

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Virtual School	[Brennan McLaughlin, Executive Director Diahann Kunczynski, Principal	[bmclaughlin@sdvsk12.org , (619) 713-7271 dkunczynski@sdvsk12.org , (619) 713-7271]

Plan Summary [LCAP 2025-2026]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

[San Diego Virtual School started in 2010 with a simple mission: to provide an alternative for students who could not easily access a site-based school. Mountain Empire School District, through which our charter is housed, is situated in the Cleveland National Forest and covers over 600 square miles. Many students live far away from their school site, and often the school bus is their only means of transportation. The idea to create a school that offers a curriculum fully online was born, and SDVS now serves four Southern California counties: San Diego, Orange, Imperial, and Riverside.

Hundreds of thousands of students have the option of attending SDVS. San Diego County is in the southwestern corner of California, covering 4,526 square miles, and has a population of over 3.3 million. Orange County is directly north of San Diego, spanning 984 square miles, and has a population of 2.24 million people. Imperial County is in the far southwest region of California, bordering Arizona and Mexico. It covers 4,482 square miles and has a population of 177,000. Riverside County is in the southeast region of Southern California, with well over 2.5 million people residing, spanning over 7,000 square miles of area.

As technology continues to become an integral part of our world, the need for a virtual learning environment has become even more vital and necessary. Our students come from various backgrounds and situations, though almost all choose our school because of the flexibility and personalization the San Diego Virtual program offers. Some students want to pursue sports, accelerate, graduate early, makeup credits, or even learn at their own pace, and being able to study at home allows students to fit education into a life that may not allow for a traditional, on-site school experience. SDVS continues to enroll students in grades 9-12 from various socioeconomic and racial backgrounds, with the majority being Caucasian and socio-economically disadvantaged.

Since 2010, SDVS has developed many different opportunities for learning, especially during the pandemic in 2020. With a change in our structure (from teachers working in an office to teachers working from home), new strategies were developed, and students used the online learning platform more effectively, while teachers provided more opportunities with virtual one-on-one appointments, live and recorded virtual lessons, and other various online resources to assist learning.

San Diego Virtual School’s mission and vision are evident throughout our program, starting with the students and ending with the staff. San Diego Virtual School’s mission: San Diego Virtual School, a personalized learning institution, prepares all students to develop necessary

academic and life skills in order to be successful in their pursuit of career or higher learning and be a contributing member of society, was developed to ensure our students are given opportunities to pursue their academic goals and be prepared for their future while gaining perspective and knowledge in their core subjects by working with highly qualified and credentialed teachers. We work tirelessly to equip our students with the necessary tools for a better future, our vision, and maintain the mission by meeting students' individual needs and helping them develop skills to succeed in their postgraduate plans.

San Diego Virtual, a public charter school, services grades 9-12. Currently, SDVS has an administrative office located in San Diego, CA, and our curriculum is offered exclusively through Edmentum. At SDVS, students are assigned to a highly qualified teacher, and these California-credentialed teachers serve as the point person and main contact for their students. Each SDVS teacher serves 30 or fewer students to ensure quality instruction and individual attention. Additionally, this teacher maintains daily communication with each student on their roster, monitors assignments, provides guidance and mentorship, and assists students in their educational journey. Teachers are available Monday to Friday, from 8 a.m. to 3:30 p.m., while students have access to the curriculum 24 hours a day, 7 days a week.]

Reflections: Annual Performance

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

[San Diego Virtual School's review of the California School Dashboard and local data has highlighted several areas of success and ongoing improvement, as well as some critical areas that require continued attention. Overall, we saw strong academic gains across core subjects. Our English Language Arts scores increased by 5 points, while Mathematics scores rose by 7 points. This year marked the first time we received results from the California Science Test (CAST), which showed that our students are currently performing 13.5 points below the standard—an important data point that will help guide our instructional planning moving forward.

One of the most significant improvements came in our English Learner Progress indicator. Last year, only a small percentage of English Learners showed measurable growth in their language development, prompting the need for increased support. This year, 53.6% of our English Learner students demonstrated growth—an increase of 14.9%. This progress is based on the English Learner Progress Indicator (ELPI), which tracks how many students improve their English language skills by at least one level each year. This positive trend suggests that our targeted instructional strategies and interventions are making a meaningful difference in helping students become proficient in English.

Graduation outcomes also improved significantly. Our overall graduation rate rose by 5%, reaching 83.6% and earning a green rating on the Dashboard. Notably, no student groups were rated in the red for graduation. Students who are Hispanic, Homeless, or Socioeconomically Disadvantaged all earned green ratings, and students who are White received an orange rating. These gains reflect our ongoing commitment to supporting students through to the completion of their high school education.

In terms of school climate, our suspension rate remained at 0%, further demonstrating a positive and engaging learning environment. Additionally, we met the standard in all local indicators, including implementation of academic standards, family engagement, and school climate measures, affirming our commitment to whole-school improvement.

While we celebrate these achievements, we also recognize areas that require continued focus. Our College and Career Readiness indicator remained at a *low* performance level, with Hispanic students receiving a *red* rating. We are working to improve access to and success in CTE pathways, dual enrollment, A–G coursework, and post-secondary planning supports to better prepare all students for life after high school. We also continue to focus on improving outcomes for students who are socioeconomically disadvantaged, as both Dashboard and local data show

that this group is performing below standard in English Language Arts and Mathematics. In science, this group scored 16.8 points below standard on the California Science Test; as this is the first year the data is available for informational purposes, it will serve as a baseline for future comparisons. While these results reflect areas of growth, they also highlight the need for continued equity-driven support systems and academic interventions.

Overall, the 2024–2025 school year has brought meaningful progress across many key indicators, and we remain committed to building on this momentum to ensure all students are thriving academically, socially, and emotionally.]

Reflections: Technical Assistance

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

[N/A]

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.

[N/A]

Support for Identified Schools

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

[N/A]

Monitoring and Evaluating Effectiveness

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

[N/A]

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
[Students]	[Students were asked to complete a survey from the school evaluating their experience in both first and second semesters. We also send our 9 th and 11 th grade students the CHKS survey for a healthy school climate. Surveys were sent via email, texted, and posted on the school ParentSquare website.]
[Parents/Guardians]	[Parents were asked to complete a survey evaluating their experience and ease of communication at SDVS both in first and second semester. The survey was presented in a few ways, posted on ParentSquare, texted, and emailed.]
[Teachers, Principals, Administrators, Other School Personnel]	[School staff are regularly invited to provide anonymous feedback through surveys. These surveys are sent directly via email, along with clear due dates to encourage full participation and ensure timely responses. This approach has helped us gather meaningful input from all staff. Over the course of the year, we've expanded the use of surveys to collect feedback on a range of topics, including a yearlong teacher evaluation survey, mid-year and end-of-year LCAP feedback, and surveys designed to assess the effectiveness of new programs. These efforts ensure that staff voices continue to inform school planning, improvement, and innovation.]

Insert or delete rows, as necessary.

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

[Throughout the year, San Diego Virtual School has listened closely to the feedback we've received from students and their families, and we've made intentional changes to better meet their needs. Students asked for a class that covers real-world skills like job interviews, budgeting, and taxes. In response, we are launching a new course next year specifically for seniors that will help them prepare for life after high school. Students also asked for more information about career opportunities, and our CTE team provided expanded support and resources to meet that request. In addition, students expressed interest in more arts programs, and we were proud to secure a grant this year to help expand those offerings. Many students also shared that they wanted more opportunities to connect in person and have fun, which led to the creation of SpringFest—a new event where students can complete their Physical Fitness Test, pick up their cap and gown, and take part in a variety of

social-emotional learning activities led by our counseling team. Students have also played a role in planning the event, further increasing engagement and connection.

Parents and guardians voiced interest in more volunteer opportunities for students, so we moved our volunteer club meetings to Fridays to make them more accessible. They also shared a desire for more science labs and in-person events. In response, we offered seven in-person science labs, seven in-person field trips, six CTE field trips, and a mental health summit attended by students in the Bring Change 2 Mind club. These actions reflect our ongoing commitment to listening to our community and turning feedback into meaningful opportunities. We plan to continue and expand these offerings in the coming school year.]

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal #1]	[Expand student pathways to graduation by offering diverse options for completing and receiving credit for assigned courses to increase the graduation rate, while ensuring equitable access to online learning experiences for all students.]	[Broad Goal]

State Priorities addressed by this goal.

[Priority 3: Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we observed an 11% decrease in graduation rate. Even though this was an expected change with the completion of the COVID Bill AB-104, we still feel this is an important focus and that we need to maintain monitoring and developing improvements. Additionally, this goal helps us focus on improving student outcomes, as graduation rate is a key metric for gauging student success.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of Graduates who are in Credit Recovery]	[48% of graduating seniors are in the credit recovery program]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of CR graduates identified at time of enrollment]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of students who are evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[100% of students were evaluated for AB 167/216, AB 365, and/or AB 1806]	[Insert outcome here]	[100% of students evaluated]	[0% difference]
[Metric #3]	[Percentage of students who require laptop devices]	[34% of students received laptop devices from the school upon enrollment]	[62% of students received laptop devices from the school upon enrollment]	[Insert outcome here]	[100% of students who need laptops receive devices]	[28% increase]
[Metric #4]	[Percentage of NGs, Ds, and/or Fs on the first semester report cards]	[19% of grades on first semester report cards were either an NG, D, or F]	[21.4% of grades on first semester report cards were either an NG, D, or F]	[Insert outcome here]	[5% of grades on first semester report cards were either an NG, D, or F]	[2.4% increase]
[Metric #6]	[Percentage of Ds, and Fs on the second semester report cards]	[19.6% of grades on second semester report cards were either a D or an F]	[Waiting for Second Semester Data]	[Insert outcome here]	[5% of Ds, and 0% Fs on the second semester report cards]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 2025-26]

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

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

[Overall, implementation of planned actions went smoothly and aligned with the goals outlined. The college counseling team began supporting students with post-secondary planning earlier in the year than in previous years. They met with students and their parent(s)/guardian(s) via Google Meet, and then followed up by sending individualized post-secondary plans to all participants. This early and personalized approach helped ensure that students were prepared and informed about their options after graduation.

The enrollment team consistently asked students whether they needed a laptop at the time of enrollment, and teachers followed up throughout the year to ensure students had working devices. This allowed the school to proactively address any barriers to access.

Academic monitoring remained a strong focus. Teachers used reports from Edmentum to review course data and make ongoing instructional adjustments. Progress reports were regularly sent home, and students who were earning a D or F were required to meet with the Success Team for additional support and intervention. In addition, the MTSS team met after each learning period and following each progress report to evaluate student progress. They proactively reached out to students who were missing instructional days or earning low grades to provide targeted support and connect them with needed resources.

All students were evaluated for eligibility under AB 167/216, AB 365, and AB 1806, ensuring they were on the correct graduation pathway. Staff also continued to monitor and support students enrolled in credit recovery programs. While implementation followed the planned structure, the school remains committed to refining supports and interventions that promote academic growth and equity across all student groups.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The actions implemented to support this goal have been largely effective to date. The College and Career Counseling team had a particularly strong impact, as they began working with students earlier in the school year. This allowed them to create more thorough and personalized post-graduate plans, helping students feel more prepared for life after high school. The team also did an excellent job evaluating transcripts and ensuring students were placed in the correct courses, supporting both on-time graduation and post-secondary readiness.

The Enrollment team was effective in identifying students in need of laptops and ensuring devices were distributed in a timely manner, helping remove barriers to access and engagement.

Student success monitoring systems have also proven effective. Regular progress reports, teacher data analysis through Edmentum, and required meetings with the Success Team for students earning Ds or Fs have helped identify struggling students and provide timely support. The MTSS team further strengthened these efforts by reviewing student data after each learning period and following up with students who were showing signs of academic or attendance concerns. While this area has shown positive outcomes, we recognize that academic monitoring and support will remain an ongoing focus for continuous improvement.]

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 changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflections on prior practice confirmed that the current strategies are aligned with student needs and will continue to be implemented as planned.]

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
[Action #1]	[Credit Recovery Diplomas Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are graduating with their class.]	[\$4,200]	[Yes]
[Action #2]	[Transcript Evaluations]	[Each student will have an evaluation of transcripts and residential status by the counselors. If the student qualifies for credit recovery, homeless, or foster youth, they will be designated and assigned the appropriate diploma path.]	[\$123,000]	[Yes]
[Action #3]	[Providing Laptop Devices]	[Upon enrollment, students will be evaluated to determine whether they will have access to their curriculum. All students (including low-income, English Learners, Foster Youth, Homeless, students with disabilities, students below grade level, or other students identified as needing access) will receive a laptop device.]	[\$95,000]	[Yes]
[Action #4]	[No Grades Earned Data Monitoring and Analysis]	[Data will be collected and evaluated on the number of students in our credit recovery diploma track who are earning No Grades (NG) in the first semester.]	[\$115,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #2]	[Equip all students with the tools and resources they need to be college and career ready, while providing personalized support to each student in achieving their individual post-graduation goals.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because students and educational partners have expressed a need for more hands-on post-graduate planning. Students and families need information to be able to make educated decisions about future plans, so this goals helps hold us accountable for providing that information.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of seniors who receive letters for number of credits to complete to graduate on time]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[100% of seniors received letters with the number of credits they need to complete to graduate]	[Insert outcome here]	[100% of seniors receive letters]	[0% difference]
[Metric #2]	[Percentage of seniors who participate in post-graduate planning with a college counselor]	[79% of seniors participated in post-graduate planning with a college counselor]	[88% of seniors participated in post-graduate planning with a college counselor]	[Insert outcome here]	[100% of seniors participating in postgraduate counseling]	[9% increase]
[Metric #3]	[Percentage of students who complete the Algebra 1 requirement by grade 10]	[37% of grade 10 students completed their Algebra 1 credit by the end of the school year]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of students complete the Algebra 1 requirement by grade 10]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of students who attend CTE webinars and field trips]	[9% of students attended either a CTE webinars and/or field trip]	[11% of students attended either a CTE webinars and/or field trip]	[Insert outcome here]	[20% of students attended either a CTE webinars and/or field trip]	[2% growth]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 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.

[This year’s implementation focused on equipping students with the tools and resources necessary to be college and career ready, while providing individualized support aligned to their post-graduation goals. All seniors received letters outlining the number of credits they need to complete in order to graduate on time, along with an offer to meet with a college counselor for post-secondary planning. This personalized outreach ensured that every senior had a clear understanding of their graduation path and access to support.

The College and Career team also continued to support student engagement with career pathways. Teachers were informed about the two designated CTE pathways—Culinary and Education—and a dedicated CTE team of two teachers actively sought out both virtual and in-person CTE opportunities and field trips. Teachers shared these events with students and encouraged participation to help build real-world skills and exposure to career options.

In support of math achievement, the math team maintained small roster sizes to provide daily one-on-one tutoring. They also launched “Math Thursdays,” a weekly live lesson schedule where students could receive direct instruction and help on their Edmentum coursework. Attendance at these sessions was monitored, and students’ Teachers of Record (TORs) were notified so they could further encourage participation for those needing additional support.

These actions reflect a coordinated and student-centered approach to ensuring all learners are prepared for their next steps beyond high school.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The strategies implemented under this goal have proven to be effective in supporting student preparation for college and career pathways. The individualized outreach conducted by the College and Career team resulted in strong student engagement, with 68% of seniors already participating in post-secondary planning meetings by the end of the first semester. This proactive approach provided students and families with the clarity and support needed to stay on track for graduation and make informed decisions about their futures.

Efforts to increase participation in career exploration also yielded positive results. Student engagement in CTE events grew over the course of the year, indicating that the structured promotion of virtual and in-person opportunities successfully connected students with relevant, real-world experiences.

Math intervention strategies also showed promise. The small group tutoring model and weekly “Math Thursdays” live sessions helped create more access points for academic support. By tracking attendance and involving Teachers of Record in follow-up outreach, the math team was able to increase student participation and provide timely help to those struggling in their coursework.

Overall, these efforts reflect a strong alignment between planning and impact, with clear signs of progress in both student participation and readiness for post-graduation success.]

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 changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflections on prior practice confirmed that the current strategies are aligned with student needs and will continue to be implemented as planned.]

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
[Action #1]	[Academic Counseling]	[The college counseling team will meet with students to discuss post graduate plans and closely monitor seniors to ensure that they are properly placed in courses that will benefit their future. They will also provide resources for post-graduate planning and meet with families in need of extra support.]	[\$130,000]	[Yes]
[Action #2]	[College/Career Webinars and Workshop]	[Workshops and webinars conducted throughout the year by the Student Success Coordinator and Academic Counselor include career spotlights, resume assistance, college explorations, college entrance information, FAFSA assistance, and postgraduate planning]	[\$25,000]	[Yes]
[Action #3]	[Monitor Algebra 1 Credits Earned]	[Mathematics teachers will closely monitor, remediate, and assist any students in the Algebra 1 course toward completion and competency. With this in mind, all mathematics teachers will have a low student to teacher roster in order to tutor students throughout the day and guide them toward math course completion needed for graduation.]	[\$115,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #3]	[Enhance, refine, and build upon our success in supporting English learners with a focus on continuous improvement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 2: Implementation of State Standards, Priority 3: Parental Involvement and Family Engagement, Priority 4: Student Achievement, Priority 5: Student Engagement, Priority 7: Course Access]

An explanation of why the LEA has developed this goal.

[SDVS has developed this goal because we want to ensure that our English Language Learner population receives a comprehensive support program, which will include instruction in a vocabulary-rich environment and listening and speaking opportunities. This comprehensive support includes modified reading and writing assignments, complete with listening and speaking opportunities for all of our students, as these have been ways we see our ELL population succeed and thrive in our environment. English Language support will be across all subjects throughout the curriculum as all subjects contain advanced and specific vocabulary.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of student growth on local assessments]	[50% of students who tested in both Fall and Spring showed at least one years growth on the reading diagnostic exam]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of students grow at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentage of growth on ELPAC Exam]	[59% of students increased at least one level on the ELPAC exam]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of ELL students increase at least one level on the ELPAC exam]	[Insert current difference from baseline here]
[Metric #3]	[Percentage of completed writing assignments in core classes]	[93% of ELL students completed at least one writing assignment in a core class in the first semester]	[100% of ELL students completed at least one writing assignment in a core class in the first semester]	[Insert outcome here]	[100% of ELL students completed writing assignments in their core classes]	[7% increase]
[Metric #4]	[Percentage ELL students working one-on-one with an HQT]	[39.3% of ELL students worked one-on-one with a highly qualified teacher]	[44.8% of ELL students worked one-on-one with a highly qualified teacher]	[Insert outcome here]	[80% of ELL students work one-on-one with an HQT]	[6.5% increase]
[Metric #5]	[Percentage of ELL students who finish their ELA class with a C or higher]	[53.6% of ELL students finished their ELA class with a C or higher in the first semester.]	[71.4% of ELL students finished their ELA class with a C or higher in the first semester.]	[Insert outcome here]	[100% of ELL students earn a C or higher in ELA]	[17.8% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 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.

[This year, San Diego Virtual School strengthened its support for English Learner students by forming a dedicated team of three teachers to design and monitor Individualized Learning Plans (ILPs) for every English Learner. These ILPs included specific strategies to support student learning and language development. The team regularly checked in with both students and their teachers to determine the effectiveness of the strategies and made adjustments as needed. Monthly progress monitoring was conducted using Google Forms to gather and track data over time.

To further support students preparing for the ELPAC exam, the team hosted targeted skills webinars. These sessions were open to all students scheduled to take the ELPAC and focused on developing key skills aligned to the exam content.

The team also emphasized academic engagement by tracking participation in core class writing assignments and increasing opportunities for one-on-one instruction with highly qualified teachers. These actions ensured that English Learner students had access to both individualized academic support and language development opportunities throughout the 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.

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The actions taken this year to support English Learners have demonstrated strong effectiveness in promoting academic growth and engagement. A dedicated team of three teachers developed and implemented Individualized Learning Plans (ILPs) for all English Learner students. These plans included research-based strategies tailored to student needs and were monitored through monthly data collection. Ongoing collaboration with students and teachers ensured strategies were adjusted as needed for maximum impact.

To support students preparing for the ELPAC exam, the team also hosted skills webinars that focused on targeted practice and test-taking strategies. These efforts contributed to clear gains in student performance and engagement.

Additionally, students demonstrated improved participation and success in core classes, with increased completion of writing assignments and more students receiving one-on-one support from highly qualified teachers. These trends reflect the effectiveness of personalized instructional planning and increased academic support.

Looking ahead, the team is refining the ILP planning tool to improve usability and ensure baseline data is clearly included. This refinement will support even more targeted and responsive instruction in the future.]

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 changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflections on prior practice confirmed that the current strategies are aligned with student needs and will continue to be implemented as planned.]

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
[Action #1]	[Give local assessments/benchmark assessments]	[Students will complete Fall and Spring local/benchmark assessments in Mathematics and Reading. Upon results, San Diego Virtual will provide an individualized plan that will assist in building the necessary skills and concepts to build grade level competency, and an additional Reading Fundamentals course will be added to the student’s coursework, if needed. Reading Fundamentals includes grammar, vocabulary, and comprehension skills, and is maintained, tutored, and assessed by our teachers on a daily basis.]	[\$125,000]	[Yes]
[Action #2]	[Give ELPAC exam]	[Testing administrators worked extensively with the families, informing each of the significance of the assessment, ensuring devices and connectivity issues were solved, and assessments were given.]	[\$50,000]	[Yes]
[Action #3]	[Maintain contract with Edmentum (Curriculum)]	[The Edmentum Curriculum is the curriculum that San Diego Virtual School utilizes school-wide. However, modifications and amendments were made to each individual student, including the English Language Learners, to ensure vocabulary-rich content was throughout, complete with listening and speaking activities, to build proficiency.]	[\$81,000]	[Yes]
[Action #4]	[Have Credentialed Teacher with English Language Certification work with ELL students]	[Our English teacher will monitor, assess, and provide intervention for the ELL learners in the program]	[\$112,500]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #4]	[Improve academic achievement for underperforming students through a comprehensive Multi-Tiered System of Support (MTSS) which includes academic improvement with Response to Intervention, social emotional learning, and student engagement.]	[Focus Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 5: Student Engagement, Priority 6: School Climate, Priority 7: Course Access, Priority 8: Pupil Outcomes]

An explanation of why the LEA has developed this goal.

[San Diego Virtual School identifies students in need of support based on benchmark assessments, and other forms of data such as teacher observations, meetings with the counselors, and meetings with the Student Success Coordinator. We have developed a multi-tiered system of support to ensure we are teaching the whole student, identifying and removing barriers to learning, and providing support for students to succeed academically and emotionally. The MTSS team works with all members of staff, students, and families to provide the best services and to reduce barriers to learning.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of growth on local assessments for students in MTSS]	[67% of students in the MTSS increased their performance on local diagnostic exams]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of students in MTSS grew at least one grade level on local assessments]	[Insert current difference from baseline here]
[Metric #2]	[Percentages of grades D, F, and NG for all students on report cards]	[18.4% of students received either a D or NG in the first semester.]	[21.2% of students received either a D or NG in the first semester.]	[Insert outcome here]	[0% of grades D, F, and NG for all students on report cards]	[2.8% increase]
[Metric #3]	[Percentage of students who report feeling accepted in their school community]	[88.5% of students report feeling accepted by the school community.]	[97% of students report feeling accepted by the school community as indicated on first semester survey data.]	[Insert outcome here]	[100% of students report feeling accepted by the school community]	[8.5% increase]
[Metric #4]	[Percentage of students who are enrolled in the MTSS program]	[13% of students are enrolled in the MTSS program]	[12% of students are enrolled in the MTSS program]	[Insert outcome here]	[7% of students are enrolled in the MTSS program]	[1% decrease]
[Metric #5]	[Percentage of students who graduate from the MTSS program]	[14% of students who were enrolled in the MTSS graduated from MTSS in the 2023-24 school year]	[22% of students who were enrolled in the MTSS graduated from MTSS in the 2024-25 school year]	[Insert outcome here]	[80% of students graduate from the MTSS program]	[8% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 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.

[San Diego Virtual School implemented a Multi-Tiered System of Support (MTSS) designed to address academic achievement, student engagement, and social-emotional learning for underperforming students. All students complete local diagnostic assessments at the beginning of the year—or upon enrollment—to establish baseline performance levels. These assessments are administered again at the end of the year to measure growth.

The MTSS team is composed of the RTI Coordinator, both school counselors, the Student Success Coordinator, and the principal. This team meets monthly, as well as after each progress report and report card cycle, to review student attendance and academic performance and to identify students in need of support. Teachers can also refer students to the MTSS program by completing a Google Form when they have concerns. Once a student is referred, a team member is assigned to the case and serves as the point of contact for the student’s Teacher of Record and the broader MTSS team.

In addition to regular check-ins and updates during monthly meetings, the team collaborates to ensure that communication efforts are consistent and effective, including reassigning outreach when initial contact has not been successful.

To support students’ sense of belonging and connection to the school community, SDVS also provides access to student clubs, virtual and in-person field trips, and events like CTE field trips and other school activities that foster social-emotional growth and student engagement.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The implemented actions under this goal were highly effective, as evidenced by improvement across all related metrics. The MTSS framework enabled the team to identify and support struggling students in a timely and personalized manner. As a result, we saw an increase in students graduating from the MTSS program and a decrease in new referrals, indicating that more students are finding academic and social-emotional success before needing intensive intervention. This reflects strong alignment between our support systems and student needs, and confirms that our efforts are contributing to meaningful, positive outcomes.]

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

[No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflections on prior practice confirmed that the current strategies are aligned with student needs and will continue to be implemented as planned.]

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
[Action #1]	[Give local assessments/benchmark assessments]	[Benchmark assessments will be implemented for each student in the Fall and Spring, according to the need, with a prescriptive list of interventions applied to each student in MTSS.]	[\$150,000]	[Yes]
[Action #2]	[Monitor academic progress of students in MTSS]	[The MTSS team will closely monitor students who are receiving D/F on their progress report and/or report card, to identify where the interventions need to take place. Additionally, they will meet after each learning period to go through the list of students who are in the program to assess progress.]	[\$50,000]	[Yes]
[Action #3]	[Monitor MTSS enrollment]	[Based on counselor meetings, assessments, and academic progress MTSS Committee will make a recommendation for student and/or family services.]	[\$35,000]	[Yes]
[Action #4]	[Hold monthly MTSS meetings to analyze the MTSS form and make updates]	[Based on teacher assessments and investigation conducted by the MTSS team, students will be placed in the correct services to eliminate educational barriers. The team will meet monthly to assess student progress and the need to continue with MTSS services.]	[\$35,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #5]	[Unify professional development (PD) with strategic technology integration in a long-range plan designed to meet student needs.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 1: Basic, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes]

An explanation of why the LEA has developed this goal.

[With the ever-changing world we live in, and the fact that we are a virtual school, technology tools are in demand within the SDVS program. A long-range plan that aligns with the student needs, including the curriculum, Google Suite Enterprise tools, and screen share products to help assist our teachers in providing instruction are embedded throughout the school year. In addition to professional development in technology, a focus on maintaining a culturally relevant curriculum and teaching, providing support for our students' social emotional health and well-being, and addressing curriculum and evaluating student data, San Diego Virtual takes all measures to ensure that teachers are adequately prepared to teach the whole student.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of participation in PD sessions focused on technology]	[40% participation in PD sessions focused on technology]	[92% participation in PD sessions focused on technology]	[Insert outcome here]	[100% staff participation in PD opportunities]	[52% increase]
[Metric #2]	[Percentage of student population who access their SDVS Google Drive]	[75% of students accessed their Google Drive in the first semester]	[90% of students accessed their Google Drive in the first semester]	[Insert outcome here]	[100% of students access their SDVS Google Drive]	[15% increase]
[Metric #3]	[Percentage of staff and teachers who find value in the offered PD]	[74% of teachers report the PD as valuable]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of staff find PD valuable]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of staff and teachers who find feel the current technology meets the needs of our students]	[81.4% of teachers report the the current technology meets the needs of our students]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of teachers report the the current technology meets the needs of our students]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 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.

[This year, we implemented a dedicated in-house professional development (PD) series focused on technology integration. An hour was set aside during regularly scheduled PD days—when the full staff is present—to ensure equitable access and engagement. These sessions were led by our Instructional Technology Coach, a Google Certified Trainer, who designed content based on staff feedback collected through pre-session interest forms. This approach ensured that the training was tailored to staff needs and interests. As a result, participation rates increased significantly, and informal feedback indicates that most staff members found these sessions highly valuable and directly applicable to their work with students.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The technology-focused professional development was highly effective. Participation increased significantly compared to the previous year, and the relevance of the training—designed in response to staff input—led to positive feedback from participants. Staff reported that the sessions were practical, immediately applicable, and helped them integrate technology more confidently into instruction. The increase in student access to tools like Google Drive further suggests that staff were able to implement strategies learned in PD to support student engagement and digital literacy.]

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 changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflections on prior practice confirmed that the current strategies are aligned with student needs and will continue to be implemented as planned.]

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
[Action #1]	[Maintain contract with Google Workspace for School & Google Voice]	[Google Workspace is a new and improved, integrated network of apps that will help facilitate teaching and learning within the San Diego Virtual School program. Enhanced live lessons, breakout rooms, and chat features will be available to provide real-time learning, as well as app features for productivity for students and teachers, including word and spreadsheet capabilities that will allow for real-time intervention and learning.]	[\$15,000]	[Yes]
[Action #2]	[Generate G-Suite professional development calendar]	[Having a teacher on staff that is Google Certified, as well as able to provide important information, videos, and instructions on the newest technology and apps that will benefit our students and staff is essential. This teacher offers a personalized professional development approach based on the teacher's needs.]	[\$20,000]	[Yes]
[Action #3]	[Offer professional development in Technology Platforms]	[With various professional developments in technology throughout the school year, teachers are able to stay current and up to date on new platforms that can increase engagement and learning.]	[\$15,000]	[Yes]
[Action #4]	[Offer professional development in Social Emotional Learning]	[Counselors provide includes extensive professional development in areas of suicide prevention, stress management, depression prevention, study skills, engagement, and others. Additionally, they send monthly PD opportunities to the staff which are given by the San Diego County Office of Education.]	[\$15,000]	[Yes]
[Action #5]	[Create a professional learning network]	[Teachers have created a network of apps and tools that are aligned to student needs and curriculum. They hold meetings to train colleagues on using new tools and give information on new features due to updates. Teachers also share tools using the schools' Google resources.]	[\$5,000]	[Yes]

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #6]	[Cultivate a supportive learning environment that fosters academic engagement and prioritizes the social-emotional well-being of all students.]	[Maintenance of Progress Goal]

State Priorities addressed by this goal.

[Priority 3: Parental Involvement and Family Engagement, Priority 5: Student Engagement, Priority 6: School Climate]

An explanation of why the LEA has developed this goal.

[At SDVS we understand that the whole student must be part of the learning experience. We continue to focus on supporting students with the assistance of our two counselors as they provide additional support and resources to facilitate and work through a student’s mental health needs.]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	[Percentage of students in MTSS referred to a counselor]	[40% of students in the MTSS program were referred to the counseling team]	[20% of students in the MTSS program were referred to the counseling team]	[Insert outcome here]	[20% of students require counseling after being referred to MTSS]	[20% decrease]
[Metric #2]	[Percentage of students/families participating in counseling either one-on-one or in a group]	[16% of students/families participated in counseling either one-on-one or in a group]	[15% of students/families participated in counseling either one-on-one or in a group]	[Insert outcome here]	[25% of students/families participating in counseling either one-on-one or in a group]	[1% increase]
[Metric #3]	[Percentage of 9th and 11th grade students who complete the CHKS survey]	[19% of 9th and/or 11th grade students completed the CHKS survey]	[Waiting for Second Semester Data]	[Insert outcome here]	[100% of 9th and 11th graders completed the CHKS survey]	[Insert current difference from baseline here]
[Metric #4]	[Percentage of student participation in mental health based clubs]	[2% of students participated in mental health based clubs]	[5% of students participated in mental health based clubs]	[Insert outcome here]	[10% of students participated in mental health based clubs]	[3% increase]
[Metric #5]	[Percentage of students who precipitate in student-run clubs]	[8% of students participated in student-run clubs]	[22% of students participated in student-run clubs]	[Insert outcome here]	[20% of students participate in student-run clubs]	[14% increase]
[Metric #6]	[Percentage of students attending educational field trips]	[21% of students attended an educational field trip]	[35% of students attended an educational field trip]	[Insert outcome here]	[50% of students attended an educational field trip]	[14% increase]

Insert or delete rows, as necessary.

Goal Analysis for [LCAP 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.

[This year, we implemented a range of strategies to support students’ social-emotional well-being and academic engagement. Teachers used a referral form to recommend students for SEL support through MTSS, and we saw a decrease in the number of students requiring counseling services—suggesting earlier identification and improved overall student well-being.

To increase counseling access, our enrollment process included informing students and families about available mental health services, such as Care Solace and one of our counselors who is a Licensed Clinical Social Worker (LCSW). Students and families were also encouraged to participate in one-on-one or group counseling as needed.

To support participation in the California Healthy Kids Survey (CHKS), counselors asked Teachers of Record (TORs) to share the survey with students in grades 9–11. This effort helps us maintain eligibility for the COPES Grant, which supports suicide prevention programs.

To promote student involvement in mental health awareness, teachers encouraged students to join virtual community groups, including a student-run mental health club facilitated by counselors and “Bring Change 2 Mind” (BC2M), a national initiative that empowers youth to reduce stigma and promote empathy in school communities.

We also increased engagement through student-run clubs, which any student can initiate by submitting a proposal via Google Form to the principal. These clubs are mentored by staff members and reflect student interests.

Field trips were another key strategy for connection. Teachers promoted them during daily conversations with students, and all events were posted on ParentSquare and on the school’s online calendar to ensure wide visibility and participation.]

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

[There were no material differences between the budgeted expenditures and the estimated actual expenditures. Additionally, the planned percentage of improved services for unduplicated students remained consistent with the estimated actual percentage. All funds were allocated and used as intended to support the actions and services outlined in the LCAP.]

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

[The strategies implemented to foster a supportive learning environment and prioritize social-emotional well-being were effective. We observed improvements across multiple metrics, including increased student participation in clubs, field trips, and mental health-based activities, as well as a reduction in the number of students requiring counseling referrals. These outcomes suggest that students are feeling more connected and supported within the school community. As a result, we plan to continue promoting these initiatives, such as:

student-run clubs, SEL support through MTSS, SEL support through VCG, SEL support through BC2M, and accessible counseling services, in the coming year to maintain and build upon this positive momentum.]

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 changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflections on prior practice confirmed that the current strategies are aligned with student needs and will continue to be implemented as planned.]

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
[Action #1]	[Offer mental health counseling to all students]	[San Diego Virtual School counselors have developed individual counseling sessions for students for academic and/or social emotional needs. These counselors include one practicing clinical social worker and a school counselor. In addition to individual counseling, weekly virtual community groups are conducted, ranging from topics of social anxiety to post graduate plans. These virtual community groups are grouped by grade level, which includes our middle school students and high school students.]	[\$75,000]	[Yes]
[Action #2]	[Give online mental health workshops for students and families]	[Workshops were conducted via Google Meet by San Diego Virtual counselors hosting the event. They provided tips on study skills, time management, anxiety, peer pressure, and suicide prevention]	[\$50,000]	[Yes]
[Action #3]	[Maintain the counseling website]	[Our counselors created a website for families and students of SDVS, so they can have access to resources concerning mental health, housing, healthcare, food distribution, academic services, and tips on being successful in our online environment. This website provides many resources for our families, and helps our teachers to better disseminate information provided from the website.]	[\$5,000]	[Yes]

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,147,166	\$103,472

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
22.50%	0%	\$0.00	22.50%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal and Action #1]	[After reviewing enrollment and academic data, we found that a significant portion of our low-income students were credit deficient upon enrollment. This puts them at risk of not graduating on time and not being prepared for post-secondary opportunities.]	[This is an LEA-wide goal because over 50% of our total student population is socioeconomically disadvantaged. The actions within this goal—including individualized credit monitoring, college and career counseling, and targeted support—are designed to ensure these students receive the guidance and resources needed to graduate and succeed after high school. Since the majority of our students fall into the unduplicated category, offering this support schoolwide ensures we do not miss students who need it while maintaining equity in access.]	[The metrics listed in Goal 1 (such as the percentage of seniors who receive credit completion letters, participation in college and career planning, Algebra 1 completion rates, and CTE event participation) will be used to measure the effectiveness of these actions in improving outcomes for unduplicated students.]

Insert or delete rows, as necessary.

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
[Goal and Action # 3]	[After reviewing performance data for English Language Learners (ELLs) and gathering input from staff, we identified the need for a more structured and individualized support system for multilingual students. The data showed that while many ELL students were making progress, a more tailored approach could accelerate language acquisition and academic achievement.]	[To meet this need, we developed Individualized Learning Plans (ILPs) for each ELL student. These ILPs include baseline data, academic goals, language development strategies, and progress monitoring tools. The plans are shared with all of a student’s teachers, providing built-in strategies for differentiated instruction and enabling teachers to support students more effectively during one-on-one sessions. This targeted approach ensures that every ELL student receives consistent, personalized support across all classes.]	[All metrics listed in Goal 3 (such as growth on local diagnostic assessments, progress on the ELPAC exam, writing assignment completion in core classes, one-on-one work with highly qualified teachers, and ELA course grades) will be used to monitor the success of this action and its impact on English Learner outcomes.]

Insert or delete rows, as necessary.

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.

[N/A]

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.

[N/A]

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]

California Department of Education
November 2023

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Virtual School

CDS Code: 37-68213-0123224

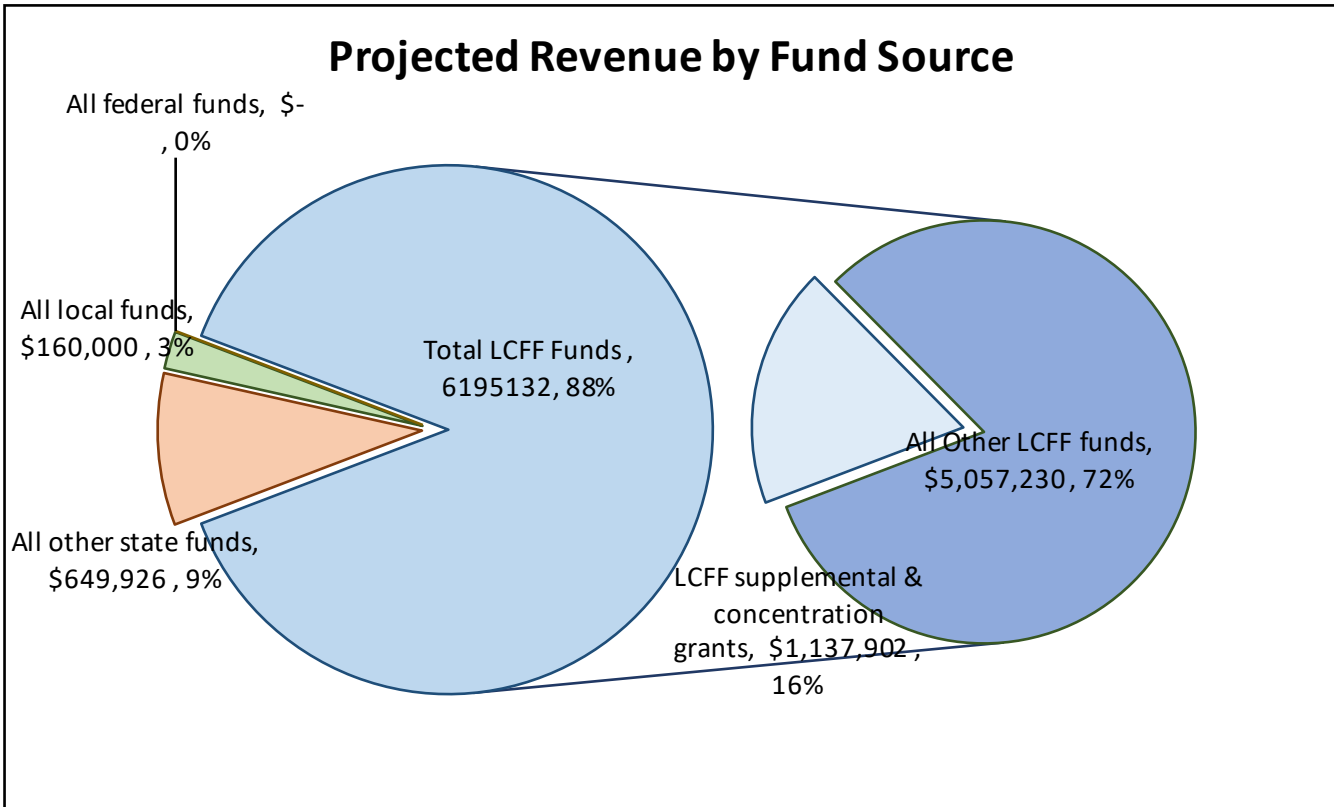
School Year: 2025-26

LEA contact information: Brennan McLaughlin

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

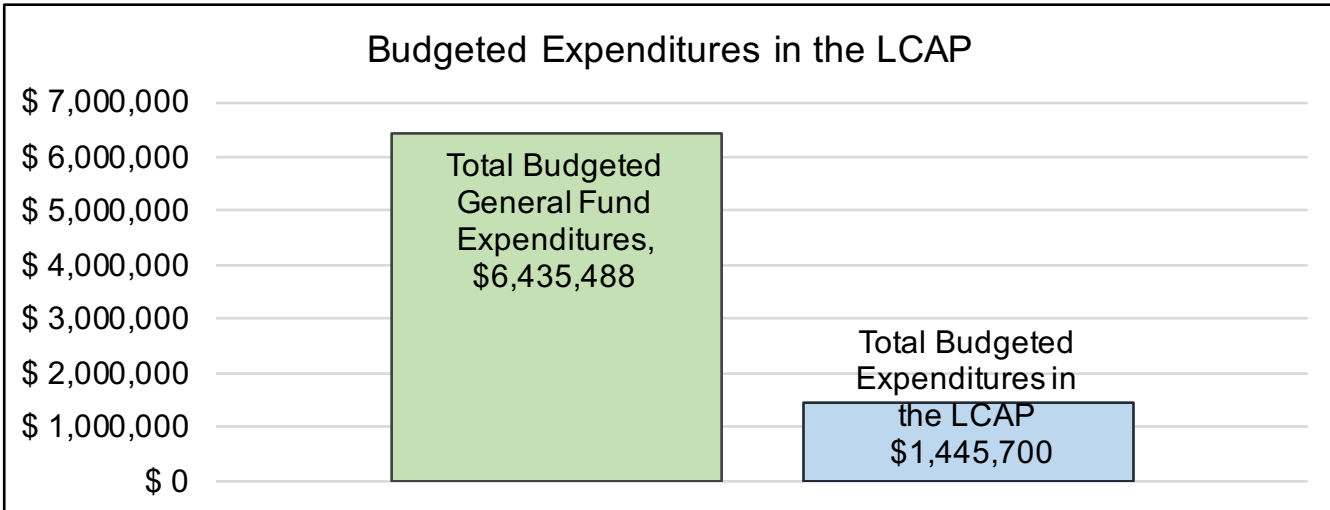


This chart shows the total general purpose revenue San Diego Virtual School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Virtual School is \$7,005,058.00, of which \$6,195,132.00 is Local Control Funding Formula (LCFF), \$649,926.00 is other state funds, \$160,000.00 is local funds, and \$0.00 is federal funds. Of the \$6,195,132.00 in LCFF Funds, \$1,137,902.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much San Diego Virtual School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Virtual School plans to spend \$6,435,488.00 for the 2025-26 school year. Of that amount, \$1,445,700.00 is tied to actions/services in the LCAP and \$4,989,788.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

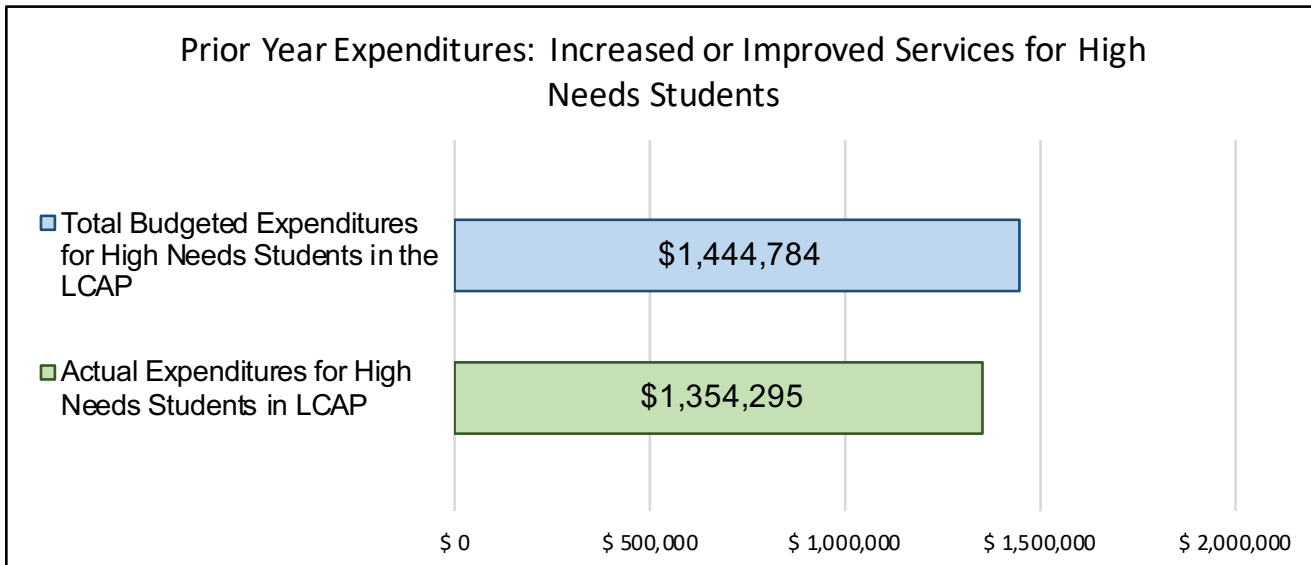
General Fund expenditures not included in the LCAP included administrative salaries, benefits, and CalSTRS & CalPERS pension costs. Additional expenditures include expenses for marketing, audit services, legal fees, facility costs, and district oversight.

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

In 2025-26, San Diego Virtual School is projecting it will receive \$1,137,902.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Virtual School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Virtual School plans to spend \$1,445,700.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, San Diego Virtual School's LCAP budgeted \$1,444,784.00 for planned actions to increase or improve services for high needs students. San Diego Virtual School actually spent \$1,354,295.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$90,489.00 had the following impact on San Diego Virtual School's ability to increase or improve services for high needs students:

For the fiscal year 2024-25, actual expenditures for actions and services to increase or improve services for high needs students did come less than budgeted expenditures. However, there was no impact to planned services because the \$1,354,295 that was spent by San Diego Virtual School was enough funding to fully implement the School's services for our high needs students and was significantly more than the \$1,065,305 c

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,057,230	\$ 1,137,902	22.50%	0.00%	22.50%	\$ 1,445,700	28.59%	57.17%	Total:	\$ 1,445,700
								LEA-wide Total:	\$ 1,445,700
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
Goal 1	1	Credit Recovery Diplomas Earned Data M	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 4,200	0.08%
Goal 1	2	Transcript Evaluations	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 123,000	2.43%
Goal 1	3	Providing Laptop Devices	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 95,000	1.88%
Goal 1	4	No Grades Earned Data Monitoring and A	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 115,000	2.27%
Goal 2	1	Academic Counseling	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 130,000	2.57%
Goal 2	2	College / Career Webinars & Workshops	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 25,000	0.49%
Goal 2	3	Monitoring Algebra 1 Course Credits	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 115,000	2.27%
Goal 3	1	Local Assessmnets / Benchmark Assessr	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 125,000	2.47%
Goal 3	2	ELPAC Exams	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 50,000	0.99%
Goal 3	3	Edmentum Curriculum	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 81,000	1.60%
Goal 3	4	Credentialed Teacher with EL Certificator	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 112,500	2.22%
Goal 4	1	Local Assessmnets / Benchmark Assessr	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 150,000	2.97%
Goal 4	2	Monitor Academic Progress of MTSS Stud	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 50,000	0.99%
Goal 4	3	Monitor MTSS Enrollment	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 35,000	0.69%
Goal 4	4	Monthly MTSS meetings to analyze MTSS	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 35,000	0.69%
Goal 5	1	Contact with Google Workspace & Google	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 15,000	0.30%
Goal 5	2	Create G-Suite Professional Development	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 20,000	0.40%
Goal 5	3	Professional Development in Technology	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 15,000	0.30%
Goal 5	4	Professional Development in SEL	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 15,000	0.30%
Goal 5	5	Create a Professional Learning Network	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 5,000	0.10%
Goal 6	1	Mental Health Counseling	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 75,000	1.48%
Goal 6	2	Mental Health Workshops for students & fe	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 50,000	0.99%
Goal 6	3	Maintain the Counseling Website	Yes	LEA-wide	English Learners and Low-Income	All Grades	\$ 5,000	0.10%
							\$ -	0.00%
							\$ -	0.00%

2025-26 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,445,700	\$ -	\$ -	\$ -	1,445,700	\$ 1,127,000	\$ 318,700

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal 1	1	Credit Recovery Diplomas Earned Data Monitoring	All	\$ 4,200	\$ -	\$ -	\$ -	\$ 4,200
Goal 1	2	Transcript Evaluations	All	\$ 123,000	\$ -	\$ -	\$ -	\$ 123,000
Goal 1	3	Providing Laptop Devices	All	\$ 95,000	\$ -	\$ -	\$ -	\$ 95,000
Goal 1	4	No Grades Earned Data Monitoring and Analysis	All	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000
Goal 2	1	Academic Counseling	All	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
Goal 2	2	College / Career Webinars & Workshops	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
Goal 2	3	Monitoring Algebra 1 Course Credits	All	\$ 115,000	\$ -	\$ -	\$ -	\$ 115,000
Goal 3	1	Local Assessmnets / Benchmark Assessmentrd	All	\$ 125,000	\$ -	\$ -	\$ -	\$ 125,000
Goal 3	2	ELPAC Exams	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
Goal 3	3	Edmentum Curriculum	All	\$ 81,000	\$ -	\$ -	\$ -	\$ 81,000
Goal 3	4	Credentialed Teacher with EL Certification	All	\$ 112,500	\$ -	\$ -	\$ -	\$ 112,500
Goal 4	1	Local Assessmnets / Benchmark Assessmentrd	All	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
Goal 4	2	Monitor Academic Progress of MTSS Students	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
Goal 4	3	Monitor MTSS Enrollment	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
Goal 4	4	Monthly MTSS meetings to analyze MTSS Program	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
Goal 5	1	Contact with Google Workspace & Google Voice	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Goal 5	2	Create G-Suite Professional Development Calendar	All	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
Goal 5	3	Professional Development in Technology	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Goal 5	4	Professional Development in SEL	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
Goal 5	5	Create a Professional Learning Network	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
Goal 6	1	Mental Health Counseling	All	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000
Goal 6	2	Mental Health workshops for students & families	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
Goal 6	3	Maintain the Counseling Website	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
				\$ -	\$ -	\$ -	\$ -	\$ -

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,444,784.00	\$ 1,354,294.68

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)
Goal 1	1	Credit Recovery Diplomas Earned Data Monitoring	Yes	\$ 4,200	\$ 4,200
Goal 1	2	Transcript Evaluations	Yes	\$ 122,995	\$ 125,542
Goal 1	3	Providing Laptop Devices	Yes	\$ 94,000	\$ 56,000
Goal 1	4	No Grades Earned Data Monitoring and Analysis	Yes	\$ 115,000	\$ 11,500
Goal 2	1	Academic Counseling	Yes	\$ 130,000	\$ 82,128
Goal 2	2	College / Career Webinars & Workshops	Yes	\$ 25,000	\$ 82,128
Goal 2	3	Monitoring Algebra 1 Course Credits	Yes	\$ 115,000	\$ 199,954
Goal 3	1	Local Assesssmnets / Benchmark Assessmentd	Yes	\$ 125,000	\$ 125,000
Goal 3	2	ELPAC Exams	Yes	\$ 50,000	\$ 50,000
Goal 3	3	Edmentum Curriculum	Yes	\$ 81,000	\$ 77,627
Goal 3	4	Credentialed Teacher with EL Certification	Yes	\$ 112,589	\$ 116,306
Goal 4	1	Local Assesssmnets / Benchmark Assessmentd	Yes	\$ 150,000	\$ 150,000
Goal 4	2	Monitor Academic Progress of MTSS Students	Yes	\$ 50,000	\$ 36,793
Goal 4	3	Monitor MTSS Enrollment	Yes	\$ 35,000	\$ 36,793
Goal 4	4	Monthly MTSS meetings to analyze MTSS Program	Yes	\$ 35,000	\$ 36,793
Goal 5	1	Contact with Google Workspace & Google	Yes	\$ 15,000	\$ 15,000
Goal 5	2	Create G-Suite Professional Development	Yes	\$ 20,000	\$ 20,000
Goal 5	3	Professional Development in Technology	Yes	\$ 15,000	\$ 15,000
Goal 5	4	Professional Development in SEL	Yes	\$ 15,000	\$ 34,510
Goal 5	5	Create a Professional Learning Network	Yes	\$ 5,000	\$ 5,000
Goal 6	1	Mental Health Counseling	Yes	\$ 75,000	\$ 34,510
Goal 6	2	Mental Health Workshops for students &	Yes	\$ 50,000	\$ 34,510
Goal 6	3	Maintain the Counseling Website	Yes	\$ 5,000	\$ 5,000
				\$ -	\$ -
				\$ -	\$ -

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,943,754	\$ 1,065,305	0.00%	21.55%	\$ 1,354,295	39.46%	66.85%	\$0.00 - No Carryover	0.00% - No Carryover