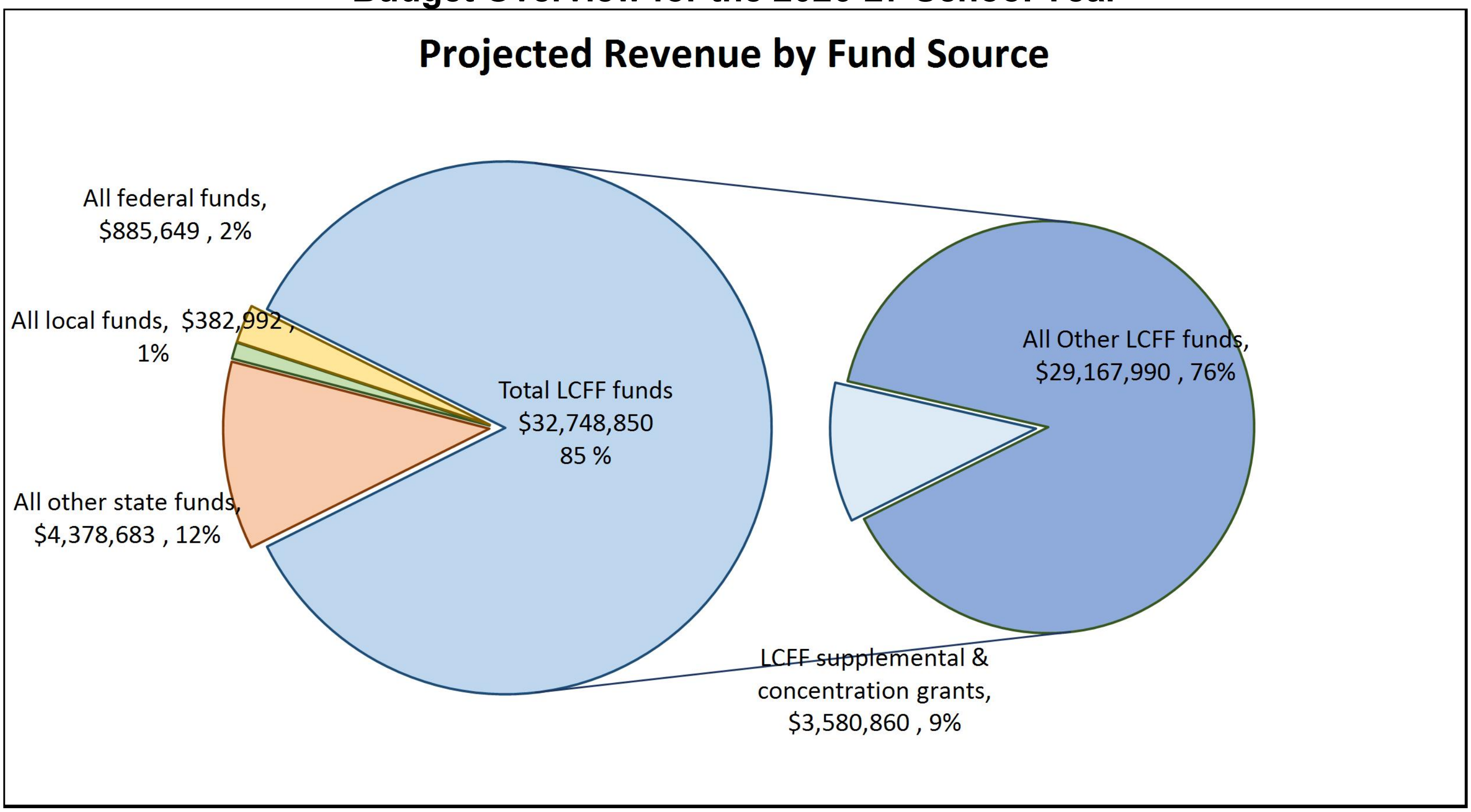
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yosemite Valley Charter
CDS Code: 10625470135103
School Year: 2026-27
LEA contact information:
Stephanie Johnson
Superintendent
steph.johnson@centralvcs.org
(559) 258-0787

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

Budget Overview for the 2026-27 School Year

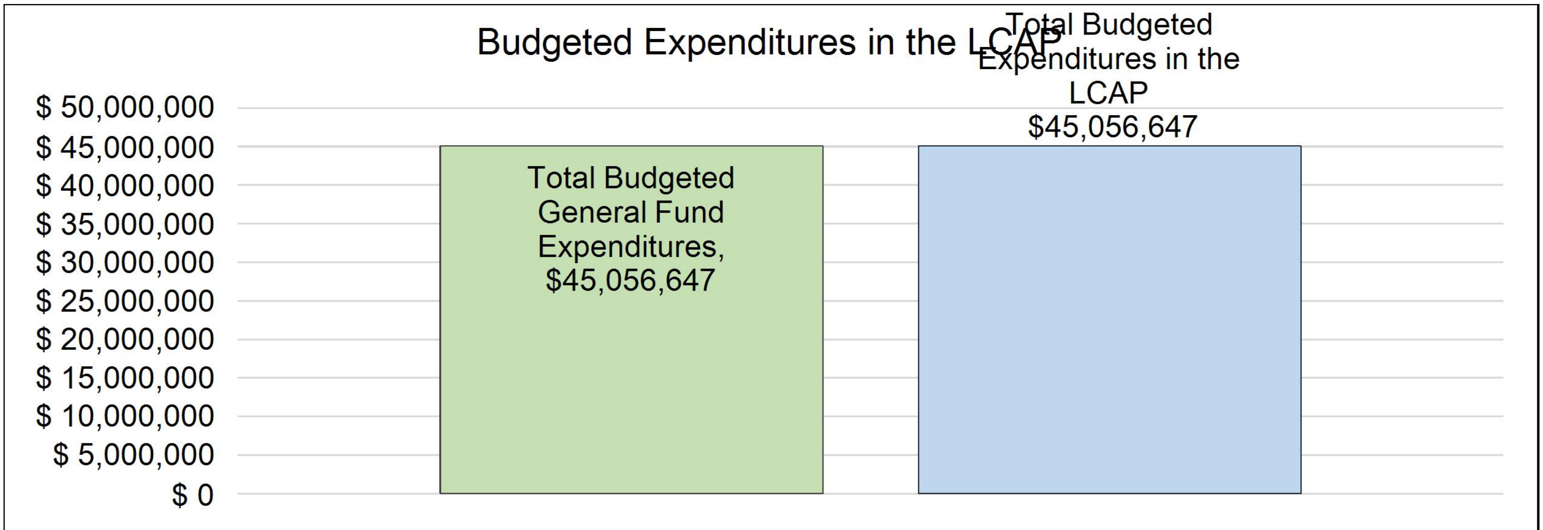


This chart shows the total general purpose revenue Yosemite Valley Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yosemite Valley Charter is $38,396,174, of which $32,748,850 is Local Control Funding Formula (LCFF), $4,378,683 is other state funds, $382,992 is local funds, and $885,649 is federal funds. Of the $32,748,850 in LCFF Funds, $3,580,860 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yosemite Valley Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yosemite Valley Charter plans to spend $45,056,647 for the 2026-27 school year. Of that amount, $45,056,647 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

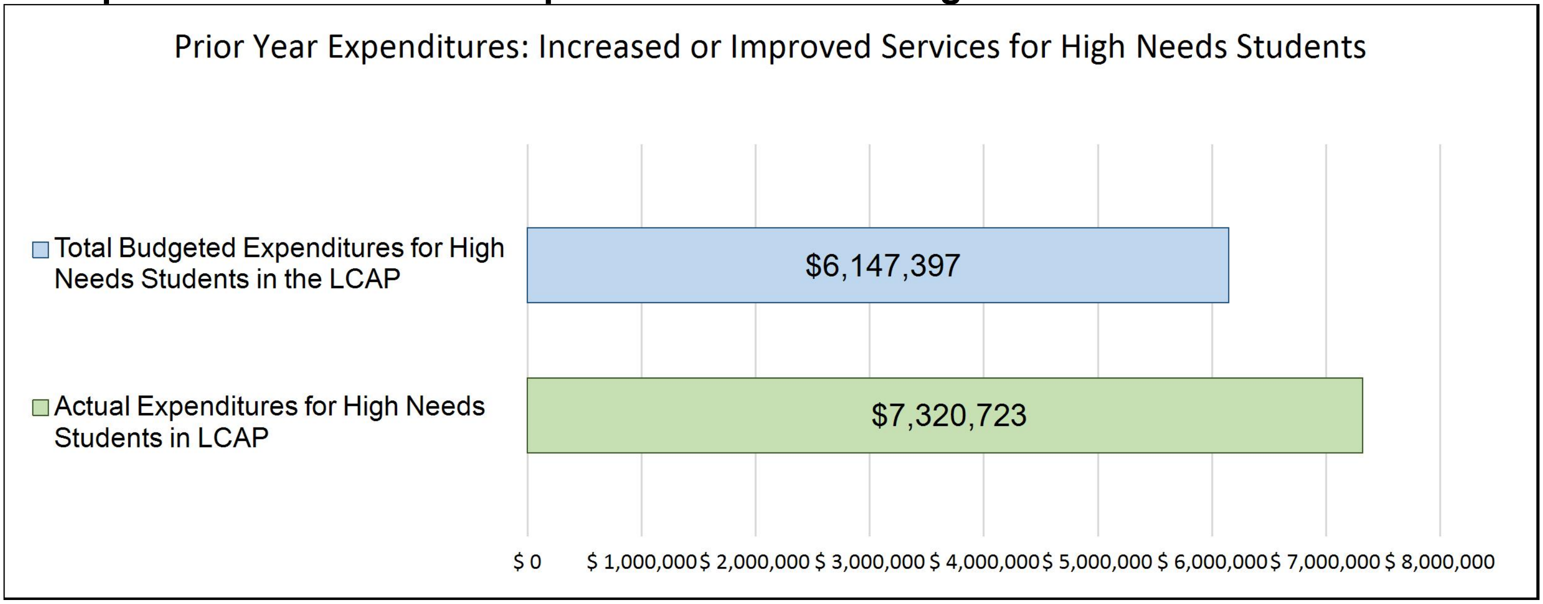
General building operational expenses not directly tied to specific LCAP actions or services may not be included within the LCAP. These expenditures may include routine facilities operations, utilities, maintenance, insurance, and other general operational costs necessary to maintain school facilities and daily operations.

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

In 2026-27, Yosemite Valley Charter is projecting it will receive $3,580,860 based on the enrollment of Foster Youth, English learner, and low-income students. Yosemite Valley Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Yosemite Valley Charter plans to spend $7,248,139 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Yosemite Valley Charter's LCAP budgeted $6,147,397 for planned actions to increase or improve services for high needs students. Yosemite Valley Charter actually spent $7,320,723 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yosemite Valley Charter	Stephanie Johnson Superintendent	steph.johnson@centralvcs.org (559) 258-0787

Plan Summary [2026-27]

General Information

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

Yosemite Valley Charter School is a tuition-free public charter school serving students in grades TK–12 through a flexible, personalized independent study model. As a non-classroom-based flex based classroom charter school, Yosemite Valley Charter empowers families to customize learning experiences that meet the unique academic, social, and developmental needs of each student across Fresno, San Benito, Merced, Madera, Mono, Monterey, Tulare, Inyo, and Kings Counties. Through collaboration with highly qualified certificated staff, students engage in individualized learning pathways designed to promote academic achievement, college and career readiness, and meaningful enrichment opportunities.

Yosemite Valley Charter serves approximately 3,065 students in grades TK–12 and employs approximately 253 staff members. The school continues to experience steady enrollment growth while expanding instructional programs, intervention systems, student supports, and college and career readiness opportunities. Students are supported through a variety of instructional models including traditional independent study, virtual academy programming, synchronous online instruction, intervention supports, enrichment opportunities, and career and college pathway options.

The student population reflects a diverse range of backgrounds and experiences. The student body includes approximately 38.5% Hispanic students, 45.8% White/Caucasian students, 6.4% Two or More Races, 2.6% African American, 2.3% Asian, 0.7% Filipino, 0.4% American Indian, and 0.3% Pacific Islander students. Additionally, approximately 47.5% of students are Socioeconomically Disadvantaged, 12.1% are Students with Disabilities, 1.4% are English Learners, 0.8% are Homeless Youth, and 0.1% are Foster Youth.

Yosemite Valley Charter provides standards-aligned instruction within a personalized learning environment that emphasizes flexibility, student engagement, and family partnership. Under the guidance of credentialed teachers, students have the ability to complete their educational program through a combination of online coursework, teacher-directed instruction, state-adopted curriculum, project-based learning opportunities, intervention supports, and enrichment activities tailored to student interests and goals. The school continues to expand Virtual Academy offerings at the elementary, middle, and high school levels, providing students with increased access to live instruction, academic intervention, small group support, and community-building opportunities.

The school maintains a strong focus on Multi-Tiered Systems of Support (MTSS), social-emotional wellness, academic intervention, and college and career readiness. Students have access to counseling supports, dual enrollment opportunities, Career Technical Education pathways, community arts programs, academic clubs, intramural athletics, intervention programs, and individualized support services. Yosemite Valley Charter also maintains partnerships with local colleges, community organizations, and service providers to support student success beyond graduation.

No schools within the LEA receive Equity Multiplier funding.

Reflections: Annual Performance

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

Yosemite Valley Charter School continues to prioritize strong student outcomes through personalized instruction, targeted intervention, expanded academic supports, and meaningful family partnerships. Recent state and local performance data reflect continued growth across multiple academic and college and career readiness indicators while also identifying areas where ongoing intervention and support remain necessary.

According to the 2025 California School Dashboard reporting cycle utilizing 2024-2025 data, Yosemite Valley Charter demonstrated positive academic growth in both English Language Arts (ELA) and Mathematics. Overall ELA performance increased from 46.89% of students meeting or exceeding standards at baseline to 50.76%, representing a 3.87% increase from baseline. Significant subgroup growth was demonstrated among English Learners (+11.91%), Low-Income students (+4.46%), and Students with Disabilities (+16.73%). Mathematics outcomes also demonstrated improvement as overall performance increased from 28.61% to 32.58% of students meeting or exceeding standards, representing a 3.97% increase from baseline. Student subgroup growth was also demonstrated among English Learners (+3.67%), Low-Income students (+4.03%), and Students with Disabilities (+3.43%). These outcomes reflect the continued implementation of expanded intervention systems, universal academic screening practices, MTSS supports, personalized instructional models, Learning Launchpad intervention opportunities, and ongoing professional development aligned to student academic needs.

In addition to improvements in academic performance, Yosemite Valley Charter demonstrated strong growth in college and career readiness indicators. The A-G Completion Rate increased from 22.2% to 45.1%, reflecting a 24.8% increase from baseline. Additionally, dual enrollment participation among juniors and seniors increased from 23% to 34%, while the Graduation Rate improved from 84.5% to 88.5%. Broad Course of Study metrics also reflected expanded access to A-G aligned coursework, intervention supports, dual enrollment opportunities, and individualized secondary pathway planning, particularly among upper grade levels. These outcomes demonstrate the continued impact of counseling services, secondary student support teams, individualized graduation planning, Career Technical Education (CTE) opportunities, and expanded college and career readiness programming.

The English Learner Progress Indicator (ELPI) continues to show no performance color due to the school serving a small English Learner population. Despite fluctuations within the indicator, Yosemite Valley Charter remains committed to supporting English Learners through designated and integrated English Language Development (ELD), intervention supports, ongoing progress monitoring, and targeted instructional strategies. English Learner performance demonstrated continued improvement on CAASPP assessments, with ELA performance increasing by 11.91% and Mathematics performance increasing by 3.67% from baseline. Additionally, the English Learner Reclassification Rate increased from 12% to 24%.

Yosemite Valley Charter continues to maintain strong student engagement and positive school climate outcomes. Attendance remained high at 99.03%, while the school maintained Blue performance status for Suspension Rate across all student groups with zero suspensions and zero expulsions reported. Chronic Absenteeism increased to 2.6% compared to the baseline year; however, no student groups fell within the Red performance category. The increase in Chronic Absenteeism is attributed in part to expanded compliance and documentation requirements associated with Senate Bill 153, including increased accountability measures tied to asynchronous instructional documentation and attendance verification within the independent study model. The school continues to prioritize attendance monitoring, student engagement, individualized intervention supports, social-emotional wellness, and family outreach efforts to improve attendance outcomes and reduce chronic absenteeism.

Middle School and High School dropout rates also improved from baseline levels, reflecting the continued impact of expanded counseling supports, student success coordination, intervention systems, graduation monitoring practices, and individualized academic planning. Local survey data additionally reflected strong levels of school connectedness and safety among students, parents, and staff, supporting the school’s continued emphasis on relationship-building, individualized student support, and meaningful family engagement.

Yosemite Valley Charter continues to experience steady enrollment growth while expanding instructional programs and student supports. Enrollment increased from 2,551 students at baseline to 3,065 students in 2024-2025, while staffing increased from 191 to 253 staff members. The school expanded support systems through continued investment in highly qualified teachers, specialized support staff, expanded Virtual Academy programming, intervention programs, MTSS implementation, counseling supports, paraprofessional services, and expanded special education staffing to provide increased in-house services and targeted interventions.

Additional investments in professional development, standards-aligned instructional practices, social-emotional supports, parent engagement initiatives, and intervention programming continue to strengthen student outcomes and improve access to high-quality educational opportunities for all students. Students continue to benefit from personalized learning pathways, project-based learning opportunities, Career Technical Education (CTE) pathways, dual enrollment opportunities, clubs, field trips, and enrichment opportunities aligned to individual student interests and academic goals.

The 2025 California School Dashboard did not identify Yosemite Valley Charter School, any student group within the LEA, or any student group within a school within the LEA as receiving the lowest performance level on any state indicator. No schools within the LEA were identified for Comprehensive Support and Improvement (CSI), and no schools within the LEA receive Equity Multiplier funding.

Yosemite Valley Charter continues to utilize Learning Recovery Emergency Block Grant (LREBG) funds to support evidence-based academic recovery and student wellness initiatives aligned to identified student needs and the goals outlined within the Local Control and

Accountability Plan (LCAP). LREBG-funded supports are identified within Goal 1, Action 1.11 and include tutoring, intervention support, Learning Launchpad programming, paraprofessional support, MTSS implementation, trauma-informed professional development, and expanded academic intervention opportunities. These actions are aligned with the allowable uses of LREBG funds and are intended to address academic learning recovery, student engagement, and social-emotional well-being through targeted, research-based and evidence-informed supports.

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	When: August 2025 through June 2026 How: Teachers and other school personnel, including counselors, paraprofessionals, intervention staff, special education personnel, office staff, and support staff, were engaged through recurring all-staff meetings, Primary and Secondary IST meetings, SPED Department meetings, RC Team meetings, Personalized Professional Development Program (PPDP) sessions, collaborative planning opportunities, surveys, role-specific team meetings, and ongoing feedback opportunities conducted both virtually and in person throughout the school year. All-staff engagement meetings occurred on 08/05/2025, 09/09/2025, 10/07/2025, 11/12/2025, 12/02/2025, 01/13/2026, 02/11/2026, 04/07/2026, and 06/02/2026. Additional Primary and Secondary IST meetings and RC Team meetings occurred regularly throughout the school year, including meetings on 08/05/2025, 08/06/2025, 08/07/2025, 08/11/2025, 09/08/2025, 09/22/2025, 10/13/2025, 10/27/2025, 11/10/2025, 12/08/2025, 01/12/2026, 01/26/2026, 02/10/2026, 03/02/2026, 03/16/2026, 04/13/2026, 05/11/2026, 05/18/2026, and 06/01/2026. Special Education teachers, paraprofessionals, related service providers, and support staff also participated in ongoing SPED Department meetings and collaboration sessions throughout the

Educational Partner(s)	Process for Engagement
	Educational Partner(s) Process for Engagement school year, including meetings on 08/25/2025, 09/15/2025, 09/22/2025, 10/06/2025, 10/20/2025, 10/27/2025, 11/03/2025, 11/17/2025, 01/26/2026, 02/23/2026, 03/09/2026, 03/23/2026, 05/11/2026, 05/18/2026, and 06/08/2026. SPED staff also participated in all-staff PD sessions, team breakout discussions, independent work and collaboration sessions, and leadership-hosted gatherings focused on student support systems and instructional practices. In addition, staff participated in approximately 15 hours of Personalized Professional Development Program (PPDP) opportunities aligned to instructional priorities, intervention systems, school climate, compliance requirements, and student support initiatives. What: Teachers and staff received ongoing updates regarding the Local Control Funding Formula (LCFF), LCAP development process, California Dashboard performance data, assessment outcomes, intervention effectiveness, and student support systems. Educational partners reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided feedback related to curriculum implementation, MTSS systems, intervention supports, professional development priorities, student engagement, attendance supports, school climate, college and career readiness initiatives, family communication systems, and instructional practices. Professional development and engagement opportunities throughout the year included topics such as curriculum and instructional updates, technology integration, legislative updates, AI training, SEL Tier 3 supports, school positivity and climate initiatives, phishing and cybersecurity awareness, mathematics framework implementation, Science of Reading practices, DIBELS and early intervention strategies, narrative and argumentative writing instruction, assessment updates, CAASPP preparation, progress monitoring systems, SMART goals, intervention supports for students with IEPs, hybrid and Virtual Academy instructional supports, communication systems, and expanded student engagement strategies.

Educational Partner(s)	Process for Engagement
	Special Education staff collaboration specifically focused on IEP implementation, assessment practices, compliance updates, intervention supports, specialized instructional strategies, progress monitoring, related services coordination, paraprofessional support systems, accommodations and modifications, inclusive practices, student behavior supports, and strengthening systems to support Students with Disabilities across academic, behavioral, and social emotional areas. Teachers and staff also participated in collaborative PLC discussions, RC Team planning sessions, role-specific instructional planning meetings, assessment trainings, and feedback sessions focused on improving student achievement, intervention effectiveness, instructional consistency, and schoolwide systems of support. Additional discussions throughout the year focused on targeted academic intervention programs, Learning Launchpad supports, extracurricular opportunities, enrichment programs, and strategies to strengthen personalized learning and student connectedness. Staff feedback and collaborative discussions directly informed revisions to LCAP goals, metrics, actions, staffing priorities, intervention systems, professional development planning, and expenditures to support continuous improvement and equitable student outcomes for the 2026–27 school year.
Administrators/Directors	When: August 2025 through June 2026 How: Administrators, principals, directors, superintendents, coordinators, and leadership staff were engaged through recurring leadership meetings, strategic planning sessions, data review meetings, collaborative discussions, surveys, and ongoing program implementation meetings conducted both virtually and in person throughout the school year. Leadership meetings occurred regularly on 08/14/2025, 08/28/2025, 09/11/2025, 09/25/2025, 10/09/2025, 10/23/2025, 11/06/2025, 12/04/2025, 01/15/2026, 01/29/2026, 02/12/2026, 02/26/2026, 03/12/2026, 04/09/2026, 04/23/2026, 05/07/2026, 05/21/2026, and 06/04/2026. Meetings included both virtual and in-person collaboration opportunities focused on

Educational Partner(s)	Process for Engagement
	continuous improvement, instructional leadership, compliance requirements, student achievement, staffing, intervention systems, and organizational planning. What: Leadership teams received ongoing updates and reviewed data related to enrollment trends, California Dashboard performance indicators, intervention effectiveness, assessment implementation, MTSS systems, college and career readiness initiatives, school climate, staffing needs, fiscal planning, compliance requirements, and student support services. Participants reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided input regarding revisions and additions to the 2026–27 LCAP. Discussions throughout the year included instructional supports, implementation of Virtual Academy programming, targeted intervention systems, CAASPP preparation, DIBELS and assessment monitoring, SEL Tier 3 supports, special education services, attendance interventions, student engagement initiatives, curriculum planning, grant alignment, staffing expansion, and family communication systems. Leadership teams also reviewed schoolwide initiatives related to personalized learning, enrichment programs, extracurricular opportunities, college and career readiness pathways, Learning Launchpad interventions, school safety, and social emotional supports. Engagement activities further focused on administrative priorities, budget and resource allocation, professional development planning, WASC preparation, compliance monitoring, and strengthening systems designed to support equitable student outcomes. Leadership feedback and collaborative discussions directly informed revisions to LCAP goals, metrics, actions, staffing priorities, and expenditures to support continuous improvement and student success for the 2026-27 school year.
Superintendents/Assistant Superintendents	When: August 2025 through June 2026 How: Engagement with the superintendent occurred through recurring leadership meetings, strategic planning sessions, Finance Forums,

Educational Partner(s)	Process for Engagement
	community engagement events, one-on-one consultations, staff collaboration opportunities, and ongoing communication with educational partners throughout the school year. Meetings and engagement opportunities were conducted both virtually and in person to maximize accessibility for staff and families across the LEA's geographic regions. Leadership meetings facilitated by the superintendent and assistant superintendents occurred regularly throughout the school year and focused on continuous improvement, schoolwide priorities, fiscal planning, instructional systems, staffing, compliance, and student support initiatives. In addition, Finance Forums were held on 10/20/2025, 01/26/2026, and 03/23/2026 to provide staff with opportunities to engage directly with the superintendent regarding school finances, budgeting priorities, compensation, benefits, and long-term organizational planning. Additional superintendent-hosted discussions and Q&A opportunities also occurred throughout the year to strengthen transparency and open communication with staff. The superintendent and assistant superintendents also participated in "Supers in the Park" events held throughout the school year in multiple regions, including Visalia, Kingsburg, Fresno, Oakhurst, Clovis, Bakersfield, Merced, Madera, and Monterey/Marina. These events provided families and students with informal in-person opportunities to connect directly with leadership staff, ask questions, share concerns, discuss school programs, and provide feedback related to the student and family experience. What: Discussions focused on schoolwide priorities, strategic planning, fiscal accountability, staffing needs, student achievement, school climate, intervention systems, and continuous improvement efforts aligned with the Local Control and Accountability Plan (LCAP). Educational partners reviewed California Dashboard performance data, local assessment outcomes, attendance trends, graduation and

Educational Partner(s)	Process for Engagement
	college and career readiness indicators, intervention effectiveness, and the impact of current LCAP goals and actions. Finance Forums specifically focused on helping staff better understand the financial foundation and long-term sustainability of the school, including budgeting processes, fiscal priorities, staffing considerations, employee wages and benefits, state funding structures, and resource allocation decisions. These sessions were designed to strengthen transparency, encourage collaborative dialogue, and ensure staff felt informed, valued, and heard regarding financial planning and organizational decision-making. Supers in the Park events focused on strengthening relationships between families and school leadership by providing accessible opportunities for direct communication and community engagement. Families shared feedback related to student supports, school climate, communication systems, academic programs, intervention services, enrichment opportunities, extracurricular activities, and overall student experience. Feedback gathered through these events helped inform ongoing revisions to LCAP goals, actions, services, and expenditures designed to support student achievement, engagement, safety, and well-being. The superintendent also facilitated ongoing discussions regarding Virtual Academy programming, MTSS implementation, SEL supports, special education services, attendance interventions, WASC preparation, college and career readiness pathways, enrichment opportunities, and personalized learning systems. Feedback gathered through leadership meetings, Finance Forums, community engagement events, and stakeholder discussions directly informed revisions to the 2026–27 LCAP and supported the school's continuous improvement efforts.
Other School Personnel	When: August 2025 through June 2026 How: Other school personnel, including counselors, paraprofessionals, intervention staff, special education personnel, office staff, nurses, related service providers, and support staff, were

Educational Partner(s)	Process for Engagement
	engaged through recurring all-staff meetings, department meetings, SPED Department meetings, Personalized Professional Development Program (PPDP) sessions, collaborative trainings, surveys, rolespecific team meetings, and ongoing feedback opportunities conducted both virtually and in person throughout the school year. All-staff engagement meetings occurred on 08/05/2025, 09/09/2025, 10/07/2025, 11/12/2025, 12/02/2025, 01/13/2026, 02/11/2026, 04/07/2026, and 06/02/2026. Additional departmental and collaborative meetings occurred regularly throughout the school year to support communication, training, compliance updates, intervention systems, student services, and schoolwide operations. Special Education teachers, paraprofessionals, related service providers, and support staff also participated in ongoing SPED Department meetings and collaboration sessions throughout the school year, including meetings on 08/25/2025, 09/15/2025, 09/22/2025, 10/06/2025, 10/20/2025, 10/27/2025, 11/03/2025, 11/17/2025, 01/26/2026, 02/23/2026, 03/09/2026, 03/23/2026, 05/11/2026, 05/18/2026, and 06/08/2026. Staff also participated in all staff professional development sessions, collaborative breakout groups, independent work and planning sessions, and leadershiphosted meetings focused on strengthening schoolwide systems and student supports. In addition, staff participated in approximately 15 hours of Personalized Professional Development Program (PPDP) opportunities aligned to instructional priorities, intervention systems, school climate, compliance requirements, and student support initiatives. What: Staff received ongoing updates regarding the Local Control Funding Formula (LCFF), the LCAP development process, California Dashboard performance data, assessment outcomes, intervention effectiveness, and student support systems. Educational partners reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided feedback regarding student wellness, attendance supports, intervention systems, school safety,

Educational Partner(s)	Process for Engagement
	communication systems, operational supports, and strategies designed to improve student success and engagement. Professional development and engagement opportunities throughout the year included topics such as technology integration, legislative updates, school climate initiatives, SEL Tier 3 supports, cybersecurity and phishing awareness, intervention systems, communication strategies, assessment and compliance updates, AI training, professional collaboration practices, and expanded student support services. Staff also participated in collaborative discussions focused on strengthening MTSS systems, improving family communication, supporting attendance and engagement initiatives, enhancing intervention supports, and promoting positive school culture across the LEA. Special Education staff collaboration specifically focused on IEP implementation, assessment practices, compliance updates, intervention supports, specialized instructional strategies, progress monitoring, accommodations and modifications, related services coordination, paraprofessional support systems, and strengthening systems designed to support Students with Disabilities academically, behaviorally, and socially-emotionally. Feedback from other school personnel directly informed revisions to LCAP goals, metrics, actions, staffing priorities, intervention systems, operational supports, and expenditures to support continuous improvement and equitable outcomes for all students during the 2026–27 school year.
Parent Advisory Committee	When: August 2025 through June 2026 How: Parents, guardians, and students were engaged through Parent Advisory Committee (PAC) meetings, surveys, listening sessions, school events, open discussion forums, individualized communication, student leadership opportunities, and ongoing opportunities for written and verbal feedback throughout the LCAP development process. Meetings were conducted virtually and in person to maximize accessibility for families and students across the LEA's geographic

Educational Partner(s)	Process for Engagement
	regions, and multiple opportunities for feedback submission were provided through live discussion, surveys, email communication, online forms, and ongoing outreach efforts. An introductory PAC orientation meeting was also held at the beginning of the school year to provide families and students with an overview of the PAC structure, opportunities for involvement, meeting expectations, and the connection between PAC input and the Local Control and Accountability Plan (LCAP). Educational partners received information regarding participation opportunities, leadership roles, feedback processes, and how educational partner input helps guide school goals, programs, and budget priorities. Official PAC meetings occurred regularly throughout the school year and included opportunities for parent and student input, open discussion, review of LCAP updates, educational partner feedback survey results, budget updates, family engagement discussions, accountability updates, and public comment opportunities. What: Parents, guardians, and students received information regarding the Local Control Funding Formula (LCFF), the LCAP development process, California Dashboard performance data, local indicators, schoolwide student outcome trends, budget priorities, and accountability updates. Educational partners reviewed the effectiveness of current LCAP goals, actions, and expenditures and provided input regarding academic supports, intervention services, communication systems, school climate, student engagement opportunities, social-emotional supports, college and career readiness programs, and family engagement initiatives. PAC meetings and engagement activities also included discussions related to survey results, progress monitoring, state testing updates, school safety, family engagement opportunities, governance updates, and continuous improvement priorities. Parents and students were encouraged to share concerns, priorities, ideas, and recommendations related to strengthening personalized learning opportunities, improving communication systems, increasing student

Educational Partner(s)	Process for Engagement
	engagement opportunities, and enhancing schoolwide supports for students and families. The Parent Advisory Committee (PAC) was designed to serve as a collaborative, student-centered, and inclusive advisory body representing families and students across grade spans and educational programs. In alignment with educational partner consultation requirements, PAC meetings and engagement opportunities also incorporated student voice and student-centered feedback opportunities related to school climate, academic supports, intervention systems, student wellness, enrichment opportunities, and college and career readiness priorities. Discussions emphasized respectful collaboration, accessibility, transparency, and meaningful stakeholder participation. Spanish interpretation and multiple methods for participation and feedback submission were available to support inclusive engagement opportunities for all educational partners. Feedback gathered through PAC meetings, surveys, open discussion forums, student engagement opportunities, and ongoing communication directly informed revisions to the 2026–27 LCAP goals, metrics, actions, family engagement priorities, student support services, and expenditures. Educational partner input was also summarized and shared with school leadership and the governing board to support ongoing continuous improvement efforts and strengthen the partnership between families, students, and the school community.
Students	When: October 2025, January 2026, and June 2026 How: Students were engaged through participation in Parent Advisory Committee (PAC) meetings, Leadership class discussions, surveys, student leadership opportunities, classroom discussions, Virtual Academy engagement activities, and ongoing opportunities for verbal and written feedback related to the LCAP process. All students were invited to participate in PAC meetings and related engagement opportunities throughout the school year.

Educational Partner(s)	Process for Engagement
	Students enrolled in Leadership classes participated in discussions regarding the Local Control and Accountability Plan (LCAP), school climate, student engagement, academic supports, wellness initiatives, extracurricular opportunities, and school improvement priorities. These discussions provided structured opportunities for students to share perspectives, identify areas of need, and provide feedback regarding programs and services that impact the student experience. Some students also served in PAC leadership roles, including student officer positions, helping support meeting facilitation, participation, communication, and student engagement efforts during PAC meetings and activities. Meeting Dates: 10/22/2025, 01/28/2026, 04/10/2026 What: Students reviewed key components of the Local Control Funding Formula (LCFF) and the LCAP process and provided input regarding school climate, academic support systems, intervention opportunities, communication practices, student engagement, college and career readiness, enrichment opportunities, extracurricular programs, and overall student wellness. Through both PAC participation and Leadership class discussions, students shared firsthand experiences related to instructional practices, personalized learning opportunities, school connectedness, Virtual Academy programming, intervention systems, student support services, and engagement strategies. Students were encouraged to provide recommendations regarding ways to improve communication, increase opportunities for involvement, strengthen school culture, and enhance supports for diverse student needs. Student engagement activities emphasized student voice, collaboration, accessibility, and meaningful participation in school improvement efforts. Feedback gathered through PAC meetings, Leadership discussions, surveys, and student engagement opportunities directly informed revisions to the 2026–27 LCAP goals, actions, metrics, and student-centered priorities designed to improve

Educational Partner(s)	Process for Engagement
	academic achievement, engagement, safety, wellness, and overall student success.

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

The adopted LCAP for Yosemite Valley Charter was significantly shaped by input from a broad range of educational partners. Feedback gathered from teachers, administrators, leadership staff, support personnel, students, families, and advisory groups directly informed the development of goals, actions, services, and resource allocations within the 2026–27 LCAP. Educational partner input was collected through surveys, all-staff meetings, leadership meetings, Finance Forums, PAC meetings, Leadership class discussions, professional development sessions, RC Team meetings, SPED collaboration meetings, Supers in the Park events, and ongoing virtual and in-person communication opportunities.

Educational partners were provided with information related to the Local Control Funding Formula (LCFF), the Local Control and Accountability Plan (LCAP), California Dashboard performance indicators, local assessment data, intervention effectiveness, attendance trends, school climate data, and progress toward schoolwide goals. These engagement opportunities allowed stakeholders to reflect on the effectiveness of current actions and provide recommendations for continuous improvement.

Teachers and Other School Personnel
Teachers and staff consistently emphasized the importance of maintaining strong intervention systems, expanding personalized learning opportunities, and continuing professional development aligned with standards-based instruction, assessment practices, MTSS implementation, intervention supports, and student engagement strategies. Staff feedback reinforced the need for ongoing training in Science of Reading practices, DIBELS implementation, CAASPP preparation, SEL supports, instructional technology, and strategies for supporting diverse student populations in a flex based instructional model.

Special Education staff highlighted the importance of continued collaboration, progress monitoring, compliance support, accommodations and modifications, and strengthening systems designed to support Students with Disabilities academically, behaviorally, and socially-emotionally. Staff also emphasized the need for consistent communication systems, collaborative planning time, and expanded intervention supports across grade spans and programs.

This feedback influenced continued investments in professional development, intervention systems, MTSS structures, Learning Launchpad supports, assessment monitoring systems, staffing supports, and expanded student services reflected throughout Goals 1, 2, and 3.

Administrators, Directors, and Superintendents
Administrators, directors, coordinators, and leadership staff provided input regarding school-wide priorities, student achievement trends, intervention effectiveness, staffing needs, school climate initiatives, fiscal planning, attendance supports, college and career readiness programs, and continuous improvement systems. Leadership discussions emphasized the importance of maintaining strong oversight

systems, strengthening data-informed decision-making practices, expanding personalized student supports, and continuing investments in academic intervention and engagement programs.

Finance Forums facilitated by the superintendent provided staff with opportunities to better understand the school's financial structure, budget priorities, employee compensation and benefits, state funding systems, and long-term fiscal planning. Feedback from these discussions emphasized the importance of transparency, collaborative communication, and maintaining sustainable systems that support both students and staff.

Supers in the Park events also provided families and students with direct access to school leadership in informal community settings throughout the LEA's service regions. Educational partners used these opportunities to discuss school climate, communication systems, academic supports, extracurricular opportunities, enrichment programs, and overall student experience. Feedback gathered during these events reinforced the value of accessibility, relationship-building, and consistent family engagement.

Leadership feedback directly informed revisions to staffing priorities, intervention systems, communication practices, enrichment opportunities, family engagement efforts, and student support structures included within the LCAP.

Parents, Guardians, and PAC
Parents and guardians emphasized the importance of frequent and transparent communication regarding academic progress, intervention supports, school events, student opportunities, and available resources for families. Families expressed appreciation for personalized learning opportunities and requested continued expansion of engagement opportunities, enrichment programs, academic supports, and communication systems that allow families to remain connected to their child's educational experience.

PAC meetings and engagement activities also included discussions regarding educational partner survey results, school climate, accountability updates, safety planning, governance updates, family engagement opportunities, and student wellness supports. Families consistently emphasized the importance of maintaining accessible communication systems, inclusive engagement opportunities, and individualized support for students across academic and social-emotional areas.

This feedback informed continued investments in communication systems, family outreach efforts, student engagement programs, intervention supports, enrichment opportunities, and school climate initiatives reflected throughout Goals 1, 2, and 3.

Students
Student feedback was gathered through PAC participation, Leadership class discussions, surveys, student leadership opportunities, and ongoing engagement activities. Students emphasized the importance of engaging instruction, responsive communication, academic intervention supports, trusted adult relationships, enrichment opportunities, flexible learning pathways, and opportunities for school connectedness and involvement.

Students also shared feedback regarding Virtual Academy programming, instructional technology, extracurricular opportunities, college and career readiness supports, school climate, and student wellness initiatives. Student leaders participating in PAC and Leadership activities advocated for increased student voice, meaningful engagement opportunities, and continued expansion of programs that support both academic success and social-emotional well-being.

This feedback informed actions related to student engagement, school climate, intervention systems, personalized learning supports, enrichment opportunities, and student-centered programming throughout the LCAP.

Surveys and Ongoing Engagement
Survey results across all educational partner groups validated themes identified during meetings, engagement events, and collaborative discussions. Key themes included the continued need for strong academic interventions, expanded social-emotional learning supports, consistent communication systems, family engagement opportunities, personalized learning pathways, enrichment and extracurricular programs, attendance supports, and robust MTSS systems.

Yosemite Valley Charter remains committed to fostering a transparent and inclusive LCAP process that values continuous educational partner input. The LEA will continue to utilize both qualitative and quantitative data sources to monitor progress, evaluate effectiveness, and guide future revisions. Educational partner feedback will remain a foundational component in supporting the academic, behavioral, and social-emotional needs of all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Highly Qualified Staff	100% Clear Data Year: 2023-2024 Data Source: Local Data	100% Clear Data Year: 2024-25 Data Source: Local Data	100% Clear Data Year: 2025-26 Data Source: Local Data	95% Clear Data Source: Local Data	No Difference from baseline
1.2	Access to Standards-Aligned Instructional Materials	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Source: Local Indicator Report	No Difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Indicator Report	Data Source: Local Indicator Report	Data Source: Local Indicator Report		
1.3	Facilities Maintained in Good Repair	All facilities met “Good” or higher Data Year: 2023-24 Data Source: FIT	All facilities met “Good” or higher Data Year: 2024-25 Data Source: FIT	All facilities met “Good” or higher Data Year: 2025-26 Data Source: FIT	Maintain all facilities sites scoring “Good” or higher. Data Source: FIT	No Difference from baseline
1.4	Implementation of Standards for all Students and Enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Year: 2025-26 Data Source: Local Indicator Report	Full Implementation Data Source: Local Indicator Report	Increased to Full Implementation
1.5	Smarter Balanced/CAASPP ELA Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 46.89% EL: 7.69% LI: 38.62% FY: ***% SWD: 10.75% 2MR: 50% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.	All: 48.15% EL: 7.69% LI: 42.47% FY: ***% SWD: 14.29% 2MR: 48.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer	All: 50.76% EL: 19.05% LI: 43.08% FY: ***% SWD: 27.48% 2MR: 51.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer	All: 49.82% EL: 48.86% LI: 40.12% FY: ***% SWD: 12.25% 2MR: 51.5% LTEL: ***% Data Source: CAASPP/ELPAC Dashboard	The differences from baseline are: All: +3.87% EL:+11.91% LI: +4.46% FY: ***% SWD: +16.73% 2MR: +1.57% LTEL: ***% ***In order to protect student privacy, data is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LTEL= Long Term English Learners	Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	than 11 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	than 11 students tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard		suppressed because fewer than 11 students tested.
1.6	Smarter Balanced/CAASPP Math Met or Exceeded Standard All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	All: 28.61% EL: 15.38% LI: 21.11% FY: ***% SWD: 8.20% 2MR: 34.43% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	All: 30.44% EL: 15.38% LI: 25.83% FY: ***% SWD: 7.93% 2MR: 28.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	All: 32.58% EL: 19.05% LI: 25.14% FY: ***% SWD: 11.63% 2MR: 33.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	All: 31.61% EL: 30.28% LI: 22.61% FY: *** % SWD: 9.7% 2MR: 35.93% LTEL: ***% Data Source: CAASPP/ELPAC Dashboard	The differences from baseline are: All: +3.97% EL: +3.67% LI: +4.03% FY: ***% SWD: +3.43% 2MR: -0.86% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.
1.7	A-G Completion Rate	22% Data Year: 2022-23	36.1% Data Year: 2023-2024	45.1% Data Year: 2024-25	47% Data Source: CA Dashboard Additional Reports	+ 22.9% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard Additional Reports Local Data	Data Source: CA Dashboard Additional Reports Local Data	Data Source: CA Dashboard Additional Reports Local Data	Local Data	
1.8	CTE Pathway Completion Rate	2% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports Local Report	0.8% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports Local Report	1.8% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports Local Report	2% Data Source: CA Dashboard Additional Reports Local Report	-0.2% decrease from baseline
1.9	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports Local Data	0% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports Local Data	1.8% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports Local Data	2% Data Source: CA Dashboard Additional Reports Local Data	2.0% increase from baseline
1.10	EL Students Making Progress Toward English Proficiency	66.7% Data Year: 2022-23 ELPAC Data Source: CA Dashboard	63.2% Data Year: 2023-24 ELPAC Data Source: CA Dashboard	51.7% Data Year: 2024-25 ELPAC Data Source: CA Dashboard	68% Data Source: CA Dashboard	-15% decrease from baseline
1.11	EL Reclassification Rate	12% Data Year: 2022-23 Data Source:	30% Data Year: 2023-24 Data Source:	24% Data Year: 2024-25 Data Source:	20% Data Source: Local Data	12% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Data	Local Data	CALPADS EOY3 Local Data		
1.12	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.	n/a	n/a	n/a	n/a
1.13	EAP ELA	68.05% college-ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	62.11% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	73.20% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	68% college-ready or conditionally ready Data Source: CAASPP/ELPAC Dashboard	+5.15% increase from baseline
1.14	EAP MATH	37.11% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	38.94% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	34.02% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	38% college-ready or conditionally ready Data Source: CAASPP/ELPAC Dashboard	-3.09% from baseline
1.15	Broad Course of Study All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities	Students meeting A-G Requirements: All: 9th: 94.59% 10th: 81.19% 11th: 57.69% 12th: 40.78%	Students meeting A-G Requirements: All: 9th: 95% 10th 95% 11th 74%	Students meeting A-G requirements: All: 9th: 95% 10th 95% 11th 74% 12th: 54%	Students meeting A-G requirements. All: 9th: 96.09% 10th: 83.4% 11th: 59.19% 12th: 42.28%	Differences from baseline for students meeting A-G requirements: All: 9th: -2% 10th +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2MR = Two or More Races LTEL= Long Term English Learners	EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 19.05% 10th: 23.17% 11th: 15% 12th: 9.52% SWD: 9th: 11.43% 10th: 14.63% 11th: 6.67% 12th: 9.52% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2023-24 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Source: Local Data	12th: 54% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 43% 10th: 43% 11th: 46% 12th: 44% SWD: 9th: 19% 10th:19% 11th: 22% 12th:14% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% Data Year: 2024-25 ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested.	EL: 9th: 4% 10th: 3% 11th: 2% 12th: 1% LI: 9th: 43% 10th: 43% 11th: 46% 12th:44% SWD: 9th: 19% 10th:19% 11th: 22% 12th:14% Data Year: 2024-2025 ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data	EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 20.55% 10th: 24.67% 11th: 16.5% 12th: 11.02% SWD: 9th: 12.93% 10th: 16.13% 11th: 8.17% 12th: 11.02% LTEL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.	11th: +20% 12th: +20% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: -18% 10th: -5% 11th: -8% 12th: ***% SWD: 9th: -1.83% 10th: 3.62% 11th: ***% 12th:***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Data			
1.16	Other Pupil Outcomes	23% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2022-23 Data Source: Local Data	15% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2023-24 Data Source: Local Data	34% of Juniors & Seniors in a Dual Enrollment Course Data Year: 2024-25 Data Source: Local Data	25% of Juniors & Seniors in a Dual Enrollment Course Data Source: Local Data	+11 increase from baseline

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the implementation of Goal 1 actions was carried out largely as planned, with most actions demonstrating positive outcomes related to student achievement, access to standards-aligned instruction, expanded intervention supports, college and career readiness, and personalized educational opportunities. The LEA successfully maintained 100% appropriately assigned and fully credentialed educators and support staff (Metric 1.1), continued full implementation of state standards and English Language Development standards (Metric 1.4), and maintained 100% access to standards-aligned instructional materials (Metric 1.2). All facilities also continued to maintain ratings of “Good” or higher on the Facilities Inspection Tool (FIT) (Metric 1.3). Effectiveness was evaluated using California Dashboard indicators, local assessment data, participation metrics, intervention progress monitoring, educational partner feedback, and implementation data collected throughout the school year.

Implementation efforts focused heavily on strengthening instructional systems, intervention supports, assessment monitoring practices, professional development opportunities, MTSS implementation, personalized learning opportunities, and expanded Virtual Academy programming. Throughout the year, teachers and staff participated in ongoing professional development, Personalized Professional Development Program (PPDP) opportunities, intervention planning meetings, universal screener implementation training, MTSS collaboration, and targeted instructional support sessions. Additional investments in staffing, instructional coaching, intervention systems, Learning Launchpad supports, assessment platforms, and expanded enrichment opportunities supported continued implementation of individualized academic and social-emotional supports across the flex based classroom instructional model. Implementation fidelity was monitored through ongoing data review cycles, staff collaboration meetings, intervention planning processes, assessment progress monitoring, and educational partner feedback collected throughout the school year.

One of the most significant successes during the 2025–26 school year was the continued improvement in CAASPP academic performance outcomes. English Language Arts (ELA) performance increased from 46.89% of students meeting or exceeding standards at baseline to 50.76%, reflecting continued overall improvement. English Learners demonstrated particularly strong growth, increasing from 7.14% to 19.05%, while Students with Disabilities increased from 10.75% to 27.48%. Low-Income students also increased from 38.62% to 43.08%. These improvements were supported through continued implementation of MTSS intervention systems, expanded assessment monitoring practices, targeted intervention opportunities, personalized academic supports, and ongoing instructional coaching and professional development.

Mathematics performance also demonstrated substantial improvement compared to baseline data. Overall Mathematics performance increased from 28.61% to 32.58%, while English Learners increased from 15.38% to 19.05%, and Students with Disabilities increased from 8.20% to 11.63%. Low-Income students also demonstrated growth from 21.11% to 25.14%. These improvements were supported through expanded intervention planning, increased assessment monitoring systems, professional development opportunities, Learning Launchpad intervention supports, universal academic screening practices, and strengthened MTSS implementation designed to support students requiring additional academic assistance.

College and career readiness metrics also demonstrated meaningful progress during the reporting period. The A-G Completion Rate increased from 22.2% to 45.1%, reflecting a 22.9 percentage-point increase from baseline. Dual enrollment participation among juniors and seniors increased from 23% at baseline to 34% during the reporting year. English Learner Reclassification Rates also increased substantially from 12% to 24%. These improvements reflect continued implementation of secondary student support systems, individualized academic planning, counseling services, intervention supports, expanded dual enrollment access, college and career readiness planning, and ongoing monitoring of student graduation pathway progress.

Broad Course of Study indicators also demonstrated positive growth across multiple grade levels and student groups. Ninth grade students meeting A-G requirements increased from 97% to 95%, eleventh grade students increased from 54% to 74%, and twelfth grade students increased from 34% to 54%. Low-Income students and Students with Disabilities also demonstrated growth across several grade spans, reflecting continued expansion of individualized academic planning, intervention supports, broad course of study access, and college and career readiness monitoring systems.

While the majority of Goal 1 actions were implemented successfully and demonstrated overall effectiveness, some challenges remained throughout the year. Although ELA and Mathematics performance continued to improve overall, certain student groups and grade levels continued to require targeted intervention and individualized academic support. English Learner Progress Indicator outcomes reflected fluctuations due in part to the small English Learner population and year-to-year subgroup variability. Maintaining expanded intervention systems, assessment platforms, technology supports, staffing structures, and individualized student supports also required careful fiscal planning and resource allocation to support continued enrollment growth and expanded program offerings.

The LEA also experienced substantial organizational growth during the reporting period, with enrollment increasing from 2,551 students at baseline to 3,065 students and staffing increasing from 191 staff members to 253 staff members. This growth required continued expansion of instructional systems, intervention services, Virtual Academy programming, student engagement opportunities, and operational infrastructure to ensure students continued receiving individualized support within the flex based classroom instructional model. Educational partner feedback from families, staff, students, PAC representatives, and advisory groups also supported continued expansion of intervention services, Virtual Academy offerings, enrichment opportunities, counseling services, and personalized learning supports.

Overall, implementation of Goal 1 actions during the 2025–26 school year demonstrated positive progress toward improving academic achievement, expanding college and career readiness opportunities, strengthening intervention systems, and maintaining high-quality educational programming for students. Continued focus on targeted interventions, assessment monitoring, MTSS implementation, individualized academic planning, professional development, and personalized student supports will remain priorities moving into the 2026–27 school 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.

During the 2025–26 school year, material differences between budgeted expenditures and estimated actual expenditures were identified within Goal 1 actions as follows:

Overall, Goal 1 budgeted expenditures totaled approximately $33,413,846, while estimated actual expenditures totaled approximately $31,519,728, resulting in an overall difference of approximately $1,894,118 (5.67% under budget). Variances were primarily associated with enrollment growth, expanded staffing supports, regional coordination services, intervention programming, assessment systems implementation, Learning Recovery Emergency Block Grant (LREBG) expenditures, and expanded student support services implemented during the reporting year. Despite these variances, the LEA substantially implemented Goal 1 actions and maintained continuity of instructional, intervention, assessment, and student support services throughout the school year. Expenditures remained aligned with Goal 1 priorities focused on academic achievement, personalized learning, intervention supports, assessment monitoring systems, and expanded student services.

Action 1.1: Qualified Staff
The action of maintaining qualified staff was implemented largely as planned, with a material difference of approximately $2,007,767 (9.47% under budget). Variances were primarily associated with staffing allocations, salary distribution adjustments, personnel planning, and operational efficiencies throughout the reporting year. Despite these differences, the LEA continued expanding instructional staffing, intervention systems, Virtual Academy programming, student support services, and specialized academic supports to meet the needs of increased student enrollment and expanded program offerings.

Action 1.2: Regional Coordinators
The action of employing Regional Coordinators and expanded student support coordination services resulted in a material difference of approximately $750,137 (61.28% over budget). Increased expenditures were associated with expanded regional coordination responsibilities, intervention oversight, increased operational support needs, and additional staffing allocations supporting expanding enrollment and student services across service regions. Additional expenditures also included expanded Program Specialist support and intervention coordination services.

Action 1.3: Instructional Materials and Expanded Learning Opportunities

The action of providing instructional materials and expanded learning opportunities was completed with a material difference of approximately $1,525,442 (18.71% under budget). Variances were primarily associated with reduced material costs, operational efficiencies, and adjustments in service expenditures throughout the reporting year while continuing to maintain access to standards-aligned curriculum, enrichment opportunities, instructional resources, and expanded learning supports for students.

Action 1.4: Technology Devices and Equipment
The action of procuring technology devices and instructional equipment exceeded the planned budget, resulting in a material difference of approximately $28,483 (10.33% over budget). Increased expenditures were driven by expanded technology needs associated with enrollment growth, student and staff Chromebook replacements, hotspot access, expanded digital learning infrastructure, and additional technology purchases supporting Virtual Academy programming, assessment implementation, communication systems, and instructional access across geographically dispersed service regions.

Action 1.5: Technology Support
The action of providing technology support services exceeded planned expenditures, resulting in a material difference of approximately $37,802 (8.46% over budget). Increased expenditures were associated with expanded Axia platform costs, software support services, infrastructure maintenance, communication systems, digital instructional supports, and expanded technology integration supporting continuity of instruction, assessment coordination, student communication systems, and digital learning access throughout the school year.

Action 1.6: English Learner Support: Progress and Achievement Support
The action of supporting English Learners resulted in a material difference of approximately $18,400 (13.90% over budget). Increased expenditures were primarily associated with expanded ELD staffing allocations, targeted language development supports, intervention services, expanded English Learner coordination services, and implementation of intervention systems supporting multilingual learners. These expenditures supported expanded academic monitoring, intervention coordination, and language acquisition services for English Learners and their families.

Action 1.7: Intervention Support: Student Study Teams
The action of implementing intervention support services exceeded the planned budget, resulting in a material difference of approximately $87,526 (63.66% over budget). Increased expenditures were primarily associated with expanded intervention staffing, Student Success Team coordination, MTSS implementation, and additional intervention supports provided throughout the reporting year. These expenditures supported expanded individualized intervention planning, SST coordination, academic monitoring, and student support services across grade levels.

Action 1.8: Assessment Support: Academic Achievement Assessments, Management Platform, and Support
The action of providing assessment support exceeded planned expenditures, resulting in a material difference of approximately $54,051 (8.37% over budget). Increased expenditures were associated with expanded universal screening systems, testing coordination services, assessment platforms, intervention diagnostics, CAASPP preparation supports, and implementation of additional assessment and intervention systems throughout the school year. These expenditures strengthened the LEA’s ability to monitor student progress, identify academic needs earlier, and implement more targeted intervention supports.

Action 1.9: Student Support: Coordination of Services for Students with 504s

The action of coordinating services for students with 504 plans exceeded planned expenditures, resulting in a material difference of approximately $33,679 (32.95% over budget). Increased expenditures were associated with expanded student support coordination, accommodations monitoring, compliance-related services, and additional individualized student support services implemented throughout the reporting year.

Action 1.10: Family Academic Success: Lending Library Support and Activities
The action of enhancing family academic success through Lending Library supports and activities resulted in a material difference of approximately $34,191 (15.12% over budget). Increased expenditures were associated with expanded family engagement opportunities, curriculum preview resources, Lending Library supports, instructional material accessibility, and expanded personalized learning supports for families throughout the reporting year.

Action 1.11: Learning Recovery Block Grant
The Learning Recovery Block Grant action reflected a material difference of approximately $568,638 (63.40% over budget) due to expanded implementation of Learning Recovery Emergency Block Grant expenditures during the reporting year. Funds supported expanded tutoring services, paraprofessional supports, intervention systems, assessment implementation, Learning Launchpad programming, trauma-informed professional development, MTSS implementation, and targeted academic recovery efforts designed to address unfinished learning and strengthen academic outcomes for students requiring additional assistance. The additional expenses were reclassified to utilitize both the remaining 22-23 funds and the 25-26 LREGB funds this year.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with enrollment growth, expanded staffing and intervention supports, increased technology and assessment implementation, continued investment in student support systems, and expanded Virtual Academy programming within the LEA’s flex based classroom instructional model. Despite these variances, services remained aligned with LCAP priorities and supported continued implementation of academic intervention systems, personalized learning opportunities, MTSS implementation, assessment monitoring systems, and expanded student support services throughout the school year.

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

During the 2025–26 school year, the actions associated with Goal 1 were substantially implemented and demonstrated strong overall effectiveness in improving academic achievement, strengthening intervention systems, expanding personalized learning opportunities, and increasing access to educational supports across the flex based classroom instructional model. Effectiveness was evaluated using California Dashboard indicators, California Growth Model data, local assessment results, participation metrics, intervention progress monitoring, educational partner feedback, and implementation data collected throughout the school year.

Action 1.1: Qualified Staff
The action of maintaining qualified instructional staff was substantially implemented and remained highly effective throughout the school year. Yosemite Valley Charter maintained 100% appropriately assigned and fully credentialed teachers and instructional staff while continuing to expand instructional programming and intervention systems. Expanded staffing structures, including Virtual Academy teachers, intervention staff, Student Success Coordinators, Program Specialists, specialized instructional personnel, and expanded special education staffing strengthened academic intervention systems and increased access to individualized student supports. These staffing investments

contributed to measurable improvement in both English Language Arts and Mathematics Dashboard performance, expanded intervention access, and strengthened personalized academic support systems across multiple student groups.

Action 1.2: Regional Coordinators
The action of implementing regional coordination and support systems was effectively implemented and strengthened instructional oversight, communication systems, family engagement, and student support coordination across service regions. Regional Coordinators, Program Specialists, and leadership staff provided direct support to teachers, families, and students through intervention planning, compliance monitoring, academic support coordination, and educational partner communication. These efforts contributed to increased student engagement, stronger intervention alignment, improved family responsiveness, and expanded schoolwide support systems while maintaining personalized student support structures within the flex based classroom instructional model.

Action 1.3: Instructional Materials and Expanded Learning Opportunities
The action of providing instructional materials, expanded learning programs, and enrichment opportunities remained effective in increasing access to personalized and standards aligned learning opportunities. Students continued to access Virtual Academy courses, intervention supports, enrichment programs, extracurricular opportunities, intramural sports, community arts programming, college and career readiness pathways, expanded dual enrollment opportunities, Career Technical Education (CTE) pathways, and personalized instructional pathways designed to support individualized learning needs. Educational partner feedback demonstrated continued appreciation for expanded learning opportunities, flexible instructional supports, and personalized learning options designed to meet diverse student needs and learning styles.

Action 1.4: Technology Devices and Equipment
The action of providing technology devices and digital learning tools was effectively implemented and remained critical in supporting student participation and instructional access. Chromebooks, hotspots, digital curriculum platforms, intervention software, assessment systems, and instructional technology resources supported both synchronous and asynchronous learning opportunities across geographically dispersed service regions. Expanded technology access strengthened student engagement, intervention implementation, assessment participation, and accessibility for students requiring individualized instructional supports.

Action 1.5: Technology Support
The action of providing technology support services demonstrated continued effectiveness in maintaining continuity of instruction and access to digital learning systems. Ongoing support for assessment platforms, communication systems, Virtual Academy infrastructure, Axia systems, and instructional technology improved operational efficiency and expanded student access to instructional resources throughout the school year. These systems also strengthened the LEA’s ability to support instructional continuity, assessment coordination, intervention implementation, and access to digital learning opportunities for all students.

Action 1.6: English Learner Support: Progress and Achievement Support
The action of supporting English Learners demonstrated effectiveness throughout the school year. Expanded English Language Development supports, targeted language instruction, progress monitoring systems, intervention supports, and individualized student services contributed to improved outcomes for multilingual learners. English Learner CAASPP performance improved significantly in both English Language Arts and Mathematics compared to baseline performance, while the English Learner Reclassification Rate increased from 12% to 24% during the reporting period. Additional English Learner coordination and intervention services strengthened communication

systems, academic monitoring, and targeted support efforts for English Learners and their families despite the school's relatively small English Learner subgroup size.

Action 1.7: Intervention Support: Student Study Teams
The action of implementing intervention systems and Student Study Team (SST) processes demonstrated overall effectiveness in identifying and supporting students with academic and behavioral needs. Expanded MTSS structures, Learning Launchpad intervention opportunities, assessment monitoring systems, SST collaboration processes, and individualized intervention planning strengthened the LEA's ability to identify student needs earlier and provide targeted academic and behavioral supports. Students with Disabilities demonstrated improvement in both English Language Arts and Mathematics performance compared to baseline data, reflecting continued progress in intervention alignment, MTSS implementation, and individualized academic support systems. Expanded SST collaboration, progress monitoring cycles, differentiated intervention planning, and expanded intervention staffing improved the LEA's ability to provide timely and responsive student support services.

Action 1.8: Assessment Support: Academic Achievement Assessments, Management Platform, and Support
The action of implementing assessment systems and academic achievement monitoring remained effective in strengthening data informed instructional practices. Expanded universal screening systems, DIBELS implementation, Star 360 progress monitoring, CAASPP preparation supports, assessment coordination, intervention diagnostics, and data review systems strengthened the LEA's ability to identify academic needs earlier, monitor intervention effectiveness, and implement more targeted instructional responses throughout the school year. These efforts contributed to improvement in both English Language Arts and Mathematics performance compared to baseline data and supported stronger intervention planning and instructional decision making across grade spans.

Action 1.9: Student Support: Coordination of Services for Students with 504s
The action of coordinating support services for students with 504 plans remained effective throughout the school year. Ongoing monitoring, accommodations implementation, support coordination, and collaboration between staff and families contributed to continued access to personalized supports for students requiring accommodations and additional educational services. These systems helped strengthen educational access and improve consistency in individualized student support implementation.

Action 1.10: Family Academic Success: Lending Library Support and Activities
The action of supporting family academic success through Lending Library resources and engagement activities remained effective in strengthening school home partnerships and improving access to instructional resources. Families continued to access curriculum materials, intervention resources, educational supports, curriculum fairs, and supplemental instructional tools through the Lending Library program. Family engagement efforts and expanded resource accessibility contributed to increased educational partner participation and strengthened support for personalized learning opportunities throughout the school year.

Action 1.11: Learning Recovery Block Grant
The implementation of Learning Recovery Block Grant services demonstrated effectiveness in supporting expanded academic intervention, assessment implementation, targeted student supports, and learning recovery efforts. Funding supported intervention staffing, tutoring supports, paraprofessional services, Learning Launchpad programming, academic monitoring systems, trauma-informed professional development, and expanded support services designed to address unfinished learning and strengthen academic outcomes for students

requiring additional assistance. These efforts contributed to expanded intervention access, improved assessment monitoring systems, and increased instructional supports for students identified as needing additional academic assistance.

Overall, Goal 1 actions demonstrated strong effectiveness in improving academic achievement, strengthening intervention systems, expanding personalized learning opportunities, increasing English Learner outcomes, and maintaining high quality instructional programming across the LEA. California Dashboard indicators reflected continued improvement in English Language Arts and Mathematics performance, increased English Learner Reclassification Rates, expanded dual enrollment participation, increased implementation of standards aligned instructional systems, and significant improvement in A-G Completion Rates. Additionally, California's new Growth Model reflected continued academic growth across grade spans, further supporting the effectiveness of instructional supports and intervention systems implemented throughout the school year. Expanded assessment systems, intervention coordination, MTSS implementation, individualized academic planning, and personalized student support structures also contributed to increased student engagement, improved academic monitoring systems, and expanded educational opportunities for students. Continued focus on intervention alignment, assessment systems, MTSS implementation, personalized learning supports, and targeted academic assistance will remain priorities moving into the 2026–27 school year to ensure continued growth for all 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.

No substantive changes were made to Goal 1, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, California Dashboard indicators, local assessment results, expenditure patterns, and educational partner feedback, the LEA determined that the existing Goal 1 structure continues to appropriately support student achievement, intervention systems, personalized learning opportunities, technology access, assessment implementation, and student support services within the flex based instructional model.

The LEA will continue monitoring student outcome data, intervention effectiveness, English Learner progress, assessment performance, and educational partner input to evaluate future adjustments as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed teachers and qualified staff to ensure the academic success of all students. This plan will utilize recruitment websites and fairs to attract highly qualified staff with expertise in single-subject areas, special education, and multiple	$24,350,437.00	No

Action #	Title	Description	Total Funds	Contributing
		subjects. Employing a fully credentialed and skilled staff increases success, particularly for Low-Income, Foster Youth, English Learners, and students experiencing homelessness. This plan will ensure adequate staffing to support and enhance achievement in our virtual academies while also providing comprehensive support for students, staff, and families. We anticipate that this action will continue to narrow the achievement gap by offering enrichment opportunities and addressing critical areas such as attendance rates, suspension rates, and behaviors affecting our Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of qualified staff will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.2	Regional Coordinators	State and local assessment data, educational partner feedback, and other collected data indicate a need for regional coordinators to ensure the academic success of all students. This plan will provide Regional Coordinators to facilitate Professional Learning Communities (PLCs), focusing on data analysis, monitoring progress in state standard implementation, and tracking student outcomes. Each team of Regional Coordinators, supported by a weekly check-in with the director and team assistance, will enhance student, staff, and family success. The initiative will also focus on improving attendance rates, reducing suspension rates, and addressing behavior that impacts academic achievement. By fostering leadership in academic enrichment and addressing challenges faced by unduplicated student groups—including English Learners, socioeconomically disadvantaged students, foster youth, homeless students, students with disabilities, migrant students, students from low-income families, and students from racial or ethnic minority groups when specifically identified as needing support under LCFF—this plan aims to narrow the achievement gap. The impact of Regional Coordinators will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$1,962,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Materials and Expanded Learning Opportunities	State and local assessment data, educational partner feedback, and other collected data indicate a need for instructional materials, software, textbooks, virtual academy courses, and supplies to ensure the academic success of all students. This plan will include curriculum and instruction experts in ELA and Math to provide teachers and learning coaches with the knowledge to better facilitate assistance to students and families in selecting grade-level appropriate curriculum and utilizing data for progress monitoring on state standard implementation and student progress. Access and support with these resources will enhance the success of students, staff, and families by promoting growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. We expect this action to continue reducing the achievement gap by providing resource support in academic achievement and addressing issues such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$7,313,850.00	No
1.4	Technology Devices and Equipment	State and local assessment data, educational partner feedback, and other collected data indicate a need for technology devices and equipment to ensure the academic success of all students. This plan will ensure all students have access to this technology and promote equity and access to resources and activities, particularly benefiting low-income, Foster Youth, English Learners, and students experiencing homelessness. Recognizing access to technology as a critical 21st Century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in educational achievement and addressing areas such as attendance rates, suspension rates, and	$680,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of Technology Devices and Equipment will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.5	Technology Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for technology resources and support to ensure the academic success of all students. This plan will equip teachers with the knowledge to assist students and families in choosing appropriate technology and applications, as well as utilizing data for progress monitoring on state standard implementation and student progress. Access, coupled with support for this technology, will increase the success of students, staff, and families and support growth in areas such as attendance rates, suspension rates, and behavior affecting learning and academic achievement. Recognizing access to technology as a critical 21st-century skill, we anticipate this action will continue to reduce the achievement gap by providing tech support in academic achievement and addressing areas such as attendance rates, suspension rates, and behavior affecting Low-Income, Foster Youth, English Learners, and students experiencing homelessness. The impact of Technology Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$508,690.00	No
1.6	English Learner Support: Progress and Achievement Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for English Learner (EL) support, progress monitoring and achievement support to ensure the academic success of all students. This plan will deploy credentialed and proficient teachers to oversee and cater to students through a specialized program designed to offer enhanced access to skill enhancement and opportunities for meeting	$912,806.00	No

Action #	Title	Description	Total Funds	Contributing
		academic standards within a dedicated and integrated framework. The Charter is committed to coordinating and implementing a tailored program for English learners across all grade levels. It is anticipated that this strategic initiative will contribute to narrowing the achievement gap by fostering increased student support and engagement, thereby yielding improved outcomes in attendance rates and suspension rates and mitigating behaviors that affect the learning and academic achievement of our Foster Youth and students experiencing homelessness. The impact of English Learner Support: Progress and Achievement Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.7	Intervention Support: Student Study Teams	State and local assessment data, educational partner feedback, and other collected data indicate a need for intervention support and student study teams to ensure the academic success of all students. This plan will include our Student Success Coordinators and a comprehensive plan that will offer an analytical approach to intervention, addressing academic and socioemotional needs through a dedicated team tasked with delivering differentiated and student-centered support aligned with individual student requirements. By enhancing access to a diverse range of resources for students, staff, and families, this initiative aims to foster growth in attendance rates, reduce suspension rates, and mitigate behaviors hindering learning and academic achievement. This intervention will be accessible to all struggling students through both school-wide initiatives and individualized learning plans. The impact of Intervention Support: Student Study Teams will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$192,444.00	Yes
1.8	Assessment Support: Academic Achievement Assessments,	State and local assessment data, educational partner feedback, and other collected data indicate a need for assessment support, academic achievement assessments, and management platform support to ensure the academic success of all students.	$755,711.00	No

Action #	Title	Description	Total Funds	Contributing
	Management Platform, and Support	This plan will mobilize essential personnel, including a Testing Coordinator and a Management Platform team to streamline all systems and data management, enabling the identification and implementation of tailored intervention or enrichment strategies. Beginning in 2024, the integration of a new internet platform called DOMO will bolster the effectiveness and efficiency of the school's assessment procedures and accessibility to comparative data over multiple years for detailed evaluation. The impact of Assessment Support: Academic Achievement Assessments, Management Platform, and Support will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.9	Student Support: Coordination of Services for Students with 504s	State and local assessment data, educational partner feedback, and other collected data indicate a need for student support and coordination of services for students with 504s to ensure the academic success of all students. This plan will offer targeted interventions and opportunities aligned with the Student Study Team (SST) recommendations supported by the Multi-Tiered System of Support (MTSS). Coordinating and implementing this dedicated program aims to enhance student support and engagement, leading to improved outcomes in attendance rates, suspension rates, and behavior. This proactive approach is expected to contribute to closing the achievement gap for vulnerable student populations, including Foster Youth and students experiencing homelessness. The impact of Student Support: Coordination of Services for Students with 504s will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.	$154,262.00	No
1.10	Family Academic Success: Lending Library Support and Activities	State and local assessment data, educational partner feedback, and other collected data indicate a need for family academic success support and activities to ensure the academic success of all students.	$265,592.00	No

Action #	Title	Description	Total Funds	Contributing
		This plan will leverage available resources to provide targeted support focused on enhancing literacy, math, and arts skills. These resources will offer families greater accessibility to materials aimed at addressing skill gaps and promoting standards attainment. By coordinating and implementing this specialized program for students and families across all grade levels, The Charter aims to narrow the achievement gap and foster increased support and engagement. This proactive approach is expected to yield positive outcomes in attendance rates, suspension rates, and overall behavior, particularly among vulnerable student groups such as Foster Youth and students experiencing homelessness. The impact of Family Academic Success: Lending Library Support and Activities will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.11	Learning Recovery Block Grant	Based on state and local assessment data, the needs assessment completed by the school, internal progress monitoring, and educational partner feedback, Yosemite Valley Charter School identified an ongoing need to accelerate student learning and strengthen social-emotional supports. A formal needs assessment process confirmed priority areas in foundational literacy and numeracy, engagement, and mental health—especially for students who are low-income, English learners, foster youth, or experiencing housing instability. This action will implement a multi-tiered, evidence-based set of supports funded through the Learning Recovery Emergency Block Grant (LREBG). Services include tutoring, paraprofessional support, academic counseling, trauma-informed professional development, and expanded access to personalized learning platforms like the Elementary School Virtual Academy (ESVA), Learning Launchpad, and Lending Library resources. These strategies are designed to close learning gaps, strengthen Tier 1 instruction, and build protective factors for all students. Progress will be monitored using current local diagnostic tools, state assessments, and educational partner input. All services will be tracked as a standalone action (Goal 1, Action 1.12) and aligned with broader goals	$457,761.00	No

Action #	Title	Description	Total Funds	Contributing
		supporting College and Career Readiness, Chronic Absenteeism reduction, and social-emotional development. Professional learning under this action is grounded in evidence-based frameworks, including trauma-informed practices, MTSS, and the Science of Reading where applicable. Family partnerships are supported through Lending Library access and academic engagement opportunities that extend support beyond the classroom. The impact of Learning Recovery Block Grant (LREBG) will be measured using the most current state and local assessment data, educational partner feedback, and other collected data.		
1.12				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Year: 2025-26 Data Source: Local Indicator Report	Full Implementation Data Source: Local Indicator Report	Increased to Full Implementation

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the implementation of the outlined actions under Goal 2 was carried out largely as planned, with actions continuing to strengthen communication systems, educational partner engagement, professional development opportunities, and schoolwide collaboration. Effectiveness was evaluated using educational partner feedback, participation data, professional development implementation records, communication engagement metrics, survey responses, local indicator outcomes, and implementation data collected throughout the school year. Key successes included the continued expansion of communication platforms through the charter website, newsletters, home letters, PAC meetings, Leadership meetings, Supers in the Park events, Finance Forums, Virtual Academy communication systems, and all-staff engagement opportunities. These efforts supported stronger connections between families, students, staff, leadership teams, and community partners across the LEA's flex based classroom instructional model.

Professional development opportunities for staff and educational partners were expanded through Personalized Professional Development Program (PPDP) sessions, role-specific trainings, intervention-focused professional learning, MTSS discussions, technology trainings, assessment support sessions, and collaborative planning meetings. Staff participated in ongoing all-staff meetings, regional collaboration opportunities, intervention planning discussions, Virtual Academy coordination meetings, asynchronous professional development supports, compliance trainings, assessment implementation trainings, and instructional planning opportunities. These efforts contributed to improved instructional consistency, strengthened intervention implementation, increased communication across departments and service regions, and expanded access to flexible professional learning opportunities aligned with educational partner needs.

Implementation fidelity for Goal 2 actions was monitored through participation tracking, educational partner surveys, communication engagement data, meeting attendance, collaborative feedback opportunities, and ongoing review of professional development implementation throughout the school year. Educational partner input gathered through PAC meetings, leadership forums, surveys, Finance Forums, staff collaboration opportunities, and community engagement events contributed to ongoing refinement of communication systems, instructional support systems, and family engagement practices.

While most actions aligned with the initial plans, some differences between planned actions and actual implementation were noted. Expanded communication efforts and increased educational partner engagement opportunities required additional coordination, staffing collaboration, technology support, and expanded communication systems throughout the school year. Additionally, professional development offerings expanded beyond originally anticipated implementation through additional all-staff trainings, role-specific collaboration meetings, assessment support sessions, intervention-focused discussions, asynchronous learning opportunities, recorded professional learning modules, and expanded Virtual Academy collaboration opportunities designed to increase accessibility for staff across geographically dispersed service regions.

One ongoing challenge involved balancing scheduling and participation across a geographically diverse independent study program serving multiple counties and instructional models. To address this challenge, the LEA continued providing flexible participation opportunities through recorded trainings, virtual meetings, asynchronous supports, regional in-person engagement opportunities, and expanded communication pathways. Another challenge involved maintaining consistent communication and educational partner engagement across multiple platforms while responding to increasing educational partner feedback, enrollment growth, and evolving communication needs throughout the school year.

Despite these challenges, Goal 2 actions demonstrated strong overall effectiveness in improving communication systems, educational partner engagement, professional collaboration, and school connectedness. Increased opportunities for feedback, expanded access to leadership and support staff, implementation of multiple communication pathways, and continued investment in flexible professional learning opportunities contributed to stronger family engagement, increased staff collaboration, improved communication accessibility, and expanded educational partner participation throughout the school community.

Educational partner feedback consistently supported continued expansion of communication systems, flexible professional development opportunities, family engagement events, leadership accessibility, intervention collaboration, and school connectedness opportunities. Feedback from families, students, staff, PAC representatives, leadership teams, and advisory groups contributed to ongoing refinement of engagement practices, communication systems, Virtual Academy supports, and personalized learning opportunities designed to support student achievement and schoolwide improvement efforts.

Going forward, the LEA will continue focusing on strengthening educational partner engagement, expanding flexible professional development opportunities, increasing accessibility of communication systems, expanding Virtual Academy collaboration opportunities, and maintaining strong collaboration between families, students, teachers, support staff, and leadership teams to support student achievement, school connectedness, and continuous improvement efforts throughout the 2026–27 school 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.

Overall, Goal 2 budgeted expenditures totaled approximately $1,130,498, while estimated actual expenditures totaled approximately $1,301,272, resulting in an overall difference of approximately $170,774 (15.10% over budget). The increase in expenditures was primarily associated with expanded implementation of professional development opportunities, increased educational partner engagement efforts, enhanced communication systems, additional staff collaboration opportunities, expanded implementation of intervention-focused professional learning, and outreach activities implemented throughout the school year. Additional investments supported expanded communication accessibility, increased participation opportunities for educational partners, asynchronous and recorded professional development implementation, and strengthened collaboration systems across the LEA's geographically diverse flex based classroom instructional model. Despite these variances, expenditures remained aligned with Goal 2 priorities focused on educational partner engagement, communication systems, professional development, collaboration, and school connectedness.

Action 2.1: Community Engagement and Communication: Website and Newsletter Communication Channels
The action of maintaining and enhancing communication platforms was implemented as planned, with a material difference of approximately $5,292 (1.92% over budget). Variances were primarily driven by expanded communication efforts, website updates, Axia communication support, family outreach initiatives, digital newsletters, multilingual communication supports, Virtual Academy communication systems, and increased educational partner engagement opportunities throughout the school year. Expanded implementation of communication systems increased accessibility for families and educational partners and supported stronger participation in school programs, meetings, surveys, and engagement opportunities across multiple service regions.

Action 2.2: Professional Development: Staff and Parent Support
The action of providing professional development and educational partner support resulted in a material difference of approximately $165,482 (566.08% over budget). The increase was associated with expanded implementation of all-staff professional development sessions, Personalized Professional Development Program (PPDP) implementation, role-specific collaboration meetings, intervention-focused trainings, MTSS discussions, assessment support sessions, curriculum support trainings, trauma-informed practices training, instructional coaching, compliance trainings, travel expenses, and additional professional learning opportunities implemented throughout the school year. Increased expenditures were also associated with recoding and reallocating personnel whose responsibilities directly supported professional development implementation, instructional coaching, curriculum support, and staff collaboration systems throughout the school year. Additional expenditures included expanded SPED professional development opportunities, counselor professional development, leadership conference participation, and ongoing staff training supports designed to strengthen instructional consistency, intervention systems, compliance implementation, and student support services across the LEA.

Additional recorded and asynchronous professional learning opportunities were also implemented to improve accessibility for staff across multiple counties and service regions. Expanded staff engagement opportunities, increased collaboration systems, implementation of flexible professional learning supports, and expansion of Virtual Academy coordination and instructional planning systems contributed to higher expenditures while strengthening instructional practices, intervention systems, communication structures, and educational partner support. During the 2025–26 school year, the LEA also received Title II funding for the first time. Title II funds are anticipated to offset a portion of the expanded professional development expenditures and support continued implementation of instructional coaching, teacher support systems, intervention-focused professional learning, and staff development opportunities aligned to Goal 2 priorities.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with expanded communication systems, increased professional development implementation, expanded educational partner engagement opportunities, additional accessibility supports, and continued investments in collaboration and outreach efforts within the LEA's flex based classroom instructional model. Although expenditures exceeded original projections in some actions, the additional investments directly supported expanded implementation of communication systems, staff collaboration, educational partner engagement, flexible professional learning opportunities, and school connectedness aligned with Goal 2 priorities.

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

During the 2025–26 school year, the actions associated with Goal 2 were substantially implemented and demonstrated overall effectiveness in strengthening educational partner engagement, improving communication systems, expanding professional collaboration opportunities, and increasing accessibility to school supports across the LEA's flex based classroom instructional model. Effectiveness was evaluated using educational partner feedback, participation data, professional development implementation records, survey responses, communication engagement metrics, and Local Indicator outcomes collected throughout the school year.
Action 2.1: Community Engagement and Communication
The action of enhancing community engagement and communication systems was implemented as planned and demonstrated strong overall effectiveness in increasing educational partner involvement and improving access to school-related information. Multiple communication systems, including the charter website, newsletters, home letters, PAC meetings, leadership meetings, Supers in the Park events, Finance Forums, Virtual Academy communication systems, social media outreach, curriculum fairs, and regional engagement opportunities supported

ongoing communication between the LEA and educational partners. Metrics indicating effectiveness included continued participation in educational partner meetings, increased access to leadership and support staff, strong family participation in school events and surveys, and expanded implementation of communication systems supporting engagement across multiple counties within the LEA's flex based classroom instructional model.

Expanded communication accessibility, multilingual outreach efforts, virtual participation opportunities, and ongoing implementation of multiple communication pathways contributed to stronger school-home connections and increased educational partner engagement throughout the reporting year. Educational partner feedback consistently supported continued expansion of communication systems, accessibility supports, and leadership engagement opportunities.

While communication systems demonstrated overall effectiveness, ongoing challenges remained in maintaining consistent engagement and communication accessibility across geographically dispersed service regions and diverse instructional models. Continued implementation of flexible communication systems, asynchronous engagement opportunities, multilingual supports, and regionally based outreach efforts remains an area of ongoing focus.

Action 2.2: Professional Development: Staff and Parent Support

The action of providing professional development for staff and educational partners was implemented as planned and demonstrated strong overall effectiveness in improving instructional consistency, strengthening intervention systems, increasing collaboration opportunities, and expanding educational partner support throughout the LEA. Expanded professional learning opportunities included Personalized Professional Development Program (PPDP) sessions, role-specific collaboration meetings, assessment trainings, intervention-focused support sessions, MTSS discussions, technology integration support, curriculum implementation trainings, trauma-informed practices training, instructional strategy development, SPED professional development, counselor professional development, leadership conference participation, and collaborative planning opportunities.

Metrics indicating effectiveness included increased participation in professional development opportunities, expanded staff collaboration systems, strengthened intervention implementation, increased accessibility through virtual sessions and recorded trainings, and positive educational partner feedback regarding communication systems and support structures. Flexible participation opportunities, including asynchronous professional learning modules, regional collaboration meetings, and recorded training sessions, supported increased accessibility and participation across multiple counties and service regions.

Professional development implementation contributed to improved coordination between departments, strengthened instructional support systems, expanded intervention planning collaboration, and increased consistency in communication and support practices across the LEA. Educational partner feedback indicated continued appreciation for flexible learning opportunities, increased accessibility to leadership and support staff, and expanded opportunities for collaboration and input throughout the school year. During the 2025–26 school year, the LEA also received Title II funding for the first time, supporting expanded implementation of instructional coaching, intervention-focused professional development, teacher support systems, and staff learning opportunities aligned to Goal 2 priorities.

While professional development implementation demonstrated overall effectiveness, participation and scheduling challenges continued within the geographically diverse independent study model. Continued focus on expanding flexible participation opportunities, asynchronous professional learning access, and regionally based collaboration supports will remain an area of ongoing improvement moving into the 2026–27 school year.

Overall, Goal 2 actions demonstrated positive effectiveness in strengthening communication systems, educational partner engagement, professional collaboration, and school connectedness throughout the 2025–26 school year. Expanded communication pathways, increased accessibility supports, flexible professional learning opportunities, and ongoing collaboration between families, students, staff, leadership teams, and community partners contributed to stronger educational partner participation and improved coordination across the LEA.

Continued focus on communication accessibility, educational partner engagement, collaboration systems, and flexible professional development opportunities will remain priorities moving into the 2026–27 school year.

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

No substantive changes were made to Goal 2, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, educational partner feedback, professional development participation, communication systems, and engagement outcomes, the LEA determined that the existing Goal 2 structure continues to effectively support educational partner involvement, communication systems, professional collaboration, and parent education opportunities within the flex based instructional model.

The LEA will continue monitoring educational partner participation, communication effectiveness, professional development implementation, and feedback systems to evaluate future adjustments as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	State and local assessment data, educational partner feedback, and other collected data indicate a need for community engagement and communication to ensure the academic success of all students. This plan will persist in offering various avenues for parent communication, such as the charter website, home letters, and a weekly electronic newsletter. These platforms will facilitate effective school-to-parent communication, thereby fostering heightened participation in school programs and support. Enhanced access to and support with this communication and information will bolster the success of students, staff, and families, while also promoting growth in areas such as attendance rates, suspension rates, and behaviors impacting learning and academic achievement. Improved access to technology and information not only enhances academic performance but also cultivates a vital 21st-century skill set. The impact of Community Engagement and Communication: Website and Newsletter Communication Channels will be measured by the most current	$255,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		state and local assessment data, educational partner feedback, and other collected data.		
2.2	Professional Development: Staff and Parent Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for professional development for staff and parents to ensure the academic success of all students. This plan will leverage its resources, including teacher trainers, regional coordinators, community educators, and contracted providers, to offer a range of services, professional development opportunities, and support for learning coaches/parents. This comprehensive approach will focus on increasing parent participation and efficacy through training, support, and the provision of materials and supplies tailored to academic achievement. Utilizing both formal and informal data collection and analysis methods, the charter will continuously improve student outcomes by enhancing instructional techniques for English Learners, struggling students, Low-Income, and Foster youth. The impact of Professional Development: Staff and Parent Support will be measured through ongoing assessment using state and local assessment data, educational partner feedback, and other collected data.	$301,439.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	99.53% Data Year: 2022-23 Data Source: P-2	98.87% Data Year: 2023-24 Data Source: P-2	99.03% Data Year: 2024-25 Data Source: P-2	98% Data Source: P-2	-0.50% decrease from baseline
3.2	Chronic Absenteeism All = District EL = English Learners FY = Foster Youth	All: 1.2% LI: 2% EL: 2.9% FY: ***% SWD: 2.1%	All: 4% LI: 4.8% EL: 2.9% FY: ***% SWD: 5.2%	All: 2.6% LI: 3.9% EL: 13.2% FY: ***% SWD: 5.7%	All: less than 4% LI: less than 4% EL: less than 4% FY: less than 4%	The changes in chronic absenteeism from baseline are:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learners	2MR: 0.4% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2022-23 Data Source: CA Dashboard	2MR: 2% LTEL: ***% Performance Levels reported ***In order to protect student privacy, data is suppressed because fewer than 11 students were tested. Data Year: 2023-24 Data Source: CA Dashboard	2MR: 2.0% LTEL: **** ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CA Dashboard	SWD: less than 4% LTEL: less than 4% Data Source: CA Dashboard	All: +1.4% LI: +1.9% EL: +10.3% FY: ***% SWD: +3.6% 2MR: +1.6% LTEL: **** ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.
3.3	Middle School Dropout Rate	4.67% Data Year: 2022-23 Data Source: CALPADS Fall 1	2.74% Data Year: 2023-24 Data Source: CALPADS Fall 1	1.3% Data Year: 2024-25 Data Source: CALPADS Fall 1	<=4.67% Data Source: CALPADS 15.1	-3.37 decrease from baseline
3.4	High School Dropout Rate	6.06% Data Year: 2022-23 Data Source: CALPADS Fall 1	9.09% Data Year: 2023-24 Data Source: CALPADS Fall 1 CALPADS 15.1	5.45% Data Year: 2024-25 Data Source: CALPADS 15.1	<=1.88% Data Source: DataQuest CALPADS Fall 1	0.61 decrease from baseline
3.5	High School Graduation Rate	84.5% Data Year:	85.2% Data Year:	88.5% Data Year:	91%	+4% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Data Source: CA Dashboard	2023-24 Data Source: CA Dashboard	2024-25 Data Source: CA Dashboard	Data Source: Dataquest CALPADS Fall 1	
3.6	Suspension Rate All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races LTEL= Long Term English Learner	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2023-24 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0% 2MR: 0% LTEL: *** ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: CA Dashboard	All: 0% LI: 0% EL: 0% FY: ***% SWD: 0% 2MR: 0% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.
3.7	Expulsion Rate	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0% 2MR: 0% Data Year: 2022-23 Data Source:	All: 0% LI: 0% EL: 0% FY: 0% SWD: 0% 2MR: 0% Data Year: 2023-24 Data Source:	0% Data Year: 2024-25 Data Source: CA Dashboard	0% Data Source: CA Dashboard	No Difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Dashboard	CA Dashboard			
3.8	Sense of Safety and School Connectedness	Connectedness Students 93.88% Parents 96.3% Teachers 100% Safety Students 93.88% Parents 96.3% Teachers 98.11% Data Year: 2023-24 Data Source: Local Survey	Connectedness Students 84% Parents 98% Teachers 96% Safety Students 98% Parents 98% Teachers 99% Data Year: 2024-25 Data Source: Local Survey	Connectedness Students 91% Parents 91% Teachers 98% Safety Students 91% Parents 91% Teachers 98% Data Year: 2025-26 Data Source: Local Survey	Connectedness Students over 85% Parents over 85% Teachers over 85% Safety Students over 85% Parents over 85% Teachers over 85% Data Source: Local Survey	Changes from baseline are: Connectedness Students -0.43% Parents -4.58% Teachers 0.77% Safety Students -0.43% Parents -4.58% Teachers 0.77%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the implementation of Goal 3 actions was carried out largely as planned, with actions focused on maintaining a safe, supportive, and engaging school climate where students remained connected to academic, behavioral, social-emotional, and transition supports across the LEA’s flex based classroom instructional model. Effectiveness was evaluated using California Dashboard indicators, attendance and chronic absenteeism data, suspension and expulsion rates, graduation and dropout metrics, participation data, educational partner feedback, MTSS implementation records, intervention planning documentation, and local survey results collected throughout the school year.

Implementation efforts focused heavily on strengthening MTSS systems, intervention coordination, student engagement opportunities, school connectedness, attendance monitoring, dropout prevention systems, transition supports, expanded counseling services, and family and community engagement opportunities. Expanded implementation of intervention systems, schoolwide support structures, Learning Launchpad opportunities, counseling supports, enrichment programming, student leadership opportunities, attendance intervention systems, and transition planning services supported continued efforts to maintain positive school climate outcomes and improve student engagement across multiple student groups. Implementation fidelity was monitored through SST processes, intervention planning meetings, attendance monitoring systems, MTSS collaboration, educational partner feedback, and ongoing review of participation and engagement data throughout the school year.

One of the most significant successes during the 2025–26 school year was the continued maintenance of strong attendance, school connectedness, and positive school climate outcomes across the LEA. Attendance rates remained high at 99.03%, exceeding the LEA desired outcome of 98%. Suspension and expulsion rates remained at 0% across all student groups, reflecting continued implementation of proactive student support systems, individualized intervention planning, MTSS implementation, restorative practices, and schoolwide support systems designed to maintain safe and supportive learning environments.

Chronic absenteeism outcomes reflected a slight increase compared to baseline data, increasing from 1.2% to 2.6%; however, no student groups were identified within the Red performance category on the California Dashboard. The increase in chronic absenteeism was attributed in part to expanded accountability and documentation requirements associated with Senate Bill 153 and increased attendance verification practices within the independent study instructional model. Continued implementation of attendance intervention systems, MTSS coordination, family outreach efforts, individualized attendance planning, and student engagement supports contributed to maintaining strong overall attendance outcomes despite expanded compliance monitoring requirements.

Graduation outcomes also demonstrated meaningful progress during the reporting year. The Graduation Rate increased from 84.5% at baseline to 88.5%, reflecting a 4% increase from baseline. Middle School and High School dropout rates also improved from baseline levels, reflecting continued implementation of intervention coordination, graduation monitoring systems, individualized academic planning, counseling supports, transition planning opportunities, and expanded college and career readiness supports. Expanded dual enrollment participation, intervention services, Virtual Academy support systems, and increased collaboration between staff, students, and families contributed to improved graduation outcomes and increased student engagement in transition readiness opportunities.

Expanded MTSS implementation and intervention systems also supported increased access to individualized academic, behavioral, and social-emotional supports for students requiring additional assistance. School and community engagement opportunities expanded throughout the school year through field trips, enrichment programs, student leadership opportunities, intramural sports, community arts programming, family engagement activities, Virtual Academy programming, and intervention supports designed to strengthen school connectedness and increase educational partner participation. Educational partner feedback reflected continued appreciation for expanded student engagement opportunities, flexible intervention supports, counseling services, and increased communication and accessibility across service regions.

While many Goal 3 actions demonstrated overall effectiveness, some challenges remained throughout the reporting period. Students with Disabilities continued to demonstrate higher rates of chronic absenteeism and ongoing academic support needs compared to other student groups, indicating the continued need for differentiated intervention systems, individualized attendance supports, MTSS planning, and expanded student support coordination. The LEA also continued working to strengthen dropout prevention systems, attendance intervention practices, re-engagement supports, and transition services for students experiencing academic or attendance barriers.

Additionally, implementation demands increased throughout the school year due to enrollment growth, expanded intervention systems, increased student participation in enrichment and transition programs, and continued expansion of MTSS and student engagement opportunities across geographically dispersed service regions. These expanded supports required ongoing coordination, staffing support, attendance monitoring, and collaboration between departments to maintain continuity of services within the flex based classroom instructional model.

Despite these challenges, Goal 3 actions demonstrated strong overall effectiveness in supporting positive school climate outcomes, increasing student connectedness, strengthening intervention systems, improving graduation outcomes, and maintaining safe and supportive learning environments for students. Local survey results continued to reflect high levels of student, parent, and staff perceptions of school safety, connectedness, and educational support services. Educational partner feedback from families, students, staff, leadership teams, PAC representatives, and advisory groups also supported continued expansion of intervention systems, engagement opportunities, attendance supports, counseling services, and transition planning services.

Going forward, the LEA will continue strengthening MTSS systems, intervention coordination, attendance monitoring practices, dropout prevention efforts, enrichment opportunities, counseling supports, and transition services to ensure all students remain connected, supported, and engaged within the flex based classroom instructional model. Continued focus will remain on differentiated supports for Students with Disabilities, expanded educational partner engagement opportunities, individualized intervention planning, and maintaining positive school climate outcomes across all student groups moving into the 2026–27 school 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.

During the 2025–26 school year, material differences between budgeted expenditures and estimated actual expenditures were identified within Goal 3 actions as follows:

Overall, Goal 3 budgeted expenditures totaled approximately $4,365,587, while estimated actual expenditures totaled approximately $5,357,430, resulting in an overall difference of approximately $991,843 (22.72% over budget). Increased expenditures were primarily associated with expanded MTSS implementation, intervention coordination services, counseling supports, student engagement programming, paraprofessional services, school psychology services, and expanded student support systems implemented throughout the school year. Despite these variances, expenditures remained aligned with Goal 3 priorities focused on maintaining a safe, supportive, and engaging school climate for all students.

Action 3.1: MTSS Program: Coordination, Support, and Supplies
The action of implementing MTSS coordination, intervention supports, and student support services exceeded planned expenditures, resulting in a material difference of approximately $808,337 (37.86% over budget). Increased expenditures were primarily associated with expanded intervention coordination, occupational therapy supports, speech and language services, tutoring supports, school psychology services, counseling services, paraprofessional support, and expanded MTSS implementation designed to support increased student academic, behavioral, and social-emotional needs. Additional expenditures also supported Learning Launchpad intervention opportunities, intervention staffing, and expanded individualized student support systems across grade spans.

Action 3.2: Enrichment Ordering: Coordination and Support

The action of coordinating enrichment ordering and support resulted in a material difference of approximately $147,969 (18.02% over budget). Increased expenditures were primarily associated with expanded enrichment programming, curriculum fairs, curriculum provider series, community arts programming, student engagement activities, supplemental learning opportunities, and additional enrichment coordination supports implemented throughout the reporting year. Increased educational partner participation in enrichment opportunities and expanded personalized learning supports contributed to higher expenditures while strengthening student engagement and access to individualized educational opportunities across multiple grade levels and service regions.

Action 3.3: School and Community Events Supplies
The action of providing supplies for school and community events was implemented largely as planned, with no significant material difference identified. The variance of approximately $13,736 (27.21% under budget) remained below the LEA materiality threshold. Reduced expenditures were associated with operational efficiencies, use of existing resources, and lower than anticipated event supply costs throughout portions of the school year. Despite the expenditure savings, school climate activities, PAC meetings, student activities, community engagement events, field trips, and enrichment opportunities continued throughout the reporting period.

Action 3.4: School and Community Events Support
The action of deploying community engagement staff, student activities personnel, paraprofessionals, coaches, and engagement coordinators resulted in a material difference of approximately $603,034 (43.54% under budget). Reduced expenditures were primarily associated with staffing adjustments, operational efficiencies, and changes in implementation timelines throughout the reporting year. Despite the reduced expenditures, student engagement activities, intramural sports, family engagement opportunities, community arts programming, and school connectedness activities continued throughout the school year and remained available across service regions.

Action 3.5: Homeless Youth Supplies
The action of providing services and supplies for students experiencing homelessness was implemented largely as planned, with no significant material difference identified. The variance of approximately $10,292 (17.79% under budget) remained below the LEA materiality threshold. Reduced expenditures were primarily associated with lower than anticipated supply, technology, and hotspot usage throughout portions of the school year. Despite the expenditure savings, the LEA continued providing targeted support services, school supplies, transportation assistance, and educational resources for students and families experiencing homelessness throughout the reporting year.

Action 3.6: Student Transition Support
The action of implementing student transition supports was implemented largely as planned, with no significant material difference identified. The variance of approximately $730 (0.31% over budget) remained below the LEA materiality threshold. Transition services, graduation pathway coordination, dual enrollment planning, dropout prevention systems, counseling services, and individualized student support planning continued throughout the reporting year to support students requiring additional academic and transition assistance.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with expanded MTSS implementation, intervention coordination services, counseling supports, paraprofessional services, increased student engagement opportunities, and expanded student support systems implemented throughout the LEA’s flex based classroom instructional model. Despite these variances, services remained aligned with Goal 3 priorities and supported continued implementation of school climate initiatives, intervention systems, counseling supports, MTSS coordination, attendance intervention systems, and transition planning services throughout the reporting year.

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

During the 2025–26 school year, the implementation of actions under Goal 3: Maintaining a Safe and Positive School Climate where All Students are Actively Engaged in Learning demonstrated overall effectiveness in supporting student engagement, school connectedness, intervention access, attendance improvement efforts, social-emotional supports, and expanded educational opportunities throughout the LEA's flex based classroom instructional model. Effectiveness was evaluated using California Dashboard indicators, attendance and chronic absenteeism data, graduation and dropout metrics, participation metrics, MTSS implementation systems, local survey results, intervention monitoring systems, and educational partner feedback.

Action 3.1: MTSS Program: Coordination, Support, and Supplies
The MTSS program remained effective in supporting the academic, behavioral, and social-emotional needs of students through expanded intervention coordination, occupational therapy supports, speech and language services, counseling services, tutoring opportunities, school psychology services, SST collaboration systems, and expanded intervention planning supports. Expanded MTSS implementation strengthened individualized student support planning and intervention alignment for Low-Income students, English Learners, Homeless Youth, Foster Youth, and Students with Disabilities. Attendance rates remained high at 99.03%, while suspension and expulsion rates remained at 0% across all student groups, reflecting continued effectiveness of school climate and intervention systems. While implementation remained strong, educational partner feedback and subgroup performance data continued to support the need for ongoing targeted intervention planning and differentiated supports for some student groups, particularly Students with Disabilities experiencing higher chronic absenteeism rates.

Action 3.2: Enrichment Ordering: Coordination and Support
The enrichment ordering and coordination process remained effective in expanding personalized learning opportunities and student engagement. Students participated in enrichment programs, curriculum fairs, extracurricular activities, community arts opportunities, intramural sports, Virtual Academy opportunities, supplemental learning experiences, field trips, and intervention supports aligned with the independent study instructional model. Increased participation in enrichment activities reflected continued educational partner interest in student centered learning opportunities and supported expanded engagement across multiple grade levels and student groups.

Action 3.3: School and Community Events Supplies
The provision of supplies and resources for school and community events remained effective in strengthening family engagement, student participation, and school connectedness. Resources supported field trips, PAC meetings, intramural sports, student clubs, graduation activities, community events, family engagement activities, curriculum fairs, and parent engagement opportunities throughout the LEA. Educational partner feedback and participation data reflected continued positive engagement in school sponsored activities designed to strengthen community connections and school climate outcomes.

Action 3.4: School and Community Events Support
Community engagement staff, support staff, activity coordinators, coaches, paraprofessionals, and student activities personnel remained effective in expanding opportunities for student participation and family engagement. Expanded programming in community arts, student activities, schoolwide engagement opportunities, enrichment activities, and intramural sports increased student involvement and strengthened school connectedness across service regions. Increased educational partner participation in events and activities supported stronger relationships between students, families, staff, and leadership teams.

Action 3.5: Homeless Youth Supplies
The action of providing support services and supplies for students experiencing homelessness remained effective in reducing barriers to participation and improving educational access. Technology supports, hotspots, school supplies, transportation assistance, intervention supports, and basic needs resources supported continued participation in instruction and school activities for students experiencing homelessness. Services remained available throughout the school year and continued supporting student engagement and access to educational opportunities.

Action 3.6: Student Transition Support
Student Transition Program supports remained effective in helping students prepare for post secondary opportunities, graduation pathways, college and career readiness, dual enrollment participation, and independent living opportunities. Transition support staff provided individualized guidance, counseling support, intervention coordination, and academic planning resources for students navigating educational transitions and future planning opportunities. Graduation rates improved from 84.5% at baseline to 88.5%, while dropout prevention and re-engagement systems continued supporting students requiring additional transition and graduation pathway assistance, including Students with Disabilities, Foster Youth, and students experiencing attendance barriers.

Summary of Effectiveness:
Overall, Yosemite Valley Charter's implementation of Goal 3 actions during the 2025–26 school year demonstrated positive effectiveness in supporting student engagement, intervention systems, school connectedness, attendance improvement efforts, educational partner involvement, and graduation pathway supports. Expanded MTSS implementation, intervention coordination, enrichment opportunities, school climate activities, attendance intervention systems, counseling supports, and community engagement programming contributed to improved participation and strengthened support systems throughout the LEA. Continued focus on chronic absenteeism reduction, targeted subgroup supports, intervention alignment, school connectedness, and expanded student engagement opportunities will remain priorities moving into the 2026–27 school year.

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

No substantive changes were made to Goal 3, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, educational partner feedback, student engagement outcomes, MTSS supports, enrichment participation, and community involvement efforts, the LEA determined that the existing Goal 3 structure continues to effectively support student engagement, school connectedness, intervention systems, and access to enrichment and transition supports within the flex based instructional model.

The LEA will continue monitoring student engagement, attendance trends, MTSS implementation, school climate indicators, enrichment participation, and transition support systems to evaluate future adjustments as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS Program: Coordination, Support and Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for the MTSS program, coordination, support, and supplies to ensure the academic success of all students. This plan will provide targeted services, academic supports, and social-emotional tools by implementing a plan to provide differentiated learning, student-centered learning that isf individualized to student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. The impact of MTSS Program: Coordination, Support and Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$3,097,912.00	Yes
3.2	Enrichment Ordering: Coordination and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for enrichment ordering, coordination and support to ensure the academic success of all students. This plan will provide training to parents and students, as well as an onboarding partnership to introduce new and returning students to the many vendors who provide enrichment services and products. Teachers create a student-centered learning plan with individualized student needs identified. These systems, along with team support, increase accessibility to the number of resources that students, staff, and families have to support growth in the areas of attendance rates, suspension rates, and behavior that affects learning and academic achievement through enrichment opportunities. The impact of Enrichment Ordering: Coordination and Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$1,017,374.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	School and Community Events: Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for school and community event supplies to ensure the academic success of all students. This plan entails procuring various supplies essential for school and community events, such as academic field trip location deposits, field trip supplies including educational materials and equipment, first aid supplies for field trips to ensure student safety, academic adventure day supplies for engaging and enriching lessons, prizes for student engagement to incentivize participation, intramural sports equipment, and covering traveling costs for transportation to and from events. Additionally, resources will be allocated to ensure clubs for students of all grade levels throughout the school year have the necessary supplies, and an annual Parent Advisory Committee meeting will be facilitated with adequate materials. The coordination of these supplies aims to support the smooth execution of events, engaging both students and parents and leading to heightened participation and academic achievement on state and local assessments for unduplicated students. The impact of School and Community Events Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$38,580.00	No
3.4	School and Community Events: Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for school and community events support to ensure the academic success of all students. This plan will mobilize teams under the Director of Community Services to engage parents, including staff for field trips, community arts educators for adventure days, and coaches for sports. These efforts aim to enhance parent involvement through various channels such as newsletters, monthly meetings, and academic events, ultimately improving academic outcomes, particularly for underrepresented student groups. While primarily targeting specific demographics, these initiatives will benefit all students across the school.	$1,314,471.00	No

Action #	Title	Description	Total Funds	Contributing
		The impact of School and Community Events Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
3.5	Homeless Youth Supplies	State and local assessment data, educational partner feedback, and other collected data indicate a need for homeless youth supplies to ensure the academic success of all students. This plan will utilize its transition teams with the local county to provide coordination and implementation of supplies and services for foster youth and students experiencing homelessness. This plan will provide several types of academic supplies, internet access, and technology resources. The impact of Homeless Youth Supplies will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$41,121.00	No
3.6	Student Transition Program: Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for student transition programs and support to ensure the academic success of all students. This plan will enlist a team of trained educators overseen by the Director of Transition and Student Support to expand opportunities for student involvement in clubs, leadership development, and academic competitions/events, fostering confidence and leadership skills. Through collaborative efforts, the team will deliver a flexible and personalized learning experience, addressing post-secondary education, employment, and independent living needs for all high school students, including those with disabilities. The provision of transition programs and support by the Charter will facilitate smooth transitions between educational stages and offer linkage opportunities post-graduation, enhancing student engagement and preparedness for future endeavors. The impact of the Student Transition Program: Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$115,583.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students scoring “Met" or “Exceeded” in English Language Arts as measured by CAASPP. All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 46.89% EL: 7.69% LI: 38.62% FY: ***% SWD: 10.75% 2MR: 50% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year:	All: 48.15% EL: 7.69% LI: 42.47% FY: ***% SWD: 14.29% 2MR: 48.57% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.	All: 50.76% EL: 19.05% LI: 43.08% FY: ***% SWD: 27.48% 2MR: 51.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer	All: 49.82% EL: 48.86% LI: 40.12% FY: ***% SWD: 12.25% 2MR: 51.5% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.	The differences from baseline are: All: +3.87% EL:+11.91% LI: +4.46% FY: ***% SWD: +16.73% 2MR: +1.57% LTEL: ***% ***In order to protect student privacy, data is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Data Source: CAASPP/ELPAC Dashboard	Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	than 11 students tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	Data Source: CAASPP/ELPAC Dashboard	suppressed because fewer than 11 students tested.
4.2	Percentage of students scoring “Met" or “Exceeded” in Math as measured by CAASPP. All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 28.61% EL: 15.38% LI: 21.11% FY: ***% SWD: 8.20% 2MR: 34.43% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	All: 30.44% EL: 15.38% LI: 25.83% FY: ***% SWD: 7.93% 2MR: 28.57% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	All: 32.58% EL: 19.05% LI: 25.14% FY: ***% SWD: 11.63% 2MR: 33.57% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	All: 31.61% EL: 30.28% LI: 22.61% FY: *** % SWD: 9.7% 2MR: 35.93% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Dataquest	All: +3.97% EL: +3.67% LI: +4.03% FY: ***% SWD: +3.43% 2MR: -0.86% LTEL: ***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.
4.3	A-G Completion Rate	22.2% Data Year: 2022-23 Data Source: CA Dashboard	36.1% Data Year: 2023-2024 Data Source:	45.1% Data Year: 2024-25 Data Source:	47% Data Source: CA Dashboard Additional Reports Local Data	+ 22.9% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Additional Reports Local Data	CA Dashboard Additional Reports Local Data	CA Dashboard Additional Reports Local Data		
4.4	CTE Pathway Completion Rate	2% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports Local Report	0.8% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports Local Report	1.8% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports Local Report	2% Data Source: CA Dashboard Additional Reports Local Report	-0.2% decrease from baseline
4.5	A-G Completion and CTE Pathway Completion Combined Rate	0% Data Year: 2022-23 Data Source: CA Dashboard Additional Reports Local Data	0% Data Year: 2023-24 Data Source: CA Dashboard Additional Reports Local Data	1.8% Data Year: 2024-25 Data Source: CA Dashboard Additional Reports Local Data	2% Data Source: CA Dashboard Additional Reports Local Data	2.0% increase from baseline
4.6	EL students making progress toward English Proficiency	66.7% Data Year: 2022-23 ELPAC Data Source: CA Dashboard	63.2% Data Year: 2023-24 ELPAC Data Source: CA Dashboard	51.7% Data Year: 2024-25 ELPAC Data Source: CA Dashboard	68% Data Source: CA Dashboard	-15% decrease from baseline
4.7	EL Reclassification Rate	12% Data Year: 2022-23 Data Source:	30% Data Year: 2023-24 Data Source:	24% Data Year: 2024-25 Data Source:	20% Data Source: Local Data	12% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS EOY3 Local Data	CALPADS EOY3 Local Data	CALPADS EOY3 Local Data		
4.8	AP Passage Rate	We will not offer AP classes moving forward so the metric is not included.	n/a	n/a	n/a	n/a
4.9	EAP ELA	68.05% college-ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP/ELPAC Dashboard	62.11% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	73.20% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	68% college-ready or conditionally ready Data Source: CAASPP/ELPAC Dashboard	+5.15% increase from baseline
4.10	EAP MATH	37.11% college-ready or conditionally ready Data Year: 2022-23 Data Source: Dataquest	38.94% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP/ELPAC Dashboard	34.02% college-ready or conditionally ready Data Year: 2024-25 Data Source: CAASPP/ELPAC Dashboard	38% college-ready or conditionally ready Data Source: Dataquest	-3.09% from baseline
4.11	Attendance Rate	98.86% Data Year: 2022-23	98.87% Data Year: 2023-24	99.03% Data Year: 2024-25	98% Data Source: P-2	-0.50% decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: P-2	Data Source: P-2	Data Source: P-2		
4.12	Chronic Absenteeism All = District EL = English Learners FY = Foster Youth LI = Low-Income SWD = Students With Disabilities 2MR = Two or More Races	All: 1.2% LI: 2% EL: 2.9% FY: 0% SWD: 2.1% Data Year: 2022-23 Data Source: DataQuest	All: 4% LI: 4.8% EL: 2.9% FY: ***% SWD: 5.2% 2MR: 2% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2023-24 Data Source: CA Dashboard	All: 2.6% LI: 3.9% EL: 13.2% FY: ***% SWD: 5.7% 2MR: 2.0% LTEL: **** ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Year: 2024-25 Data Source: CA Dashboard	All: less than 4% LI: less than 4% EL: less than 4% FY: less than 4% SWD: less than 4% Data Source: DataQuest	The changes in chronic absenteeism from baseline are: All: +1.4% LI: +1.9% EL: +10.3% FY: ***% SWD: +3.6% 2MR: +1.6% LTEL: **** ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.
4.13	Middle School Dropout Rate	4.67% Data Year: 2022-23 Data Source: CALPADS Fall 1	2.74% Data Year: 2023-24 Data Source: CALPADS Fall 1	1.3% Data Year: 2024-25 Data Source: CALPADS Fall 1	<=4.67% Data Source: CALPADS Fall 1	-3.37 decrease from baseline
4.14	High School Dropout Rate	6.06% Data Year: 2022-23 Data Source:	9.09% Data Year: 2023-24	5.45% Data Year: 2024-25	<=1.88% Data Source: DataQuest	-0.61 decrease from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DataQuest	Data Source: DataQuest	Data Source: CALPADS Fall 1		
4.15	High School Graduation Rate	84.5% Data Year: 2022-23 Data Source: CA Dashboard	85.2% Data Year: 2023-24 Data Source: CA Dashboard	88.5% Data Year: 2024-25 Data Source: CA Dashboard	91% Data Source: Dataquest	+4% increase from baseline
4.16	Broad course of study	Students meeting A-G Requirements: All: 9th:97% 10th:94% 11th: 54% 12th: 34% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 61% 10th: 48:% 11th: 54% 12th:***% SWD: 9th: 20.83% 10th: 15.38% 11th: ***% 12th: ***%	Students meeting A-G Requirements: All: 9th: 94.59% 10th: 81.19% 11th: 57.69% 12th: 40.78% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 19.05% 10th: 23.17% 11th: 15% 12th: 9.52% SWD: 9th: 11.43% 10th: 14.63% 11th: 6.67% 12th: 9.52%	Students meeting A-G requirements: All: 9th: 95% 10th 95% 11th 74% 12th: 54% EL: 9th: 4% 10th: 3% 11th: 2% 12th: 1% LI: 9th: 43% 10th: 43% 11th: 46% 12th:44% SWD: 9th: 19% 10th:19% 11th: 22% 12th:14%	Students meeting A-G requirements. All: 9th: 96.09% 10th: 83.4% 11th: 59.19% 12th: 42.28% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: 20.55% 10th: 24.67% 11th: 16.5% 12th: 11.02% SWD: 9th: 12.93% 10th: 16.13% 11th: 8.17% 12th: 11.02%	Differences from baseline for students meeting A-G requirements: All: 9th: -2% 10th +1% 11th: +20% 12th: +20% EL: 9th: ***% 10th: ***% 11th: ***% 12th: ***% LI: 9th: -18% 10th: -5% 11th: -8% 12th: ***% SWD: 9th: -1.83% 10th: 3.62% 11th: ***%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data	Data Year: 2023-2024 ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data	Data Year: 2024-2025 ***In order to protect student privacy, data is suppressed because fewer than 11 students tested. Data Source: Local Data	Data Source: CALPADS Fall 2	12th:***% ***In order to protect student privacy, data is suppressed because fewer than 11 students tested.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the implementation of Goal 4 actions focused on preparing all students for college, career, and post secondary readiness was carried out largely as planned, with actions demonstrating overall effectiveness in strengthening college and career readiness systems, expanding dual enrollment participation, improving A-G completion outcomes, and increasing access to career pathway opportunities throughout the LEA’s flex based classroom instructional model.

Implementation efforts included expanded counseling and academic planning supports, increased monitoring of graduation and A-G progress, continued development of college and career readiness pathways, expanded dual enrollment opportunities, Career Technical Education (CTE) pathway support, transcript monitoring, individualized academic guidance for secondary students, and increased intervention coordination for students requiring additional graduation and post secondary planning support. Secondary support teams, counselors, intervention staff, and leadership personnel collaborated throughout the school year to strengthen student progress monitoring systems and increase access to post secondary planning resources and college and career readiness opportunities.

One of the most significant successes during the reporting year was the continued improvement in college and career readiness indicators. The A-G Completion Rate increased substantially from 22.2% at baseline to 45.1%, reflecting a 22.9% increase from baseline. Dual enrollment participation also increased from 23% at baseline to 34% during the reporting year, demonstrating expanded student access to college coursework opportunities and post secondary preparation experiences. The Graduation Rate improved from 84.5% at baseline to 88.5%, reflecting continued implementation of graduation monitoring systems, intervention coordination, individualized planning supports, and expanded student transition services.

Broad Course of Study indicators also demonstrated improvement across multiple grade levels and student groups. Eleventh grade students meeting Broad Course of Study measures increased from 54% to 74%, while twelfth grade students increased from 34% to 54%. Low-Income students and Students with Disabilities also demonstrated improvement across multiple grade spans, reflecting continued expansion of individualized academic planning, transcript monitoring, intervention coordination, and increased focus on college and career readiness planning throughout the secondary program.

Substantive differences in implementation primarily reflected increased student participation in dual enrollment opportunities, expanded college and career readiness supports, increased individualized graduation planning services, and additional coordination required for transcript review, graduation monitoring, intervention planning, and post secondary advising supports. Expanded counseling systems, Virtual Academy supports, intervention coordination, and secondary student support services were implemented throughout the school year to address increased demand for post secondary planning and individualized graduation pathway assistance.

While Goal 4 actions demonstrated strong overall effectiveness, some challenges remained throughout implementation. Certain student groups, including Students with Disabilities, continued to require targeted intervention supports and additional academic planning assistance related to college and career readiness outcomes. Additionally, continued expansion of dual enrollment participation, graduation monitoring systems, transcript review processes, and college and career readiness programming required ongoing coordination, staffing support, and operational planning throughout the school year.

Overall, the implementation of Goal 4 actions during the 2025–26 school year contributed to positive progress in college and career readiness outcomes, expanded access to post secondary opportunities, strengthened graduation and academic monitoring systems, and increased student participation in dual enrollment and career pathway opportunities. Continued focus on individualized academic planning, transcript monitoring, intervention coordination, graduation pathway supports, and expanded college and career readiness opportunities will remain priorities moving into the 2026–27 school 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.

During the 2025–26 school year, material differences between budgeted expenditures and estimated actual expenditures were identified within Goal 4 actions as follows:

Overall, Goal 4 budgeted expenditures totaled approximately $1,604,170, while estimated actual expenditures totaled approximately $1,274,877, resulting in an overall difference of approximately $329,293 (20.53% under budget). Reduced expenditures were primarily associated with operational efficiencies, restructuring of college and career readiness coordination systems, staffing adjustments, and changes in implementation of Career Technical Education (CTE) support structures during the reporting year. Despite these variances, expenditures remained aligned with Goal 4 priorities focused on college and career readiness, graduation planning, A-G completion, dual enrollment participation, and expanded post secondary opportunities for students.

Action 4.1: College and Career Indicators (CCI): Navigating Readiness and Success Pathways
The action of expanding college and career readiness initiatives was implemented as planned, with a material difference of approximately $404,497 (66.06% under budget). Reduced expenditures were primarily associated with operational efficiencies, restructuring of Career Technical Education (CTE) coordination responsibilities, and staffing adjustments throughout implementation. Beginning in 2025–26, separate CTE stipends were discontinued and responsibilities were absorbed within the Director of Secondary Education role and expanded secondary support systems. Despite the reduced expenditures, implementation of college and career readiness supports, A-G monitoring systems, dual enrollment coordination, transcript monitoring, and post secondary planning opportunities continued throughout the reporting year.

Action 4.2: Secondary Support: Student Success Teams and Virtual Support
The action of providing secondary student support systems and virtual support services exceeded planned expenditures, resulting in a material difference of approximately $73,285 (8.69% over budget). Increased expenditures were associated with expanded Secondary Education Specialist support, intervention coordination, virtual student support systems, transcript monitoring, student success coordination, and additional staffing allocations supporting increased secondary student needs throughout the reporting year. These expenditures supported expanded intervention systems, graduation monitoring practices, individualized academic planning, and increased student engagement supports throughout the secondary program.

Action 4.3: High School Counseling Support
The action of providing high school counseling services was implemented largely as planned, with no significant material difference identified. The variance of approximately $1,919 (1.29% over budget) remained below the LEA materiality threshold. Counseling services, transcript monitoring, graduation planning, A-G support, college and career readiness coordination, and post secondary advising services remained fully implemented throughout the reporting year and continued supporting increased student participation in academic planning and graduation pathway systems.

Overall, material expenditure differences during the 2025–26 school year were primarily associated with restructuring of college and career readiness coordination systems, expanded secondary intervention supports, staffing adjustments, operational efficiencies within virtual support systems, and continued implementation of post secondary planning and graduation monitoring services. Despite these variances, services remained aligned with Goal 4 priorities and supported continued implementation of college and career readiness systems, A-G monitoring, graduation planning, dual enrollment expansion, and individualized student academic planning throughout the LEA's flex based classroom instructional model.

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

During the 2025–26 school year, the implementation of Goal 4 actions demonstrated overall effectiveness in strengthening college and career readiness systems, expanding post secondary opportunities, increasing A-G completion outcomes, improving academic planning and graduation support systems throughout the LEA's flex based classroom instructional model. Effectiveness was evaluated using California

Dashboard indicators, A-G completion data, Broad Course of Study metrics, dual enrollment participation rates, graduation data, transcript monitoring systems, dropout data, and educational partner feedback.

Action 4.1: College and Career Indicators (CCI): Navigating Readiness and Success Pathways
The implementation of college and career readiness initiatives remained effective in expanding student access to A-G coursework, dual enrollment opportunities, Career Technical Education (CTE) pathways, graduation planning supports, and post secondary readiness opportunities. The A-G Completion Rate increased from 22.2% at baseline to 45.1% during the reporting year. Dual enrollment participation among juniors and seniors also increased from 23% at baseline to 34% during the reporting year, reflecting expanded student access to college coursework opportunities and post secondary preparation experiences. Expanded counseling coordination, transcript monitoring systems, individualized academic planning, graduation monitoring practices, and post secondary advising contributed to increased student participation in college and career readiness pathways and improved graduation readiness outcomes.

Action 4.2: Secondary Support and Virtual Assistance
Secondary support systems and virtual student support services remained effective in strengthening student engagement, academic monitoring, graduation planning, transcript review systems, intervention coordination, and individualized academic planning supports. Student Success Teams, Virtual Academy support staff, Secondary Education Specialists, counselors, intervention personnel, and leadership teams provided ongoing academic guidance and progress monitoring support throughout the school year. These systems contributed to improved student participation, expanded intervention coordination, strengthened graduation monitoring systems, and increased academic planning supports for students across multiple grade levels and student groups.

Action 4.3: High School Counseling
High school counseling services remained effective in strengthening academic planning, A-G monitoring, graduation pathway support, post secondary readiness planning, and individualized student support systems. Expanded counseling supports contributed to improved transcript monitoring systems, increased dual enrollment participation, expanded college and career readiness opportunities, and increased student participation in academic advising services. Educational partner feedback reflected continued appreciation for individualized counseling support, graduation planning assistance, and expanded accessibility to secondary support services provided throughout the secondary program. Increased demand for counseling services throughout the reporting year also demonstrated the continued importance of maintaining expanded counseling and academic support systems for students navigating graduation and post secondary planning pathways.

Overall, implementation of Goal 4 actions during the 2025–26 school year contributed to positive progress in college and career readiness outcomes, expanded post secondary access, improved A-G completion rates, increased dual enrollment participation, strengthened individualized academic planning systems, and improved graduation pathway monitoring. The Graduation Rate increased from 84.5% at baseline to 88.5% during the reporting year, while Broad Course of Study indicators also demonstrated improvement across upper grade levels and student groups. Continued focus on counseling supports, transcript monitoring, intervention coordination, graduation pathway planning, dual enrollment expansion, and expansion of college and career readiness opportunities will remain priorities moving into the 2026–27 school year.

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

No substantive changes were made to Goal 4, its associated metrics, target outcomes, or actions for the 2026–27 school year. Following review of implementation data, college and career readiness outcomes, graduation monitoring systems, A-G completion trends, dual enrollment participation, and educational partner feedback, the LEA determined that the existing Goal 4 structure continues to effectively support post secondary readiness, individualized academic planning, college and career pathway development, and expanded student access to graduation and post secondary opportunities within the flex based instructional model.

The LEA will continue monitoring college and career readiness indicators, graduation outcomes, dual enrollment participation, transcript monitoring systems, and educational partner feedback to evaluate future adjustments as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Indicators (CCI) for Readiness and Success	State and local assessment data, educational partner feedback, and other collected data indicate a need for college and career indicators for readiness and success to ensure the academic success of all students. This initiative aims to ensure that unduplicated students have the opportunity to fulfill College and Career Indicator (CCI) and A-G college requirements, supported by academic assistance to promote college and career readiness, fostering higher academic achievement through improved attendance. The Charter is committed to expanding CTE and A-G course offerings to cultivate leadership and collaboration skills, enhancing student engagement and academic performance, alongside course completion for college and career readiness. A team of trained high school support specialists and counselors, overseen by the high school director, will facilitate student participation in CCI, CTE, and A-G courses and programs. This approach is expected to result in increased enrollment and achievement in CCI readiness, CTE, and A-G courses, demonstrating enhanced school engagement and college and career readiness. Coordination of multiple support systems within CCI, CTE, and A-G programs is expected to further bolster connectedness and readiness for college and career pathways.	$224,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The impact of College and Career Indicators (CCI) for Readiness and Success will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.		
4.2	Secondary Student Success Team and Virtual Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for secondary student success teams and virtual support to ensure the academic success of all students. The secondary student success team and leadership team will implement a program to ensure all students meet their academic goals, including, but not limited to weekly progress monitoring, the assignment of appropriate student support, and meetings with students and families. By providing the secondary student success team there will be student improvement outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments. The impact of the Secondary Student Success Team and Virtual Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$865,752.00	Yes
4.3	High School Counseling Support	State and local assessment data, educational partner feedback, and other collected data indicate a need for high school counseling support to ensure the academic success of all students. The counseling team will implement a program to ensure all students meet their academic goals, including meeting with students and families. By providing the counseling team, Yosemite Valley Charter believes student outcomes for middle and high school students, including course completion rates, graduation rates, and achievement on state and local assessments, will improve. The impact of High School Counseling Support will be measured by the most current state and local assessment data, educational partner feedback, and other collected data.	$230,233.00	No

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,580,860	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.781%	0.000%	$0.00	9.781%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		reducing suspensions, and promoting academic growth, particularly for historically underserved student groups.	
2.1	**Action:** Community Engagement and Communication: Website and Newsletter Communication Channels **Need:** To provide enhanced community engagement and communication channels to foster increased participation and support for unduplicated pupils, including Low-Income, Foster Youth, English Learner students, and homeless youth, in school programs. This is crucial for ensuring their academic success and overall achievement by promoting a collaborative and informed partnership between the school and home. **Scope:** LEA-wide	This action addresses the need for enhanced community engagement and transparent communication by establishing and maintaining multiple outreach platforms, including the school website, printed home letters, and a weekly electronic newsletter. These tools ensure that families receive timely and accessible information about academic programs, events, resources, and support services. This need was identified through family surveys and feedback indicating inconsistent communication and a desire for greater connection to school initiatives, particularly among families of English learners, low-income students, and other historically underserved groups. This initiative is provided on an LEA-wide basis to ensure that all families, regardless of region or school assignment, receive consistent and equitable access to important school information and opportunities for involvement. A systemwide communication strategy ensures uniform messaging, reduces confusion, and strengthens the school-home partnership that is essential to student success. This initiative reinforces the charter's commitment to transparency, family engagement, and equitable access to information that supports the academic achievement of all students.	2.1
3.1	**Action:** MTSS Program: Coordination, Support and Supplies	This action addresses the need for a comprehensive and cohesive system of academic, behavioral, and social-emotional support through the implementation of a Multi-Tiered System of	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Dashboard data indicating the need to improve graduation outcomes and readiness rates for students—particularly those who are socioeconomically disadvantaged, English learners, or foster youth. This initiative is provided on an LEA-wide basis to ensure that all students, regardless of geographic region or background, have equitable access to a broad range of college and career preparatory opportunities. A systemwide approach allows the charter to align resources, ensure consistent course offerings, streamline counseling services, and track progress toward CCI benchmarks across the LEA. This initiative supports the charter's mission to equip all students with the tools, experiences, and guidance necessary to graduate prepared for college, career, and life.	
4.2	**Action:** Secondary Student Success Team and Virtual Support **Need:** To provide improved outcomes for middle and high school students through the implementation of a secondary student success team and online virtual specialist to support progress monitoring. **Scope:** LEA-wide	This action addresses the need for increased academic guidance, progress monitoring, and intervention for secondary students navigating complex graduation and postsecondary pathways. The Secondary Student Success Team provides targeted virtual support to students at risk of falling behind, with a focus on ensuring on-time graduation, credit recovery, CCI completion, and social-emotional wellbeing. This need was identified through transcript audits, progress tracking data, and stakeholder feedback indicating a need for more proactive support, especially for high school students who are foster youth, low-income, English learners, or experiencing other barriers to success. This initiative is provided on an LEA-wide basis to ensure that all secondary students, regardless of	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		location, receive equitable access to timely intervention, academic planning, and virtual support services. A centralized, LEA-wide team ensures consistent outreach, monitoring, and individualized guidance across all regions. This structure supports equitable graduation outcomes, improves student preparedness for postsecondary opportunities, and aligns with the charter's commitment to supporting all students through a personalized and accessible virtual model.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	36,610,203	3,580,860	9.781%	0.000%	9.781%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$41,352,768.00	$2,489,361.00	$419,207.00	$795,311.00	$45,056,647.00	$34,427,489.00	$10,629,158.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Staff	All	No			All Schools	Ongoing	$24,350,437.00	$0.00	$21,752,431.00	$2,178,799.00	$419,207.00		$24,350,437.00	
1	1.2	Regional Coordinators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,962,183.00	$0.00	$1,962,183.00				$1,962,183.00	
1	1.3	Instructional Materials and Expanded Learning Opportunities	All	No			All Schools	Ongoing	$0.00	$7,313,850.00	$7,313,850.00				$7,313,850.00	
1	1.4	Technology Devices and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$680,008.00	$649,410.00			$30,598.00	$680,008.00	
1	1.5	Technology Support	All	No			All Schools	Ongoing	$0.00	$508,690.00	$508,690.00				$508,690.00	
1	1.6	English Learner Support: Progress and Achievement Support	All	No			All Schools	Ongoing	$912,806.00	$0.00	$605,854.00			$306,952.00	$912,806.00	
1	1.7	Intervention Support: Student Study Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$192,444.00	$0.00	$192,444.00				$192,444.00	
1	1.8	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	All	No			All Schools	Ongoing	$285,760.00	$469,951.00	$755,711.00				$755,711.00	
1	1.9	Student Support: Coordination of Services for Students with 504s	All	No			All Schools	Ongoing	$154,262.00	$0.00	$154,262.00				$154,262.00	
1	1.10	Family Academic Success: Lending Library Support and Activities	All	No			All Schools	Ongoing	$0.00	$265,592.00	$265,592.00				$265,592.00	
1	1.11	Learning Recovery Block Grant	All	No			All Schools	Ongoing	$457,761.00	$0.00				$457,761.00	$457,761.00	
2	2.1	Community Engagement and Communication: Website and Newsletter Communication Channels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$255,651.00	$255,651.00				$255,651.00	

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										
2	2.2	Professional Development: Staff and Parent Support	All	No			All Schools	Ongoing	$242,656.00	$58,783.00	$301,439.00				$301,439.00	
3	3.1	MTSS Program: Coordination, Support and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,093,130.00	$4,782.00	$3,097,912.00				$3,097,912.00	
3	3.2	Enrichment Ordering: Coordination and Support	All	No			All Schools	Ongoing	$0.00	$1,017,374.00	$1,017,374.00				$1,017,374.00	
3	3.3	School and Community Events: Supplies	All	No				Ongoing	$0.00	$38,580.00	$38,580.00				$38,580.00	
3	3.4	School and Community Events: Support	All	No			All Schools	Ongoing	$1,314,471.00	$0.00	$1,003,909.00	$310,562.00			$1,314,471.00	
3	3.5	Homeless Youth Supplies	All	No			All Schools	Ongoing	$37,121.00	$4,000.00	$41,121.00				$41,121.00	
3	3.6	Student Transition Program: Support	All	No			All Schools	Ongoing	$115,583.00	$0.00	$115,583.00				$115,583.00	
4	4.1	College and Career Indicators (CCI) for Readiness and Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$212,890.00	$11,897.00	$224,787.00				$224,787.00	
4	4.2	Secondary Student Success Team and Virtual Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$865,752.00	$0.00	$865,752.00				$865,752.00	
4	4.3	High School Counseling Support	All	No			All Schools	Ongoing	$230,233.00	$0.00	$230,233.00				$230,233.00	
4	4.4	Dual/Concurrent Enrollment Opportunities	All	No			All Schools	Ongoing								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
36,610,203	3,580,860	9.781%	0.000%	9.781%	$7,248,139.00	0.000%	19.798 %	**Total:**	$7,248,139.00
								LEA-wide Total:	$7,248,139.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Regional Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,962,183.00	
1	**1.4**	Technology Devices and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$649,410.00	
1	**1.7**	Intervention Support: Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,444.00	
2	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$255,651.00	
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,097,912.00	
4	**4.1**	College and Career Indicators (CCI) for Readiness and Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,787.00	

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 (%)
4	**4.2**	Secondary Student Success Team and Virtual Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$865,752.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$40,021,033.00	$39,460,256.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Staff	No	$21,198,562	$20,267,631
1	**1.2**	Regional Coordinators	Yes	$1,224,213	$1,984,757
1	**1.3**	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	No	8,154,187	$6,909,988
1	**1.4**	Technology Devices and Equipment	No	$275,768.00	$274,304
1	**1.5**	Technology Support	Yes	$446,665.00	$484,466
1	**1.6**	English Learner Support: Progress and Achievement Support	No	$132,372.00	$154,132
1	**1.7**	Intervention Support: Student Study Teams	No	$137,486.00	$250,623
1	**1.8**	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	$645,542.00	$708,960
1	**1.9**	Student Support: Coordination of Services for Students with 504s	No	$102,200.00	1$35,819
1	**1.10**	Family Academic Success: Lending Library Support and Activities	No	$226,185.00	$259,659
1	**1.11**	Learning Recovery Block Grant	No	$896,853.00	$914,734

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	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	$238,888.00	$243,352
2	**2.2**	Professional Development: Staff and Parent Support	No	$51,142.00	$330,381
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	$2,136,702.00	$3,005,438
3	**3.2**	Enrichment Ordering: Coordination and Support	No	$820,959.00	$968,928
3	**3.3**	School and Community Events Supplies	No	$50,479.00	$33,811
3	**3.4**	School and Community Events Support	No	$1,385,089.00	$902,214
3	**3.5**	Homeless Youth Supplies	No	$57,839.00	$47,528
3	**3.6**	Student Transition Program: Support	No	$235,732.00	$245,424
4	**4.1**	College and Career Indicators (CCI) for Readiness and Success	Yes	$612,331.00	$206,381
4	**4.2**	Secondary Student Success Team and Virtual Support	Yes	$843,056.00	$915,641
4	**4.3**	High School Counseling Support	No	$148,783.00	$216,085

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,267,041	$6,147,397.00	$7,320,723.00	($1,173,326.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Regional Coordinators	Yes	$1,224,213	$1,774,350		
1	**1.5**	Technology Support	Yes	$446,665	$484,466		
1	**1.8**	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	$645,542	$708,960		
2	**2.1**	Community Engagement and Communication: Website and Newsletter Communication Channels	Yes	$238,888	$243,352		
3	**3.1**	MTSS Program: Coordination, Support and Supplies	Yes	$2,136,702	$3,005,438		
4	**4.1**	College and Career Indicators (CCI) for Readiness and Success	Yes	$612,331	$188,516		
4	**4.2**	Secondary Student Success Team and Virtual Support	Yes	$843,056	$915,641		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,387,8055	$3,267,041	0%	9.644%	$7,320,723.00	0.000%	21.609%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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