination with the Director of Finance or designee. Supervisors may assign other duties or participation tasks in replacement of physical travel. Travel and associated costs (e.g., mileage, lodging if eligible) must align with the CalOPS travel policy and be submitted through the standard pre-approval process.

Student Activities

CalOPS encourages credentialed teachers to plan, coordinate and supervise student activities for the purpose of socialization, celebration, and academic enrichment. These activities serve as an extension of the instructional program, peer interaction, and school community engagement. Teachers must have approval from their supervisor prior to the execution of any activity. A Purchase Requisition must be completed for all expenses associated with the activity. Staff attendee's reimbursements must align with this Fiscal Policy.

All staff participating in the student activity must have access to emergency contact information, student medical needs, and a communication plan in case of emergencies.

Field Trips

All student field trips must meet CalOPS' established safety and supervision standards, including appropriate student-to-teacher ratios, guardian participation, and transportation guidelines when applicable. CalOPS will not be responsible for the participation of non-CalOPS students or guests. Costs associated with guardians or non-CalOPS guests attendees must be covered independently and are not eligible for reimbursement.

Events

CalOPS staff may organize school-sponsored student events such as prom, grad night, meetups, festivals, and other enrichment activities to support student engagement and social connections. All events must align with CalOPS' safety and supervision standards. Some events may require CalOPS' students to pay a participation fee that is not eligible for reimbursement. CalOPS will not be responsible for the participation of non-CalOPS students or guests. Costs associated with

guardians or non-CalOPS guests attendees must be covered independently and are not eligible for reimbursement.

Staff Expenses and Travel Reimbursements

CalOPS reimburses necessary business travel and related expenses for employees and members of the Board of Directors in alignment with public fund policies. Reimbursement is limited to travel that serves an official school purpose and follows CalOPS' Fiscal Policies. Reimbursable expenses must be reasonable, documented with original itemized receipts, and pre-approved.

Eligible travel includes:

- Lodging
- Mileage
- Meals
- Transportation (e.g., airfare, car rental)

Travel must be pre-approved using the designated travel request process. Lodging and flights must be secured using a CalOPS District credit card or by the Finance Department. Additional details will be outlined in the Travel Policy.

Lodging

As stated in the previous paragraph, lodging and flights must be secured using a CalOPS District credit card or by the Finance Department. Employees may not book their own hotel stays for reimbursement. Once a hotel is booked, any changes, upgrades or extensions to stays will not be covered by CalOPS.

Hotel arrangements may be requested under the following conditions:

- If the work location is 30 miles or more from the employee's home AND the assignment is two or more days, the employee may request lodging starting after the first day of work and ending the morning of the last day.
- If the work location is 90 miles or more from the employee's home AND the assignment is one day only, the employee may request lodging for the night before the assignment.

Meal Reimbursements

Staff will be eligible when non-local travel is required for business purposes. Meal reimbursements must comply with CalOPS thresholds:

- \$20 for breakfast (eligible if travel begins before 7:00 a.m.)
- \$20 for lunch
- \$40 for dinner (eligible if travel ends after 7:00 p.m.)

When meals are included in conference or event registration are not eligible for reimbursement.

Transportation Reimbursements

Staff may be eligible for mileage reimbursements, rental car reimbursements or air travel for approved school-related business, based on the guidelines below. All travel must be pre-approved by the staff's Principal or Director and is subject to reasonable Public Funds Policies, including practical and cost effective considerations that could override the following:

Mileage and Transportation Thresholds:

- 0-350 miles (one way):
Reimbursement will be based on the current IRS mileage rate.
- 351+ miles (one way):
Staff must travel by air.

Rental cars will only be reimbursed when travel is not local and the staff travels to or from an airport or hotel for business purposes. All other travel will be subject to mileage reimbursement only.

Mileage Reimbursement Requirements

Mileage will be reimbursed at the current IRS rate. Reimbursements must be submitted through Concur and must include the purpose of travel, event dates, total miles driven and any special written approvals if applicable. Reimbursement claims must be submitted within 30 days of the event.

Rental Car Use and Reimbursements

Rental Cars are only reimbursed in rare circumstances; for instance, when a staff does not have access to their own means of transportation because the approved business related event is not in their local area and air travel was required for attendance. Rental cars are not reimbursable solely because an employee does not have access to a personal vehicle.

Rental cars beyond mid-size will not be reimbursed unless given prior approval by the Director Finance. This approval is reserved for special circumstances such as carpooling and/or transporting supplies or equipment for business purposes. Requests for larger vehicles (SUVs or vans) must include written justification.

The following rules apply to rental car use:

- Fuel costs are reimbursable with original itemized receipts.
- Staff must re-fuel the vehicle before returning it to avoid additional charges.
- Optional insurance coverage (e.g., collision damage waiver, liability insurance) will not be reimbursed unless it is pre-approved by the Finance Team and determined necessary.

Failure to comply may result in the denial of reimbursement and additional restrictions on future travel privileges. Repeated misuse or submission of ineligible expenses is considered abuse of Public Funds and may also result in actions led by Human Resources including but not limited to potential disciplinary action and/or legal recourse.

Temporary Living Arrangement (TLA) Reimbursements

CalOPS staff are dedicated to ensuring that students do not face barriers to accessing academic and extracurricular activities [42 U.S.C. § 11432(g)(1)(F)(iii)]. Students that meet the relevant

eligibility criteria under the McKinney Vento Act (MKV Act) will be identified as Temporary Living Arrangements (TLA) students and will be considered for additional resources to ensure their access to our curriculum, materials and program are sufficient for academic growth. Expenditures must align with their educational pursuits and need for academic focus and engagement.

CalOPS is not responsible for directly covering costs or waiving fees for extracurricular activities. Support for needs beyond those required for academic instruction may not be funded by the Schools, however, when known, staff should involve the appropriate team that will attempt to connect immediate resources from other agencies to help support such costs.

All purchases and reimbursements claims must follow the Purchasing and Procurement standards including pre-approval. The Finance Department reserves the right to deny claims that do not relate directly to the school support plan, comply with policy guidelines or lack appropriate documentation.

Family Reimbursements for School-Hosted Events

Families may be eligible for reimbursements related to costs considered above and beyond for approved school-hosted events. Reimbursements are contingent upon prior approval by school administration and must align with allowable use of Public Funds Policies.

Eligible reimbursements may include travel, meals, or lodging costs for CalOPS-enrolled students only, when attending a pre-approved school-sponsored academic or enrichment event. In limited cases, expenses related to a guardian may be considered for reimbursement, but only with prior written approval from school administration and where such expenses are deemed necessary to support the student's participation.

The Finance Department reserves the right to deny claims that do not comply with policy guidelines or lack appropriate documentation.

Fundraising, Donations, and Grants

While the majority of the revenues for the Schools are from government sources, the Schools do on occasion receive donations from private sources. All such monies must be tracked separately from the Schools' allocated revenues.

Donated funds must be used according to donor intent and applicable restrictions. For all donations, the recipient collecting the funds on behalf of CalOPS must submit a completed Donation Information Sheet with the deposit for all cash donations and all property (tangible goods). If the donation exceeds Five Thousand (\$5,000) Dollars in value, it must first be accepted by the action of the Board and the donor should indicate the purpose of the donation and any restrictions on use so the Board can determine whether to accept the donation and abide by any restrictions. Donated funds should not be used to pay for personnel costs, unless otherwise approved by the Board. If a single donation of Two Hundred Fifty (\$250) Dollars or more is received, the Organization will issue a written acknowledgement to the donor.

Fundraising campaigns and grant applications must be pre-approved by the Superintendent. In order to be approved, the individual planning the fundraiser must submit a proposal in advance of the event so that all fundraising efforts may be coordinated. At the conclusion of all approved

fundraisers, the planner of the fundraiser must complete a Fundraiser Close Out Form summarizing cost, monies received and overall participation details. Submission of this form should be provided to the Superintendent and Director of Finance.

Fundraising or grant solicitation activities over One Hundred Thousand (\$100,000) Dollars on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Students and/or Staff may on occasion organize fundraisers that benefit other charitable organizations or private persons (for example a family experiencing a severe loss), but funds for these activities should not flow through the Schools' accounts and funds should go directly to the organization who is benefitting from the fundraiser.

No staff member is to accept any special gifts or bonuses as a result of these efforts or any efforts done on behalf of CalOPS.

Coversheet

Approval of Obsolete Equipment Policy (attached)

Section: V. Action Items
Item: F. Approval of Obsolete Equipment Policy (attached)
Purpose: Vote
Submitted by:
Related Material: CalOPS Disposal of Surplus and Obsolete Equipment 7.1.25.pdf



**California Online
Public Schools**

Disposal of Surplus & Obsolete Equipment

ADMINISTRATIVE PROCEDURES AND POLICIES

Effective Date: July 1, 2025

1. Purpose:

This procedure establishes guidelines for the disposal of surplus and obsolete equipment at California Online Public Schools (CalOPS) while ensuring compliance with California Education Codes and maintaining fiscal responsibility.

CalOPS refers to “**Education Code 17545**” written in the California Code of Education for guidance on this procedure and instructions on how to sell/dispose of materials, equipment, and supplies that are no longer in use or have become obsolete within the organization.

2. Property declared surplus may be disposed of by the Finance Department by using one of the following methods:

- a. Prior to disposal, the CalOPS board must approve equipment declared as surplus.
- b. Advertise for Sale (Education Code 17545).
- c. Sell without advertising if the value is less than \$2,500 (Education Code 17540).
- d. Sell to other public agencies.
- e. Donate to a public agency or non-profit organization.
- f. Discard in the most economic and environmentally safe ways.

3. Sale of Property under Education Code 17545:

- a. Obtain board approval for the sale of surplus and/or obsolete equipment that are no longer required for school purposes or should be disposed of for the purposes of replacement or if it is unsatisfactory or not suitable for school use.
- b. Post notice of sale for current market value in at least three public places in the CalOPS for no less than two weeks or by publication for at least once a week for a period of no less than two weeks in a newspaper having general circulation in the county in which the property is located.
- c. Determine market value prior to posting the sale. Market value may be based on recent sales of similar equipment, vendor or resale platform quotes, original purchase cost with straight-line depreciation, or internal records maintained by the Finance Department.
- d. The board shall award the sale on a first come first serve basis.

4. Public Auction under Education Code 17545(a):

- a. The Director of Finance shall obtain approval from the Board of Education to sell CalOPS property by means of a public auction to be conducted by employees of CalOPS or other public agencies or by contract with a private auction firm.

b. Notice of public auction sale shall be posted in accordance with Education Code 17545(a).

c. The Director of Finance shall transfer the property to the highest responsible bidder upon completion of the auction and after payment has been received by CalOPS.

5. Private sale of property under Education Code 17546:

A private sale without advertising shall be authorized by the Board of Education under the following conditions:

a. The property, whether one or more items, does not exceed in value the sum of \$2,500.00.

b. Any item or items of property having previously been offered for sale pursuant to Education Code 17546, but for which no qualified offer was received.

c. If the property is of insufficient value to defray the cost of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or the property may be disposed of in the local public dump.

6. Website Posting:

CalOPS may sell surplus property by public auction over the Internet as long as the applicable public notice requirements are met, and that public notice should not be limited to posting on a website. CalOPS may post items on an Internet website for sale or donation to other governmental entities.

7. Deposit of money (Education Code 17547):

The money received from the sale shall be credited to the fund from which the original expenditure was made or in the general reserve fund of the organization.

8. Disposition and Removal procedures from CalOPS Sites:

a. The CalOPS user departments shall complete the CalOPS General PickUp and Delivery Form along with the Excess and Surplus Equipment Disposition forms and send to the Director of Finance for distribution or disposal.

b. The CalOPS user department shall notify the Finance Department of any equipment that is no longer needed.

9. Attachments

- a. General Pick-up and Delivery Form
- b. Excess Equipment/Furniture List

c. Surplus Equipment/Furniture List

Procedure for Sale and Disposal of Equipment, Supplies, and Personal Property

All disposal, transfer, or sale of CalOPS owned property, regardless of cost or value, requires prior written approval from the Superintendent or Director of Finance. To initiate this process, submit the *Surplus Equipment Declaration Form* or *Equipment Transfer Request Form* to the Finance Department.

Transfers of items between CalOPS sites require approval from the Superintendent or Director of Finance. If assistance with moving items is needed, the *Equipment Transfer Request Form* must be submitted to the Finance Department. Any temporary transfer of items that exceeds thirty (30) days will be considered permanent and must be reported.

Items with an original cost over \$1,00.00 cannot be disposed of without approval from the Superintendent or the Director of Finance. Items originally costing less than \$1,000.00 may be disposed of locally at the discretion of the Director of Finance, but documentation of the disposal must be maintained. Under no circumstances are items to be given away or sold to students, staff, or others.

Surplus items that still have value to CalOPS (Excess Equipment) must go through evaluation and appropriate disposition. To request the removal of surplus items, the *Surplus Equipment Declaration Form* must be completed and submitted to the Finance Department. Items will be moved based on available resources and priorities. Information about functional surplus or excess items that may be available for use can be obtained from the Finance Department.

When requesting assistance with moving items, a summary of the quantity and description of items should be included on the *Equipment Transfer Request Form*.

If disposing of furniture or equipment, the *Excess Equipment/Furniture List* must be completed with as much detail as possible, including CalOPS identification numbers, serial numbers, and description of items with an original cost over \$1,00.00.

For transferring equipment valued over \$1,000.00 to other sites or for surplus removal, the *Excess Equipment/Furniture List* should also be completed, including CalOPS identification numbers, serial numbers, and descriptions.

Surplus items that still have value to CalOPS (Excess Equipment) must be transferred for evaluation and disposition. To request the removal of surplus items, the *Surplus Equipment Declaration Form* must be completed and submitted to the Finance Department. Items will be moved based on available resources and priorities. Under no circumstances are items to be given away or sold to students, staff, or others. Information about functional surplus or excess items that may be available for use can be obtained from the Finance Department.

Coversheet

Approval of Updated Banking Resolutions (attached)

Section: V. Action Items
Item: G. Approval of Updated Banking Resolutions (attached)
Purpose: Vote
Submitted by:
Related Material:
CalOPS Associated Banking Resolutions (Account Signers).pdf
CalOPS Associated Bank Resolutions 25-26 (Account Administrators).docx.pdf

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE BANK ACCOUNT(S)**

RESOLUTION NUMBER 6-25-2

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts and/or to change the corporation's bank accounts over to the combined corporation with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these accounts: Board President, Board Treasurer, Director of Operations, Director of Education Services, Deputy Superintendent and Superintendent. Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective July, 2025:

Richard Savage, Superintendent
Richie Romero, Deputy Superintendent
Steve Ford, Assistant Superintendent
Dan Hertzler, Director of Finance
Leslie Dombek, Director of Education Services
James Stockdale, Board President
Michael Henjum, Board Treasure

California Online Public Schools
A California Nonprofit Public Benefit Corporation
Operating California Connections Academy public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS
TO AUTHORIZE ACCOUNT ADMINISTRATORS**

RESOLUTION NUMBER 6-25-1

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers and/or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the positions listed below to be account administrators for the organization's bank accounts, including accounts held at Chase bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes as account administrators, also known as resolution/controllers, the **Superintendent** and the **Deputy Superintendent**. Whoever holds these positions will be a Board authorized account administrator while s/he holds the office or position. All other previous account administrators will be removed as appropriate if they have left their position. If one of the listed positions changes titles, the new title will be the position authorized if that new title is a replacement for the previous title listed above. The names of current authorized administrators are listed below.

LET IT BE FURTHER RESOLVED, that in addition, all authorized account administrators will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized account administrators for California Online Public Schools effective February, 2025 are:

Richard Savage, Superintendent
Ricardo Romero, Deputy Superintendent

Coversheet

Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2025-26 School Year (attached)

Section: V. Action Items
Item: H. Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2025-26 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: SELPA 2025-2026 FINAL Master Contract 03.04.2025.pdf

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

2025-2026

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2025-2026 _____

_____ Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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<p>The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.</p>	
<p>Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as</p>	

specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS.

CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.....11

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CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.27

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student’s IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.27

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years

thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.....27

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.....27

In the event services were not provided, rationale for why the services were not provided shall be included.27

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.....27

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA’s receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA. 27

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.....27

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2025-2026

CONTRACT NUMBER:

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: _____

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2025, between _____, hereinafter referred to as the local educational agency ("LEA"), a member of the _____ SELPA and _____ (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq.* and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to: the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2025 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2025 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the master contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal, the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code

56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the

parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. "Parent" means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
 - iv. a surrogate parent,
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).
 - vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused

absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting.

To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence
 \$ 500,000 fire damage
 \$ 5,000 medical expenses
 \$1,000,000 personal & adv. injury
 \$3,000,000 general aggregate
 \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence
 \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence
 \$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other

assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity

or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. **CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities.** CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq..

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,

service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, et seq., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies require a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities,
5. Prone restraint;

6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the individual's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use prone containment.
7. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written

discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional’s license, certification, or credential.

CONTRACTOR shall not charge the student’s parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil’s record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil’s teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA’s diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA’s graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student’s transcript and shall not negatively affect the pupil’s grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student’s school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil’s IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil’s individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the

California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities,

the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or

(j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply

with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 *et seq.* when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in

the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access

to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided herein.

CONTRACTOR

LEA

Nonpublic School/Agency

LEA Name

By: _____
Signature Date

By: _____
Signature Date

Name and Title of Authorized Representative

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	Name and Title
Nonpublic School/Agency/Related Service Provider	LEA
Address	Address
City State Zip	City State Zip
Phone Fax	Phone Fax
Email	Email

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

EXHIBIT A: 2025-2026 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____

- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____

<u>Audiological Services (720)</u>	<u></u>	<u></u>
<u>Specialized Vision Services (725)</u>	<u></u>	<u></u>
<u>Orientation and Mobility (730)</u>	<u></u>	<u></u>
<u>Specialized Orthopedic Services (740)</u>	<u></u>	<u></u>
<u>Reader Services (745)</u>	<u></u>	<u></u>
<u>Transcription Services (755)</u>	<u></u>	<u></u>
<u>Recreation Services, Including Therapeutic (760)</u>	<u></u>	<u></u>
<u>College Awareness (820)</u>	<u></u>	<u></u>
<u>Work Experience Education (850)</u>	<u></u>	<u></u>
<u>Job Coaching (855)</u>	<u></u>	<u></u>
<u>Mentoring (860)</u>	<u></u>	<u></u>
<u>Travel Training (870)</u>	<u></u>	<u></u>
<u>Other Transition Services (890)</u>	<u></u>	<u></u>
<u>Other (900)</u>	<u></u>	<u></u>
<u>Other (900)</u>	<u></u>	<u></u>

EXHIBIT B: 2025-2026 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2025 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency _____ Nonpublic School _____

LEA Case Manager: Name _____ Phone Number _____

Pupil Name _____ Sex: M F Grade: _____

Address _____ (Last) _____ (First) _____ (M.I.) _____ City _____ State/Zip _____

DOB _____ Residential Setting: Home Foster LCI # _____ OTHER _____

Parent/Guardian _____ Phone (_____) _____ (_____) _____
(Residence) (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
_____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
_____ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below:*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: _____

Estimated Number of Days _____ **x Daily Rate** _____ = **PROJECTED BASIC EDUCATION COSTS** _____

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/ mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							

SERVICE	Provider			# of Times per wk/ mo/yr., Duration; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515)							
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							

Coversheet

Approval of Declaration of Need 2025-26 School Year (attached)

Section: V. Action Items
Item: I. Approval of Declaration of Need 2025-26 School Year (attached)
Purpose: Vote
Submitted by:
Related Material: cl500_Declaration of Need_CalOPS 25-26.pdf



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-2026

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: California Online Public Schools District CDS Code: 66464-0106765

Name of County: Orange County CDS Code: 30

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6 / 10 / 2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Richard Savage DocuSigned by: Dr. Richard Savage Superintendent
Name Signature Title

949-240-7895 800-906-5166 05/27/2025
Fax Number Telephone Number Date

33272 Valle Road, San Juan Capistrano, CA 92675
Mailing Address

rsavage@californiaops.org
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	5 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	1 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 3-5

If yes, list each college or university with which you participate in an internship program.

Chico State School of Social Work, University of LaVerne (ULV), National University (NU)

If no, explain why you do not participate in an internship program.

