Resumen Presupuestario LCFF para los Padres

Nombre de la Agencia Educativa Local (LEA): Vista Norte Public Charter
Código CDS: 36-67736-0136937
Ciclo Escolar: 2025-26
Información de contacto del LEA:
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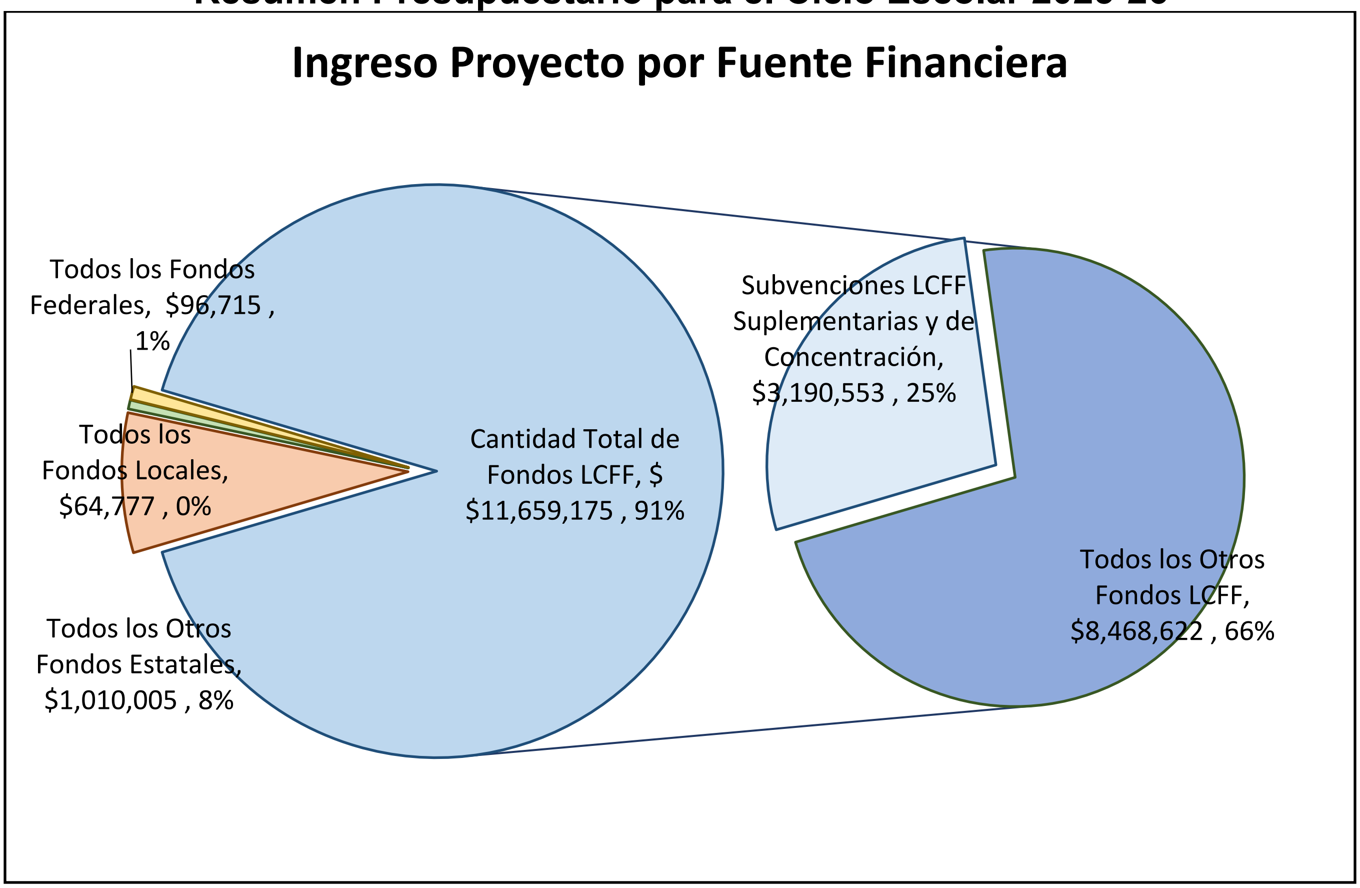
Los distritos escolares reciben financiamiento de distintas fuentes: fondos estatales bajo la Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés), otros fondos estatales, locales y federales. Fondos LCFF incluyen un nivel base de financiamiento para todos los LEA y financiamiento adicional - llamados subvenciones "suplementarias y de concentración" - para LEA basado en la inscripción de alumnos de altas necesidades (jóvenes de crianza temporal, estudiantes del inglés y alumnos de escasos recursos).

Resumen Presupuestario para el Ciclo Escolar 2025-26

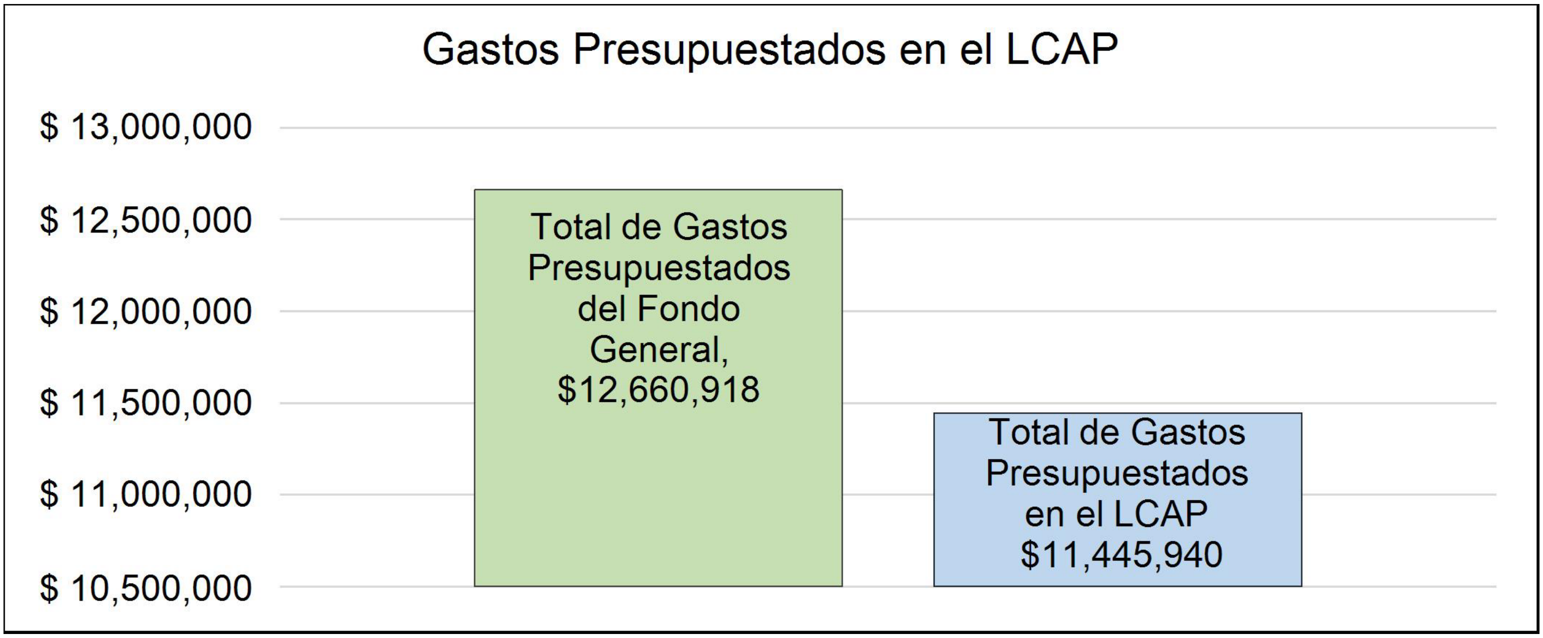


Esta gráfica demuestra el total de los ingresos de propósito general que el Vista Norte Public Charter espera recibir en el próximo año de todas las fuentes.

La descripción en texto para la tabla anterior es lo siguiente: El total de los ingresos proyectados para el Vista Norte Public Charter es $12,830,672, del cual $11,659,175.00 es Formula de Financiamiento y Control Local (LCFF), $1,010,005.00 son otros fondos estatales, $64,777.00 son fondos locales y $96,715.00 son fondos federales. De los $11,659,175.00 en Fondos LCFF, $3,190,553.00 es generado basado en la inscripción de alumnos de altas necesidades (jóvenes de crianza temporal, estudiantes del inglés y alumnos de escasos recursos).

Resumen Presupuestario LCFF para los Padres

El LCFF les da a los distritos escolares mayor flexibilidad sobre como decidir usar los fondos estatales. A cambio, los distritos deben trabajar con los padres, educadores, alumnos y la comunidad para desarrollar un Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) que muestra como ellos usarán los fondos para brindar servicio a los alumnos.



Esta gráfica ofrece un breve resumen sobre cuanto planea usar Vista Norte Public Charter para el 2025-26. Muestra cuanto del total está vinculado a acciones y servicios planeados en su LCAP.

La descripción en texto para la tabla anterior es lo siguiente: El Vista Norte Public Charter planea gastar $12,660,918.00 para el Ciclo Escolar 2025-26. De esa cantidad, $11,445,940.00 está vinculado a acciones/servicios en el LCAP y $1,214,978 no está incluido en el LCAP. Los gastos presupuestados que no están incluidos en el LCAP serán utilizados para lo siguiente:

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

Audit fees
Legal expenses
Association fees
Special Education expenditures
Mandated Block expenditures
Ancillary Grants
Educator Effectiveness Block Grant
CYBHI/ Children and Youth Behavioral Health Initiative School-Linked Partnership and Capacity Grant
LSPD/Literacy Screenings Professional Development
AMS Prop 28: Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act – Prop 28
California Community Schools Partnership Program

Mayores o Mejores Servicios para los Alumnos de Altas Necesidades en el LCAP para el Ciclo Escolar 2025-26

En 2025-26, el Vista Norte Public Charter está proyectando que recibirá $3,190,553.00 basado en la inscripción de jóvenes de crianza, estudiantes del inglés y escasos recursos. El Vista Norte Public Charter debe describir como planea aumentar o mejorar servicios para alumnos de altas necesidades en el LCAP. El Vista Norte Public Charter planea gastar $3,190,553.00 hacia el cumplimiento de este requisito, según se describe en el LCAP.

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

Goal #1: Increase Academic Progress

- Action 1: English language learners and LTELs support staff, interventions, and materials.
- Action 2: All academic interventions and program materials.
- Action 3: Tutoring and support for students.
- Action 4: Counseling students toward graduation and materials
- Action 5: Student activities that increase learning efforts.
- Action 7: Professional Development for English learners.

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

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

Goal #3: Increase Student Retention

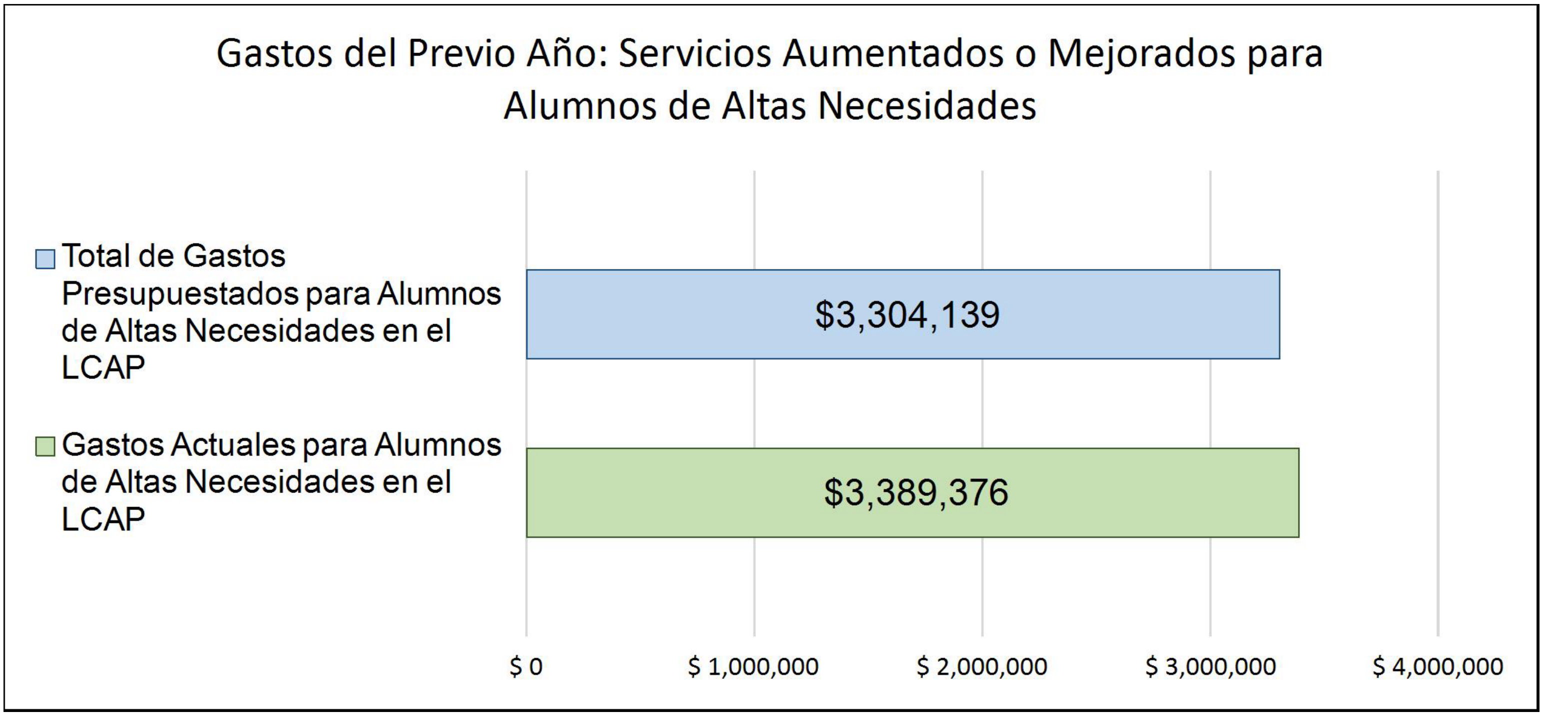
- Action 1: Student Retention Support personnel and incentive programs.
- Action 2: Social-emotional, trauma support services and materials.
- Action 3: Transportation for English learners, LTELs, low income, and foster youth students.
- Action 4: Access to nutrition for English learners, low-income, and foster youth students.

Goal #4: Increase Educational Partner Engagement

- Action 1: Community/Parent Liaison and meaningful school activities.
- Action 2: Translation services and contracted services for outreach.
- Action 3: Educational partner events, personnel, and materials for engagement.

Resumen Presupuestario LCFF para los Padres

Actualización sobre Mayores o Mejores Servicios para Alumnos de Altas Necesidades en 2024-25



Esta gráfica compara lo que el Vista Norte Public Charter presupuestó en el LCAP del año pasado para acciones y servicios que contribuyen a mayores o mejores servicios para alumnos de altas necesidades con lo que el Vista Norte Public Charter estima ha gastado en acciones y servicios que contribuyen a aumentar o mejorar servicios para alumnos de altas necesidades en el ciclo escolar actual.

La descripción en texto para la tabla anterior es lo siguiente: En 2024-25,el Vista Norte Public Charter presupuestó en su LCAP $3,304,139.00 para acciones planeadas para aumentar o mejorar servicios para alumnos de altas necesidades. El Vista Norte Public Charter en verdad gastó $3,389,376.00 para acciones para aumentar o mejorar servicios para alumnos de altas necesidades en 2024-25.

La diferencia entre los gastos presupuestados y reales de $85,237 tuvo el siguiente impacto sobre la habilidad del Vista Norte Public Charter por aumentar o mejorar servicios para alumnos de altas necesidades:

Students received support in critical areas of socioemotional and academic needs through student-centered interventions such as counseling and tutoring.

Plan de Rendición de Cuentas con Control Local

Las instrucciones para completar el Plan de Rendición de Cuentas con Control Local (LCAP, por sus siglas en inglés) se encuentran después de la plantilla.

Nombre de la Agencia Educativa Local (LEA)	Nombre y Cargo del Contacto	Correo Electrónico y Teléfono
Vista Norte Public Charter	Shellie Hanes Area Superintendent	principal@vistanortecharter.org (909) 509-5496

Resumen del Plan [2025-26]

Información General

Una descripción del LEA, sus escuelas y sus alumnos en kínder de transición a 12° grado, según corresponde al LEA.

Vista Norte Public Charter (VN or VNPC) is a Dashboard Alternative School Status (DASS) school serving 667 students in Transitional Kindergarten (TK) through Grade 12. TK through 12th grade falls within the independent study personalized learning model. VNPC has resource centers located in San Bernardino and Riverside counties. Our enrollment comprises a diverse population of students: 28.2% English Learners, 1.3% Foster Youth, 5.1% Homeless, 88.1% socio-economically Disadvantaged, and 14.7% Students with Disabilities. We operate under the premise that increased parental involvement, increased amounts of one-on-one supervising teacher and student interaction, student-driven participation in the learning process, wide availability of home- and school-based technology access, Small Group Instruction (SGI) courses, English Language Learner support, and flexible academic options are the keys to success in today's youth. Therefore, our personalized learning model is tailored to the needs and interests of each student through the collaborative creation of an Individual Learning Plan (ILP) that tracks students' graduation progress and encourages participation in career and college readiness academic opportunities both at the school directly and through virtual options.

Our mission is to engage students in learning who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college readiness through our integrated and personalized program of job readiness coursework and standards-based curriculum. Some students need the flexibility of an independent study model to meet family obligations, such as work or childcare needs. Many of our students reflect a diverse community with often low-income and English as a second language as a barrier to academic success. Some students may have been unsuccessful in the traditional school setting and simply seek an alternative choice in curriculum programs. The school offers alternative choices through site-based learning, independent study, home study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

Our school model is centered on the principle that flexible instruction means students have access to their supervising teacher, tutor, and counselor both from the home via remote/online resources and also at the center in person. Personalized learning is the central focus of how can support our student population. Each student comes to our school with their own story, whether it be a deficiency in their academic credits, a history of missing school through absences, or stressors within their family unit that have impacted their education. The intent is to engage each student in a learning process that is productive and meaningful. We use multiple data points to assess student academic achievement progress through regular recording of detailed learning records, compiling student work samples, and conducting both local and annual state-mandated testing programs. The school offers this personalized learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent, and lifelong learners beyond graduation. We are a year-round credit recovery program and have structured our academic year into 13 Learning Periods (LP).

We have worked to expand our CTE and college dual enrollment programs in support of our LCAP goals. Students are provided with multiple college options through articulated agreements with local community colleges and they receive both high school and college credits on their academic transcripts upon course completion. The options provided to students were based on a student needs assessment that included student feedback, transcript analysis, and prior course completion percentages by our students. We also paired some of the course options with current and upcoming CTE pathways that are/will be offered by the school to maximize the amount of relevant credits for students to receive. Our goal is to continue expanding dual enrollment options to increase student proficiency in the completion of college-level work, blur the line between secondary and post-secondary continuation, and accustom students to the concept of learning as a lifetime endeavor.

Reflexiones: Desempeño Anual

Una reflexión del desempeño anual basado en un repaso de la Interfaz [Dashboard] Escolar de California y datos locales.

Reflections: Successes
We analyzed our school data using the CA Dashboard, DataQuest, our SARC, and our LCAP Annual Data Report, which aligns with the 8 state priorities. Although the school is identified for Comprehensive Support and Improvement (CSI), due to the federal graduation rate, and for Differentiated Assistance for student groups in the red, there were significant successes, as shared in the key metrics below.

Graduation Rate
Our CDE Dashboard Alternative School Status (DASS) Graduation rate was calculated at 84.7%. This is good for a DASS school serving students who enroll needing more than +30 credits to graduate on average. This is a +10.8% point increase from last year. 86% of our low-income students graduated English learners in 2024. Hispanic students were at 84.6%. Our African American, Asian, White, homeless, foster youth students with disabilities, and all other student groups did not have enough in the population to warrant a calculation. This shows that our mission of meeting students’ academic and social-emotional needs was effective. We plan to increase our success with our students by increasing such support as tutoring for all seniors.

Success Rate

Another important measure for us is our success rate, which is the percentage of students who graduate, along with the percentage that are retained or returned to their local school district. Our success rate was running high as of LP 7 at 99.82% and is up +4.91 percentage points. It has been high over the last three years and shows that our mission of meeting students' academic and social-emotional needs continues to be effective.

Retention Rate
One critical focus of our program is to improve the performance of our disengaged students and address social-emotional concerns such as trauma. We identify early on which students are not completing their schoolwork and then assign them tutors to ensure that they help support student learning. As of LP 7, our retention rate was 99.46%, which is a +6.56 percentage points growth compared to last year. This is due to the collaborative teamwork between our teachers, tutors, and counselors.

Credit Completion
Our credit completion rate is a very important local metric that helps to monitor progress towards graduation. It has increased over the last two years. With additional supports in place, such as tutoring, our students were able to earn, on average, +11% more credits compared to the baseline. Our English learners earned a +18% higher credit completion rate than the previous year. Students in the low-income and special education groups earned +.25 and +.11 points higher, respectively, in credit completion compared to last year. The foster youth student group also increased by +.14. The English learner group was +.39 points and above the All-student group. We expect to continue to increase our credit completion rates for all students so that they stay above 4.0 or higher each learning period.

Attendance
Our attendance rate is high at 86.83%. Although this is a -3.81% decrease, it is also above our expected outcome of 85%. Our teachers and retention support staff work to address the serious concerns we have for students dropping out. Additional re-engagement strategies could be helpful to students. Building relationships and staying connected to students has kept the non-completer rate low at 4.63%, which is below our 10% threshold.

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

School Survey Results
Our school survey data shows that 97% of our students felt connected this year. This is the same as last year and is over our expected outcome. This is an important metric for us, and we expect to be higher each year. Face-to-face interaction with a caring adult will help students feel connected. Additionally, 100% of the students surveyed said that they feel safe at school.

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

Parents are encouraged to participate in their students' education as well as school activities, events, and celebrations. This year, we had twice as many parents participate in our PAC and ELAC meetings. On the school survey, 97% said that they feel encouraged to participate this year, which is a +6 point increase from the previous year.

Standards were met for the following state indicators:
* Parent Engagement,
* Local Climate Survey,
* Access to a Broad Course of Study,
* Basic Teacher and Instructional Materials, and
* Implementation of Academic Standards.

How will we maintain our success?

We plan to maintain and build on our success by implementing our LCAP actions to fidelity, carefully monitoring our progress, and discussing our results within our professional learning community. We will continue to grow in our capacity as we engage in a process of continual improvement based on the Plan-Do-Study-Act model. Data discussions with teachers and administration will be grounded in learning community protocols aimed at improving performance on student outcomes.

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

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

Reflections: Identified Need

Our school is participating in Differentiated Assistance, and we are working with county experts. We did a robust needs analysis for student groups in the red on the CA Dashboard. We also used additional data, State and local metrics to identify student groups' performance gaps and resource inequities. We used student outcome data from the latest CA Dashboard, DataQuest, CALPADS reports, and local LCAP data tracking. The data shows that multiple areas must be addressed as goals and actions in the LCAP. Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes so that we can make program adjustments in areas that require improvement. As a professional network, we used a fishbone protocol for our needs assessment around our low graduation results. This revealed that multiple causes play into the graduation rate that needs to be managed, such as credit completion, attendance, student motivation, parent engagement, and tutoring.

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

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

5-Year Cohort Graduation Rate

The federal 4–5-year cohort graduation rate is very low and qualified us for CSI. The 5-year graduation rate was 24.3% in 2024 and 25% in 2023. This is far below the 68% threshold, but it is an increase of +1.7 points. The student group data used in our analysis is from the Dashboard and is also reported in DataQuest. Three student groups were in the red. English learners were at 17.8% but increased by 10.9 points. Below the All-student group was our Hispanic group at 22.8%, with no significant increase. Additionally, our socioeconomically disadvantaged were at 24.6% and increased by 1.5 points. There were not enough students in the following groups to warrant a performance color including African American, American Indian, Asian, Filipino, White, LTELs, students with disabilities, homeless, and all other student groups. We recognize the inequities between the highest student group and the other student groups, and our plan to address the gap in graduation scores is outlined in our CSI plan and the LCAP.

English Learner Progress
The CA Dashboard ELPI is orange and shows 17.4% making progress towards English. Although this declined 7.3% from the previous year and was in the red. Our LTEL group was also showing a red status, with 30.0% making progress. We met our expected outcome of moderate growth. Our English Learner reclassification rate was at 3% with no growth. The state average was 45.7% English Learner Progress Indicator for all EL students who made progress last year. We hope to meet that soon.

CA Dashboard English Language Arts
Our Academic Indicator for English Language Arts showed the All-student group performing at 80.2 points below standard and received a red status. This was not a significant change from the previous year. The only student group in the red was our socioeconomically disadvantaged. Two groups in the orange were our students with disabilities, who increased by 34.4 points, and our Hispanic students, who grew by 3.2 points. Our African American, American Indian, Asian, Filipino, White, English learners, LTELs, foster youth, homeless, and all other student groups did not have enough students for a status to be calculated.

CAASPP English Language Arts
The CAASPP scores also showed that 19% of our 11th graders were meeting or exceeding standards. This was a small decrease of -1.0% points from last year and is below the expected outcome of 25%. Most of our students come to us deficient in credits and skills, and they score at the 7th-grade level in ELA. English learners were at 3% and below the All-student groups. Also below were our African American at 7%, students with disabilities at 7%, and homeless at 11%. Scoring above the All-student group were low-income at 20%, foster youth at

50%, and White at 29%. The Hispanic student group was at 19%. Our Asian student group did not have enough students to warrant a score. We serve students who are traditionally 3-4 grade levels behind in their schooling.

CA Dashboard Mathematics
The Academic Indicator for Mathematics for the All-student group has a red status as it showed no growth from the previous year. The All-group was below standard by 142.5 points. The one student group in the red was our socioeconomically disadvantaged students. Earning an orange status was our Hispanic student group, as they increased by 6.9 points. All other student groups did not have enough students for a status to be calculated, including our African American, American Indian, Asian, Filipino, White, English learners, LTELs foster youth, students with disabilities, and homeless. There were no other groups who were two or more performance levels below the “all student” group.

CAASPP Mathematics
Our 11th graders scored 9% in meeting standards on the CAASPP for Mathematics. This is a +2% growth from the previous year. This had not yet met our expected outcome of 15%. Above the All-student group was our homeless at 11% and White at 25%. Just below the All-student group were our low-income students at 8% and Hispanic at 7%. Our African American, Asian, English learners, students with disabilities, and foster youth groups did not have enough students to warrant a calculation. This is because students who enroll with us are typically 3-4 grade levels behind in their schooling.

CAASPP Science
The CAASPP Science scores also showed that 6% of our high school students were meeting or exceeding standards. This was a decrease of -3% points from the previous year and was below our expected outcome of 10%. Scoring just below the All-student group was our Hispanic students at 2%. Above the All-student group was the White group at 25%. Our low-income student group was at 6%. Our African American, Asian, English learners, homeless, foster youth, students with disabilities student groups, and all other groups did not have enough in the population to warrant a calculation. We serve students who are traditionally 3-4 grade levels behind in their schooling.

Student Groups with Lowest Performance Levels from 2023 CA Dashboard:

Graduation Rate Indicator: English learner, Hispanic, and socioeconomically disadvantaged.
English Learner Performance Indicator: English learners.
Academic Indicator -English Language Arts: English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities.
Academic Indicator -Mathematics: Hispanic, socioeconomically disadvantaged, and students with disabilities.
College and Career Indicator: English learner, Hispanic, and socioeconomically disadvantaged.

Reflexiones: Ayuda Técnica

Según corresponda, un resumen del trabajo en curso como parte de ayuda técnica.

Reason for Technical Assistance:

Our collaborative DA team analyzed the 2023 CA Dashboard Academic Performance Indicator results and identified that one of the largest groups in the red was our English Learners. As part of receiving technical assistance, our school started working with the San Bernardino

County Office of Education. We met with them several times and our CSI/DA team continues to get support from them. We did a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. We have decided to build our capacity to better implement our Newcomer curriculum. The goal is to support students through additional elective course offerings, conduct staff professional development on the Newcomer curriculum, and develop an EL student needs assessment. We expect this adjustment to have a positive impact on our student groups' performance on the Dashboard.

Summary of the work underway as part of receiving technical assistance:

This year, we are working with the San Bernardino County Superintendent of Schools, as part of our technical support for Differentiated Assistance. Our CSI/DA improvement team collaborated with them 4 times this year, including an in-person training in January 2025 to review data with our team and conduct a See, Plan, Do, Act protocol. Since that training, we have continued to meet regularly as a local team and also participate in scheduled meetings with our county representative for support and progress review. We completed a needs assessment to identify root causes and worked with the county on possible actions that could improve our student outcomes. Our team analyzed the 2024 CA Dashboard and identified one of the student groups in the red on the College and Career Indicator was our Hispanic students. The CCI Indicator group of 157 students is composed of 134 Hispanic students. We decided to focus on increasing Hispanic student participation in CTE and college dual enrollment courses. Our actions were to develop a local report that identifies Hispanic students by grade level cohort and then meet with them to offer CTE and college course opportunities via our local community college partners. Action 2.1 in the 2024-25 LCAP addresses this required action and meets our students' need for support in completing a CTE pathway or dual enrollment college opportunities. This year, results from this intervention reflect increased student participation in CTE and dual enrollment courses. We hosted an EMT course at our Casa Blanca site with 7 students participating. Our next step will be to identify students for the 2025-2026 school year in their 4th year of high school and encourage participation in a CTE or dual enrollment course. We will be sharing our progress with our local administration and educational partners to gather input and adjust the goal based on their input. One of our challenges that remains is that our high Newcomer and EL population often has significant educational gaps, and many are non-Native English speakers. To support the work, our school has increased bilingual instruction via tutoring and small group instruction. Lastly, we will continue to work with our Director of College and Careers to identify additional opportunities that will expand the offerings to further support our identified group.

Apoyo y Mejoramiento Integral

Un LEA con una escuela o escuelas eligible(s) para apoyo y mejoramiento integral debe responder a los siguientes temas.

Escuelas Identificadas

Una lista de escuelas en el LEA que son elegibles para apoyo y mejora integral.

Vista Norte Public Charter is a single-school Local Education Agency.

Apoyo para Escuelas Identificadas

Una descripción sobre como el LEA ha apoyado o apoyará sus escuelas eligibles en desarrollar planes de apoyo y mejoramiento integral.

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

• We assigned our State and Federal Programs coordinator to provide leadership for the school in conducting a needs assessment. By analyzing the 5-year cohort graduation data to identity gaps and inequities between the highest student group and the other groups. The results are described in the Identified Needs section in the LCAP Plan Summary. Our framework was Carnegie's Improvement Science and our model is the Plan-Do-Study-Act process for continual improvement.

• The type of data collected for the needs assessment was CA Dashboard, math, ELA, and graduation results, attendance data, tutoring participation data, and credit completion data.

• The data informed the CSI plan by guiding the root cause analysis towards intensive tutoring, as a viable research-based strategy that would increase student math skills credit completion and therefore graduation rates. The data revealed that students who participated in tutoring had 50% more credits completed than those who did not. As a result, Goal 1 Action 3 in the LCAP provides for intensive tutoring.

• The educational partners were engaged in the process through meetings held by leadership sharing the data and eliciting consultation from ELAC, PAC, staff and student groups. Our discussions centered on equity for all students with regards to learning expectations, obstacles to achieving their potential, and access to quality materials and instructional support such as tutoring. Additionally, as a professional network of DASS independent study schools, we reviewed graduation data using the fishbone protocol. This helped to reveal root causes. A deeper dive was done with the fishbone protocol with our admin team around credit completion rates and the potential resource inequities questions helped frame our analysis. We then engaged our educational partners, PAC/ELAC parents, students, teachers, classified and administration, in the analysis of the data. This led to their support for Goal 1 Action 3, which is assigning intensive tutoring for students as the means to improve the graduation rate.

Evidence-Based Intervention – Intensive Tutoring

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

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

With guidance from CDE and county offices, we searched out solutions to improving our graduation rate and we were guided to the following evidence-based research. In determining the selection of strategies to improve graduation, we considered and identified the following evidence-based research interventions from these sources:

• Evidence-Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource).
• Department of Education: Using Evidence to Strengthen Education Investments (2016).
• What Works Clearinghouse - The Institute of Science Education, Preventing Dropout in Secondary Schools, Educator's Practice Guide, (2017): https://ies.ed.gov/ncee/wwc/docs/practiceguide/wwc_dropout_092617.pdf
• Addressing unfinished learning with targeted help and high dosage tutoring: Thomas Fordham Institute 2021. Found at https://fordhaminstitute.org/national/commentary/addressing-unfinished-learning-targeted-help-and-high-dosage-tutoring.
• High Quality Tutoring: An Evidence-Based Strategy to Tackle Learning Los: Pamela Fong, REL West 2021. Found at https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34.
• The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence, Andre Joshua Nickow, Philip Oreopoulos, and Vincent Quan, Annenberg Institute at Brown University 2020.
• Not Too Late: Improving Academic Outcomes for Disadvantaged Youth: Philip Cook, Kenneth Dodge, George Farkas, Roland Fryer, Johnathan Guryan, Jens Ludwig, Susan Mayer, Harold Pollack, and Laurence Steinberg; Institute for Policy Research, 2015. Found at https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdfin.

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

The rationale for selecting the intervention is based on three main components. First of all, our students are very low in math skills, which inhibits their capacity to earn credits towards graduation. Secondly, education research points to intensive tutoring as a viable means to increase math performance, which in turn will increase credit completion. Thirdly, increasing students' capacity to earn credits through intensive tutoring will yield higher graduation rates.

Therefore, our professional network team and our educational partners selected the following research-based strategies to implement:
* We will provide one-on-one intensive tutoring.
* We will provide positive social incentives for good attendance.
* We will track specific data for our seniors through site teams of teachers, counselors, and student retention support staff.
* We are going to continue seeking educational partner involvement and input.

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

Resource Inequities Analysis

The State and Federal Program coordinator provided guidance to the school through a resource inequities analysis. This showed that more funds should be added to LCAP Action 1 Goal 3, because the following groups had significant gaps between the highest student group's graduation rate and other student group rates. Specifically, every student group was below the students with disabilities student group in their 4-5 year graduation rate. There was a significant difference of about 4-20 percentage points for our homeless student group and English learners when compared to the All student group. Additionally, our socioeconomically disadvantaged, English learners, and Hispanic students had a gap of about 11-20 points from the highest student group. This data shows that there are inequities in performance and our LCAP with its CSI plan is designed to address them in a comprehensive manner with research-based strategies such as intensive tutoring.

We are a charter school, and as a single school LEA, and our State and Federal Program coordinator provided support by discussing with school leadership to do the resource inequities and analysis, and agreeing to increase the funding for LCAP Goal 1 Action 3. The guiding framework was from The Alliance for Resources Equity at www.educationresourceequity.org. We also used the Dimensions of Resource Equity – School-level Diagnostic Questions, to determine key resource levers than create equitable learning experiences for all students.

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

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

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

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

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

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

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

Supervisando y Evaluando Efectividad

Una descripción sobre como el LEA supervisará y evaluará el plan para apoyar la mejora estudiantil y escolar.

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

The process, including metrics, used for monitoring the implementation of the CSI plan is that the State and Federal Programs coordinator will collaborate with the school team to collect tutoring participation and share with teachers and school leadership.

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

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

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

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

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

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

Incluyendo los Compañeros Educativos

Un resumen del proceso de compañeros educativos y como la participación de los compañeros educativos fue considerada antes de finalizar el LCAP.

Distritos escolares y oficinas de educación del condado deben, como mínimo, consultar con maestros, directores, administradores, otro personal escolar, sindicatos laborales locales y alumnos en el desarrollo del LCAP.

Escuelas semiautónomas deben, como mínimo, consultar con los maestros, directores, administradores, otro personal escolar, padres y alumnos sobre el desarrollo del LCAP.

Un LEA recibiendo fondos Multiplicador de Equidad debe también consultar con compañeros educativos en escuelas generando fondos Multiplicador de Equidad en el desarrollo del LCAP, específicamente, en el desarrollo de la requerida meta de enfoque para cada escuela aplicable.

Compañero(s) Educativo(s)	Proceso para Inclusión
PAC/Parent Advisory Committee	9/5/2024 - Agenda included: - Welcome and Introductions - Important upcoming school events - Title 1 - Comprehensive School Improvement - Grants updates - Dual enrollment offerings - Field Trip and Program Offering ideas (request input) - Parent Engagement Liaison introduction and role 11/21/2024 - Agenda included: - Welcome and Introductions - Discussion of Purpose of the PAC - Staff reports - School counselor update: upcoming field trips, turkey giveaway, FAFSA, EMT pathway starting in March 2025, college and career fair on 4/30/2025 - EL reclassification - Purpose of reclassification and how to reclassify - Awardsd for reclassified students - Upcoming testing schedule - NWEA - Initial ELPAC testing window

Compañero(s) Educativo(s)	Proceso para Inclusión
	- Summative ELPAC starting in February 2025 - PFT starting in February 2025 - CAASPP/CAST in the Spring - SARC and Community Schools presented by Colin Opseth and Raquel Goyenaga - Title 1 Annual Program Evaluation - Community Liaison introduction 3/12/2025 - Agenda included: - Welcome and Introductions - Comprehensive School Improvement Update - Parent and Family Bulletin presented by Raquel Goyenaga - LCAP Mid-Year Update and CA School Dashboard Update - School Accountability Report Card (SARC) Report update - Important Upcoming School Events - State testing is underway for CAASPP and CAST - Grants Update 4/23/2025 - Welcome and Introductions - Discussion of Purpose of the PAC - School Counselor and Administration Update - Current/Upcoming field trips - Shaver Lake (focused on EL students) - Barcelona in May 2025 - San Diego in June (8 students per Principal) - Shave Lake (October 2025) - EMT pathway progress and Chaffey dual enrollment courses in the falls - Carpenters Union Introductory Session will be held at Chicago school site - College and Career Resource Fair on April 30 - Senior Social on May 8, 2025 - Graduation deadlines - Senior Ditch Day at Knotts Berry Farm on May 15 - Graduation on May 21, 2025 at the Grove Community Church

Compañero(s) Educativo(s)	Proceso para Inclusión
	- English Learner Reclassification - Criteria to reclassify - Purpose of reclassification - Designated ELD to restart in May 2025 - Testing Update • NWEA (all new students within 10 days) - Testing Window April 21 - June 6 - Initial ELPAC (all new students within 30 days) - Summative ELPAC (Feb 3 - May 31, 2025) - CAASPP/CAST is currently in progress through May 9 - LCAP Update - LCAP Mid-Year Data Report for LP1 through LP7 - Budget Overview for Parents - Community Liaison Update - Parent Engagement Liaison Update
ELAC/ English Learner Advisory Committee	9/5/2024 - Agenda included: - Welcome and Introductions - Important upcoming school events - What is ELAC? Request for officers - Grants updates - Dual enrollment offerings - Field Trip and Program Offering ideas (request input) - Parent Engagement Liaison introduction and role 11/21/2024 - Agenda included: - Welcome and Introductions - Discussion of Purpose of the ELAC - Staff reports - School counselor update: upcoming field trips, turkey giveaway, FAFSA, EMT pathway starting in March 2025, college and career fair on 4/30/2025 - EL reclassification - Purpose of reclassification and how to reclassify - Awarded for reclassified students - Upcoming testing schedule

Compañero(s) Educativo(s)	Proceso para Inclusión
	- NWEA - Initial ELPAC testing window - Summative ELPAC starting in February 2025 - PFT starting in February 2025 - CAASPP/CAST in the Spring - SARC and Community Schools presented by Colin Opseth and Raquel Goyenaga - Title 1 Annual Program Evaluation - Community Liaison introduction 3/12/2025 - Agenda included: - Attendance - Why it is important - Supports for students - Tutors - Paraprofessionals - Online resources - Comprehensive School Improvement Update - Parent and Family Bulletin presented by Raquel Goyenaga - LCAP Mid-Year Update and CA School Dashboard Update - School Accountability Report Card (SARC) Report update - Important Upcoming School Events - State testing is underway for CAASPP and CAST - Grants Update 4/23/2025 - Welcome and Introductions - Discussion of Purpose of the ELAC - School Counselor and Administration Update - Current/Upcoming field trips - Shaver Lake (focused on EL students) - Barcelona in May 2025 - San Diego in June (8 students per Principal) - Shave Lake (October 2025) - EMT pathway progress and Chaffey dual enrollment courses in the falls

Compañero(s) Educativo(s)	Proceso para Inclusión
	- Carpenters Union Introductory Session will be held at Chicago school site - College and Career Resource Fair on April 30 - Senior Social on May 8, 2025 - Graduation deadlines - Graduation on May 21, 2025 at the Grove Community Church - English Learner Reclassification - Criteria to reclassify - Purpose of reclassification - Designated ELD to restart in May 2025 - Testing Update - NWEA (all new students within 10 days) - Testing Window April 21 - June 6 - Initial ELPAC (all new students within 30 days) - Summative ELPAC (Feb 3 - May 31, 2025) - CAASPP/CAST is currently in progress through May 9 - LCAP Update - LCAP Mid-Year Data Report for LP1 through LP7 - Budget Overview for Parents - Community Liaison Update - Parent Engagement Liaison Update
Teachers and Staff	7/3/24 - Site administration and lead teachers met to review summer school enrollments, expansion of student supports during extended learning opportunity time, and upcoming benchmark assessment windows. 11/12/24 - Site administration, lead teachers, and teachers met to review data from the recently-closed NWEA assessment window. Teachers worked in small teams to review student progress and support their instruction via NWEA assessment results. 12/20/24 - Teachers and staff participated in team-building, review of Learning Period 1 through Learning Period 5 data and strategize how best to prepare for upcoming standardized test windows. 1/7/25 - Site administration, lead teachers, and staff participated in a training on California Healthy Youth Act (CHYA). The training covered

Compañero(s) Educativo(s)	Proceso para Inclusión
	topics related to sexual health, sexually transmitted diseases, and reproductive health. 1/8/25 - Site administration, lead teachers, staff, and counselors participated in a McKinney Vento/Title IX training to support their work with students who have exceptional needs. 1/9/25 - In preparation for an upcoming anti-racism and anti-bullying training, site administration, lead teachers, and staff participated in a training on implicit and unconscious bias. 1/10/25 - Site administration, lead teachers, and staff participated in anti-racism and anti-bullying training. The training helps staff understand types of bias and also presents them with best practices that increase awareness of internal and external social issues that affect students. 1/23/25 - Site leadership supported the regional Special Education Program Specialist’s work supporting our special needs population through the spectrum of services provided by the school. Strategies to support students in the independent study environment were shared with teachers by the Program Specialist. 4/25/25 - Administrators met with Learn4Life to receive their TREC school completion certification. Teachers were present to celebrate their recently-award TREC certification that verified the school’s recognition as trained in trauma-informed best practices.
Administrators / Principals	Principals are included in our Administrators group, which ultimately composes the Regional Leadership Team. Our Administrators group is called the Regional Leadership Team, which is composed of the following groups: - Superintendent and Project Manager - Principals - Assistant Principals

Compañero(s) Educativo(s)	Proceso para Inclusión
	- Learning Center Coordinators (Certificated administrators similar to an Assistant Principal) - Lead Teachers - Site-level Counselors - Student Retention Support staff - Student Relations Managers and Student Regional Utilities (similar to office managers) - Regional Specialists (Special Education Program Specialist, English Learner LCC, Regional Counselor) - Regional Administrators (State and Federal Program Coordinator and Director of CTE) The Regional Leadership Team meets monthly either virtually or in-person to review progress toward our LCAP Goals and Actions, CSI, DA, and other needs as they arise. From these meetings, we implement a share out model where the site leadership work with their certificated and classified staff at local professional developments. The feedback from those meetings is used when setting the agenda for upcoming Regional Leadership meetings. The leadership team participated in two leadership summits during the 2024-2025 school year that were funded via LCAP funds. The summits covered a wide spectrum of topics via break-out sessions such as: student supports, college and career readiness, assessment, social-emotional supports, English Learner and unduplicated pupil supports, and community resources.
Students	7/2/24 through 8/15/24 - Each Tuesday, students were invited to participate in summer activities that included arts, crafts, pottery, and painting. These summer enrichment classes were geared toward our younger students in grade K-8 but were open for high school students, as well. 8/15/24 - Students were invited to attend an Ice Cream Social event that was held by counselors and community liaisons. 9/11/24 & 9/26/24 - Students were encouraged to attend one of two Back-to-School Nights with their parents. Staff shared academic

Compañero(s) Educativo(s)	Proceso para Inclusión
	progress, activities, and positive messages of encouragement to attendees. 10/10/24 - Students participated in a FAFSA workshop that was hosted by school counselors. 10/17/24 - Students participated in a counselor-led workshop on how to develop and maintain a healthy body image. 10/29/24 - Students and parents were encouraged to participate in day 1 of our fall festival where they played games and completed arts and crafts. 10/30/24 - Students and parents were encouraged to participate in day 2 of our fall festival where they played games and completed arts and crafts. 12/4/24 - Student field trip to Victor Valley College (VVC) with the counselors. Students attended seminars on college registration and available majors/degrees offered by the college. 12/4/24 - Students in middle school participated in a field trip to Riley's Farm where they learned about the lives of soldiers during the Revolutionary War. 12/12/24 - Students participated in a field trip to see the theatrical production of Wicked. Week of 12/16/24 - Students participated in a week of winter celebrations to make arts and crafts. 2/24/25 - Students visited the Museum of Tolerance to experience a unique and interactive historical review of the events surrounding the Holocaust. They also learned about discrimination and society's pursuit of social justice. 3/12/25 - Student field trip to Victor Valley College (VVC) with the counselors. Students attended seminars on college registration and available majors/degrees offered by the college.

Compañero(s) Educativo(s)	Proceso para Inclusión
	4/3/25 - Counselors held a Senior Social for upcoming graduates. During that meeting, students were given the dates for graduation and graduation-related materials. 4/21/25 - English Learner (EL) students participated in a multiple-day field trip to Shaver Lake where they did team-building, cooking, and other academic activities.
SELPA/Special Education Local Plan Area	• Our SELPA Compliance Officer vetted our LCAP this year and stated that no changes were required. • The El Dorado Charter SELPA participates and provides guidance in the CDE's Special Education Monitoring Processes. • The El Dorado Charter SELPA provides program and technical support by the Program Specialist and/or other SELPA team members. • Dropout (and Graduation), post-secondary outcomes data for special education students are reviewed in a collaborative process with the El Dorado Charter SELPA. • Guidance for developing and monitoring transition plans for students with disabilities is regularly offered and available from the El Dorado Charter SELPA. • Classified and Certificated Staff training related to special education students is provided by the El Dorado Charter SELPA as needed and requested. • The El Dorado Charter SELPA requests the participation of parents of students with disabilities in the SELPA Community Advisory Committee (CAC).

Compañero(s) Educativo(s)	Proceso para Inclusión
	• The SELPA Program Specialists were provided a copy of the LCAP for consultation on the alignment of LCAP activities with the annual assurances support plan.
School Board	9/3/24 - The Superintendent shared school performance from the start of the year, including credit completion and the one-year graduation cohort results from 2023-2024 school year. Memo Velasco provided a presentation on a recent LCAP-funded experiential learning trip the students took to Washington D.C. He also shared about recent learning center events, including a visit by Riverside Councilmember Sean Mill, free haircuts, backpack giveaways, and cooling centers. 12/10/24 - The Superintendent shared school performance through Learning Period 4 of the current school year. She shared professional developments that had been held by the site leaders. LCAP Coordinator shared a Title 1 Schoolwide Program report and Program Evaluation. Explained how literacy programs are being used to support Title I for all students as Alta Vista is a schoolwide Title I school. Gave examples of the literacy supports provided to students via personnel and curriculum/testing systems. NWEA student participation rates were shared and how they feed into intervention programs, early identification of students with needs, and how NWEA supports EL and RFEP student monitoring. LCAP Coordinator shared participation rates in PAC and ELAC meetings, and annual 2023-2024 school year survey responses. 2/20/25 - LCAP Coordinator shared the 2024-2025 Mid-Year LCAP report and how the school uses the funds from the LCFF. He shared progress on Goal 1 through Goal 4. 3/6/25 - The Superintendent shared the progress on ADA, enrollment, credit completion, and one-year graduation cohort progress through Learning Period 7. LCAP Coordinator shared the California Dashboard report that included areas of strength and improvement. Explained that our school is a Dashboard Alternative School Status (DASS) school and shared an accountability update. The board was informed that we are held to state priorities which are tied to LCFF funding.

Compañero(s) Educativo(s)	Proceso para Inclusión
	4/22/25 - LCAP Coordinator shared the LCAP Data Report for 2024-2025 school year. He shared that some of the data includes LP1 through LP7 data as the school year is still underway. Both English and Mathematics NWEA scores increased significantly this year. Our LCAP supported many students in CTE and dual enrollment courses so far this year with 7 currently enrolled in an EMT CTE pathway at Casa Blanca. School surveys reflect increases in parent and student satisfaction with the school. Colin also shared the results of the Annual School Climate survey which were generally positive. Participants in the survey numbered: Students (285), Parents, (75), and Staff (52).
Public Comment	5-12-25 through 5-23-25, the public comment period provided parents and members of the public a draft of the 2025-2026 LCAP, and they had the opportunity to submit comments regarding specific actions and expenditures proposed in the 2025-2026 LCAP.
Public Hearing	6-6-25 The meeting provided the public a period of time to come forward with any comments they might have about the LCAP, prior to its adoption by the charter school board.
LCAP Adoption by the Governing Board	6-6-25 The governing board adopted the 2025-2026 Local Control and Accountability Plan, which included the Budget Overview for Parents and the Comprehensive Support and Improvement Plan.
Budget Adoption and Local Indicator Report	6-6-25 The governing board adopted the 2025-2026 Budget, and they were presented with the Local Indicators Report.

Una descripción sobre como el LCAP adoptado fue influenciado por los comentarios proporcionados por los compañeros educativos.

The 2025-2026 LCAP was developed through an interactive educational partner process. The goals, actions, and focus of the LCFF funds were developed through a process that included community and educational partner consultation to best meet the needs of our students as identified through the required metrics, local indicators, and educational partner feedback. Updates and additions to the 2025-2026 LCAP have been influenced by the process described above. The following is Educational Partner feedback that influenced the development of the LCAP.

Parents Feedback: We utilized multiple opportunities for parents to interact with the school and provide feedback on the LCAP. The LCAP goals and actions were reviewed with parents at PAC and ELAC meetings held throughout the year. During those meetings, parents were asked how we could best meet the needs of our students through the goals and actions, and we shared the amount of funding available in our LCAP to support student achievement. We also shared and requested feedback at our LCAP progress at the annual Title I meeting and through our Annual School Climate Survey. Parents expressed that they would like more field trips (Goal 1 Action 5) for their students and that they appreciated how safe students felt at the learning centers (Goal 2 Action 6). Many parents felt that our tutoring was much better this year because the school hired additional tutors for their students (Goal 1 Action 3).

Student Feedback: Students were encouraged to participate in PAC, ELAC, and other site meetings to make their voice heard. They expressed that their teachers were, by and large, very supportive in their school studies. Students shared that they enjoyed our field trips but wished we held more trips throughout the school year (LCAP Goal 1 Action 5). They also would like more varied food offerings (LCAP Goal 3 Action 4). Many students stated that they really liked our SGI offerings and that the SGI classes really helped them complete their credits (LCAP Goal 1 Action 3).

Administration Feedback: Administrators met regularly as a team collaborative throughout the school year both virtually and in-person. The meetings had various agenda topics ranging from attendance, LCAP, student engagement, graduation rates, Comprehensive School Improvement, Differentiated Assistance, and budget. Administrators were engaged in numerous assessments of our program to review data and develop strategic plans related to improving our performance toward LCAP goals and outcomes.

Teachers Feedback: School leadership hold regular staff and all-staff meetings for their instructional staff. During those meetings, school leadership reviews a wide range of topics, from how we can support our unduplicated student populations and instructional/academic support for students, to specific topics such as McKinney-Vento training by counselors. Teachers were informed of our status as a Comprehensive School Improvement and Differentiated Assistance designations, what those designations mean in regards to student outcomes and how best to improve our data over time. Teachers shared feedback about many school initiatives but one feedback that seemed to resonate clearly across our instructional staff is that our eSports program (LCAP Goal 1 Action 5) really engaged students in a positive way at the learning centers.

School Board Feedback: Regular LCAP progress reports were shared with the school board throughout the school year. Board members expressed their satisfaction with our efforts toward meeting and improving school performance on our goals and actions. Whenever possible, the report to the school board shared our action steps toward improving a metric that was falling below the state average or goal as tracked by internal data. Board members expressed that they were very pleased with the Experiential Learning and field trip opportunities offered to our students through LCAP Goal 1 Action 5 funding. They also loved our use of LCAP Goal 3 Action 2 funding to support our students through additional counselor coverage during school breaks. Additionally, the school board members were pleased that our participation rate in the Annual School Climate survey increased from last year.

Public Feedback: Each board meeting, time was allotted for comments and feedback from the general public. To date, there has not been any feedback given from the public to the school board.

Metas y Acciones

Meta

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

Prioridades Estatales abordadas por esta meta.

Prioridad 1: Básico (Condiciones de Aprendizaje)
Prioridad 4: Logro Estudiantil (Resultados Estudiantiles)
Prioridad 5: Inclusión Estudiantil (Inclusión)

Una explicación sobre por qué el LEA ha desarrollado esta meta.

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

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

Midiendo y Reportando Resultados

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
1.1	Teachers are highly qualified– Priority #1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year: 2024-25 Data Source: Internal HR Tracking		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference
1.2	Teachers are appropriately assigned – Priority #1	100% Data Year: 23-24 LPs 1-7 Data Source: Internal HR Tracking	100% Data Year:2024-25 Data Source: Internal HR Tracking		100% Data Year: 26-27 LPs 1-7 Data Source: Internal HR Tracking	No Difference
1.3	Reading – Lexile Growth – local	All: 741.72 EL: 471.09 LTEL:816.17 FY: 885.00 LI: 738.16 SWD: 871.90 Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	All: 901.12 EL: 613.34 LTEL: 758.04 FY: 851.79 LI: 881.49 SWD: 821.46 Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBII		All: 886 EL: 586 FY: 886 LI: 781 SWD: 886 LTEL: 586 Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	All: +159.40 EL: +142.25 LTEL: -58.13 FY: -33.21 LI: +143.33 SWD: -50.44
1.4	Mathematics -Quantile Growth - local	All: 622.33 EL: 394.85 LTEL:630.24 FY: 717.50 LI: 622.49 SWD: 588.85	All: 774.34 EL: 560.07 LTEL: 644.07 FY: 595.71 LI: 763.75 SWD: 663.70		All: 638 EL: 541 FY: 779 LI: 638 SWD: 638 LTEL: 541	All: +152.01 EL: +165.22 LTEL: +13.83 FY: -121.79 LI: +141.26 SWD: +74.85

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
		Data Year: 23-24 LPs 1-7 Data Source: Internal PowerBI	Data Year: 2024-25 LPs 1-7 Data Source: NWEA reports on PowerBI		Data Year: 26-27 LPs 1-7 Data Source: Internal PowerBI	
1.5	Average Credit Completion – local metric	All: 3.57 EL: 2.18 FY: 3.46 LI: 3.57 SWD: 3.17 Data Year: 23-24 LPs 1-7 Data Source: Internal Data+Design	All: 3.96 EL: 2.57 FY: 3.32 LI: 3.82 SWD: 3.28 Data Year: 2024-25 LPs 1-7 Data Source: Internal Data+Design		All: 4.0 EL: 4.0 FY: 4.0 LI: 4.0 SWD: 4.0 Data Year: 26-27 LPs 1-7 Data Source: Internal Data+Design	All: +0.39 EL: +0.39 FY: -0.14 LI: +0.25 SWD: +0.11
1.6	English Learner Reclassify - Priority #4	3.0% Data Year: 23-24 LPs 1-7 Data Source: Internal	3.0% Data Year: 2024-25 Data Source: Internal Calculation		8.6% CA Average EL Reclassification rate at or above state average each year Data Year: 26-27 LPs 1-7 Data Source: CA Average	No Difference
1.7	EL Annual Progress on ELPI -Priority #4	24.8% ELPI Red Data Year: 2023 Data Source: CA Dashboard	17.4% ELPI, Red Status Declined 7.3% LTEL - 30%, Red Status, Declined 12.6%		Moderate Growth on ELPI Data Year: 2026 Data Source: CA Dashboard	ELPI - Declined 7.3% LTEL - Declined 12.6%

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
			Data Year: 2024 Data Source: CA Dashboard			
1.8	DASS 1 Year Graduation Cohort Rate - Priority #5	All: 73.9% EL: ** FY: ** LI: 68.4% SWD: ** Homeless: ** AA: ** AS: ** H/L: 76% WH: ** Data Year: 2023 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count	All: 84.7% EL: 80.0% FY: ** LI: 86.3% SWD: ** Homeless: ** AA: ** AS: ** H/L: 84.6% WH: ** Data Year: 2024 Data Source: CA Dashboard – DASS Graduation Rate **Data suppressed due to small count		All: 70% EL: 70% FY: 70% LI: 70% SWD: 70% Homeless: 70% AA: 70% AS: 70% H/L: 70% WH: 70% LTEL: 70% Data Year: 2026 Data Source: CA Dashboard DASS Grad Rate or Internal Calculation	All: +10.8% EL: 80% (w/o baseline) FY: (w/o comparison) LI: +17.9% SWD: (w/o comparison) Homeless: (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: +8.6% WH: (w/o comparison)

Análisis de Meta para [2024-25]

Un análisis sobre como esta meta fue realizada en el previo año.

Una descripción de la implementación general, incluyendo cualquier diferencia significativa en acciones planeadas y la verdadera implementación de estas acciones, así como desafíos y éxitos relevantes experimentados con implementación.

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

The actions outlined in Goal One supported the progress in meeting the following goal: Increase academic progress.

Action 1.1: English Learners support staff, interventions, and materials.
Implementation Status: 4 - Full Implementation
Vista Norte Public Charter School (VN) employs Spanish-speaking English Learner (EL) paraprofessionals who support all teachers through individual and small-group instruction (SGI) in ELA and Math. Additionally, to help make linguistic progress toward proficiency, we create and share with every EL student and their supervising teacher an Individualized English Learner Development Plan (IELDP). The IELDP helps students and teachers track participation in our Designated and Integrated English Language program. No substantive difference in the planned action compared to the actual implementation.

Actions 1.2: All academic interventions and program materials.
Implementation Status: 4 - Full Implementation
VN has implemented an intervention program for students needing additional support in English Literacy and Mathematics. These intervention supports in English and Math are offered both individually via tutoring and also in small groups via Small Group Instruction (SGI). We utilize Read180, English Intensive and Algebra Essential Skills as three course offerings for students who desire a scaffolded opportunity to access Content Standards with additional academic support. No substantive difference in the planned action compared to the actual implementation.

Action 1.3: Tutoring and supports for students.
Implementation Status: 4 - Full Implementation
Following our Comprehensive Support and Improvement Plan, we have increased participation in tutoring. Our collaborative CSI Team meets every quarter to provide leadership for the implementation and monitoring of the CSI Plan. Participants in the CSI Team include representatives from our tutoring team who review data, as well as monitor and support data tracking in alignment with our CSI Plan. The team developed a SMART goal to increase participation in tutoring by 50% this year. No substantive difference in the planned action compared to the actual implementation.

Action 1.4: Counseling students towards graduation and materials.
Implementation Status: 4 - Full Implementation
Our counselors are in constant contact with students beginning across our grade level span. Younger students in our K-8 program are contacted via their parents, as many of those students do not articulate their needs well without parental guidance. Students in the secondary grades are contacted regularly and counselors regularly provide guidance until they graduate as 12th graders. We employ 3 counselors who serve our students. Counselors work alongside the school registrar and supervising teacher to ensure appropriate course placement and course mapping. Counselors also assist additional staff members such as Student Retention Support (SRS) and our Parent Engagement Liaison to coordinate additional services such as social-emotional support, acute housing needs, and mental health referrals. The goal is to ensure that all students, including our unduplicated populations, have adequate and supportive wrap-around services in their times of need. No substantive difference in the planned action compared to the actual implementation.

Action 1.5: Student activities that increase learning efforts.
Implementation Status: 4 - Full Implementation
Our incentive program provides recognition for students who are making progress toward earning 4.0 credits or more during a specific learning period. For example, we provided incentive lunches, snacks, field trips and other awards for students who made academic progress

this school year. Last year, we implemented a regional eSports program wherein students demonstrating 4.0+ credits per learning period are encouraged to participate. The program continued to be popular this year, and with better-than-average credit completion seen in program participants. The eSports program is paired with regional and statewide competitions against students from other schools. No substantive difference in the planned action compared to the actual implementation.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Implementation Status: 4 - Full Implementation
We strive to hire fully credentialed teachers and we monitor their teaching assignments to ensure that there are no misassignments each year. Currently, we have 100% appropriate assignments for all teachers at VN. New teachers are assigned a mentor who works with them throughout the year providing support and guidance. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Implementation Status: 4 - Full Implementation
Title I staff foster students' literacy through the implementation of an "English Intensive" curriculum via Read180 literacy support classes. Students also receive individual and small-group instruction (SGI) support via tutors and credentialed teachers to support their academic writing tasks, utilizing writing strategies to scaffold Content Standards, and also receive personalized feedback. Vista Norte employs bilingual tutors and paraprofessionals that are able to provide additional support to our non-native English Learners in intervention programs. No substantive difference in the planned action compared to the actual implementation.

Action 1.8: Professional Development for English Learners.
Implementation Status: 4 - Full Implementation
Our school's EL department sent teachers, tutors, and administrators to the annual California Association for Bilingual Education (CABE) conference. The team also convenes regularly for internal staff development with the support of our Multilingual Program Specialist (MPS). The MPS supports the EL program through annual and periodic training on ELAC compliance, instructional differentiation and support strategies such as SDAIE throughout the school year. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Vista Norte Public Charter School was able to implement the actions in this goal and there were no substantive differences in planned actions and actual implementation of these actions. Our school was able to provide a rigorous academic program to students with strong built-in intervention supports and strategies for all students. This is one of the greatest strengths of our individualized instruction model. Education and education support staff received targeted training in Professional Learning Communities (PLC), literacy acquisition and intervention across subject matter content, and regular updates on curriculum changes. We utilize many different academic intervention strategies, ranging from curriculum (Read180, Algebra Essential Skills, and differentiated curriculum instruction) to personalized tutoring and instructional support (via individual tutoring and small-group instruction).

Overall Challenges: Vista Norte Public Charter School experienced some challenges this past year. Charter school enrollment increased teacher rosters at some learning centers which necessitated hiring additional teachers and support staff. Some of those positions took time to fill and during the interim we utilized our teams of teachers, tutors and paraprofessionals to close gaps and support students. We also identified priorities for our Comprehensive School Improvement and Differentiated Assistance statuses with staff members across the breadth of our program assisting in a collaborative process to identify needs and create measurable goals for improving student outcomes.

Una explicación de las diferencias materiales entre los Gastos Presupuestados y Estimados Gastos Reales y/o Porcentajes Planeados de Servicios Mejorados y Estimados Porcentajes Reales de Servicios Mejorados.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 1.7 for interventions, were also fully expended.

Una descripción sobre la efectividad o inefectividad de las acciones específicas hasta la fecha con logrando progreso hacia la meta.

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

The actions outlined in Goal Two helped make progress towards the LEA’s goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1: English Learners support staff, interventions, and materials.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: English Learner Progress Indicator and Reclassification Rate
Analysis Statement: As noted in the metric section above, our ELPI status was 17.4% with a decrease of 7.3% versus the baseline year and our reclassification rate (3.0%) remained unchanged over last year versus the statewide average of 8.6%. VN is a K-12 charter school and many students enrolled in our program are newly reclassified which significantly impacted our reclassification rate. VN also enrolls a high number of newcomer students that have recently entered the United States and are non-native English speakers. In our collaborative needs assessment, we determined that the EDGE curriculum was being implemented, but it is still relatively new. Our team also discussed the possibility of implementing a newcomer curriculum to assist our non-native English-speaking students. We believe that additional professional development would help with implementation and increase scores, especially for newcomer students. Additionally, we believe there is a correlation between quality professionals interacting with students and their success. We believe that additional professional development for our EL paraprofessionals and expansion of SGI class offerings will support student learning and this adjustment will improve the English Learner’s progress.

Action 1.2: All academic interventions and program materials.
Effectiveness of Action: 2 - Somewhat Effective
Metric: NWEA MAP
Analysis Statement: As noted in the metric section above, our NWEA scores demonstrated positive results. NWEA Mathematics scores increased in all student groups except Foster Youth, with the ALL group increasing by 152.01 points, English Learners increased by 165.22, LTEL increased by 13.83, Foster Youth decreased by 121.79, socioeconomically disadvantaged increased by 143.33, and students with

disabilities increased by 74.85 points. NWEA Reading scores reflect mixed results with an increase in the ALL group by 159.40, English Learners increased by 142.25, LTEL decreased by 58.13, Foster Youth decreased by 33.21, socioeconomically disadvantaged increased by 143.33, and students with disabilities decreased by 40.44 points. These mixed results are due in part to the large amount of student enrollments this year. VN enrollment had significant positive enrollment this school year with the vast majority of those students referred to our school by the local county Office of Education. We plan to use the results of our NWEA assessments to recommend placement of students in intervention courses such as Read180, System44 and Algebra Essential Skills.

Action 1.3: Tutoring and supports for students.
Effectiveness of Action: 2 - Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, our credit completion shows that VN students complete, on average, 3.96 credits per learning period. Our goal was 4.0 credits per learning period for all subgroups. While none of the subgroups achieved that goal, all of our subgroups improved except for Foster Youth. The ALL group increased from 3.57 to 3.96, EL increased from 2.18 to 2.57, Foster Youth decreased from 3.46 to 3.32, SED increased from 3.57 to 3.82, and Students with Disabilities increased from 3.17 to 3.28. The CSI team met to review data and they wrote a SMART goal for increasing student participation in tutoring by 50% versus prior year. We anticipate that students will continue to participate in tutoring sessions through the duration of this school year and that we will meet our SMART goal. The data from our CSI team is shared with school leadership and the data is compared against credit completion and graduation rates to backtest the SMART goal against student achievement throughout the school year.

Action 1.4: Counseling students towards graduation and materials.
Effectiveness of Action: 2 - Somewhat Effective
Metric: DASS 1-Year Graduation Rate
Analysis Statement: As noted in the metric section above, our one-year graduation rate shows that all student groups increased slightly from our baseline to 84.7%. We exceeded our targets for the DASS 1-year cohort graduation rate. As a DASS school, we track both the 1-year and 4-year cohort graduation rate and have historically used our 1-year rate as a measure of our program’s success in supporting students over the finish line to graduation. The graduation rate was also a focus of our CSI team’s discussion on how best to quickly bring students back within their grade level cohort. We chose tutoring because it leads to multiple avenues of academic growth, such as credit completion and content mastery.

Action 1.5: Student activities that increase learning efforts.
Effectiveness of Action: 2 - Somewhat Effective
Metric: Credit Completion Rate
Analysis Statement: As noted in the metric section above, our credit completion rate shows an average credit completion rate of 3.96 credits per learning period for all students. Our goal is 4.0 credits per learning period for all students, including our unduplicated student groups. This action primarily focuses on implementing a strong school culture that is rich with opportunities for students to engage in fun ways. We use funding in this action to support academic field trips to museums, colleges, and enrichment activities such as eSports and 3D Printing. Students are offered multiple opportunities to participate in reward trips and school events related to credit completion, graduation, spirit week, counselor events, and academic achievement. Each year, the school hosts at least one Experiential Learning field trip such as a trip to Washington DC. The Experiential Learning trips are paired with college tours and other academically-rich or historically-rich locations. We also implemented a comprehensive eSports program for students last year. Students in the eSports program also benefited from the social-

emotional aspect of healthy discourse and competition amongst students within our school, across our regions, and at the state levels of competition. Students are encouraged to utilize 3D printing as a creative outlet which increases their experience with additive manufacturing experiences in the CTE manufacturing sector.

Action 1.6: Teachers and staff are qualified and appropriately assigned.
Effectiveness of Action: 3 - Effective
Metric: Highly Qualified with Full Teaching Credential
Analysis Statement: As noted in the metric section above, our teachers are highly qualified and appropriately assigned. Currently, 100% of our instructional staff are highly qualified and appropriately assigned. We strive to hire fully credentialed teachers and we monitor their assignments to be sure that there are no mis-assignments each year. New teachers are assigned a mentor teacher who works with them throughout the year providing support and guidance. No substantive difference in the planned action compared to the actual implementation.

Action 1.7: Title 1 - Intervention programs and personnel to support students.
Effectiveness of Action: 2 - Somewhat Effective
Metric: NWEA
Analysis Statement: VN is a schoolwide Title I school. We provide an array of academic support opportunities for students who fall within the academic bands of support. As noted in the metric section above, our NWEA Reading scores reflect a goal of 886 Lexile and our students averaged 901.12 this year versus 741.72 prior year which is a 159.40 point increase. NWEA Math scores reflect a goal of 638 Quantile points and our students averaged 774.34 versus 622.33 in prior year which was a 152.01 point increase. We are very proud of the academic gains our students have demonstrated on the NWEA assessments. We plan to continue all students, including those who reflect low performance in Reading or Mathematics. VN offers small group instruction instruction classes, individualized and small group tutoring sessions, remote tutoring sessions for students with transportation difficulties. We utilized Title I funding to expand tutoring for our students and also by literacy support with a credentialed teacher. The goal is to offer increased support for students which will support the current growth we have seen in Lexile and Quantile scores on the NWEA and the associated state tests such as CAASPP and ELPAC.

Action 1.8: Professional Development for English Learners.
Effectiveness of Action: 2 - Somewhat Effective
Metric: English Learner Progress Indicator
Analysis Statement: As noted in the metric section above, our ELPI is reflected as Red on the dashboard indicator. VN employs a Multilingual Program Specialist (MPS) whose job is to support EL students, EL instructional staff, and EL paraprofessionals through professional development, data collection, and program analysis throughout the school year. The MPS supports the school through coordination of the English Learner Advisory Council (ELAC), ensures that timelines are met and that meetings follow approved guidelines. The EL MPS also coordinates annual participation in the California Association for Bilingual Education (CABE) conference with attendance encouraged by both teachers, paraprofessionals, and school leadership. The support of this position has increased test scores year-on-year on the ELPAC for our English students.

Una descripción sobre cualquier cambio hecho a la meta planeada, medidas, resultados deseados o acciones para el próximo año que resultó de reflexiones sobre previa práctica.

Action 1.1: English Learners support staff, interventions, and materials. This action did not have the intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, we identified that the reason for the ineffectiveness of this action was due to a lack of multiyear longitudinal data related to our EL student population's performance prior to ELPAC testing. We have implemented a more consistent NWEA testing window which will help support this data collection. We will also adjust the design of the action to ensure that English Language learners experience increased success during the year. This change includes regular benchmark assessments and additional training on the timeline for EL reclassification so that course assignments, prep classes, instructional support, and ELPAC prep classes align with the ELPAC test windows. We will also include an EL paraprofessional in SGI classes to ensure that English Learners have quality trained support in their program.

Action 1.2: All academic interventions and program materials. This action did not have the intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limiting effectiveness of this action to be a lack of targeted intervention strategies and high-quality support in the classroom. his change includes the implementation of a benchmark assessment window, increased and targeted tutoring, use of Read180/System44 and other intervention curricula, professional development of staff, and tutor and paraprofessional push-in support in SGI classes to ensure students have quality instructional support in their program. We also plan to continue our recently-adopted twice-annual NWEA testing cycle for all students to more effectively identify students that are in need of targeted intervention.

Action 1.3: Tutoring and supports for students. This action did not have the intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and needs assessment of the current action, we identified that the reason for the low effectiveness of this action was due to too few students participating in tutoring to raise the average credit completion of the ALL student group to 4.0 credits per learning period. We did increase the number of student sessions but too few students participate regularly in individual or SGI tutoring opportunities. We know that students who participate in tutoring earn 1-3 more credits than those who don't during a learning period.

Action 1.4: Counseling students towards graduation and materials. Although there has been meaningful progress made, this action did not have the intended outcome based on the associated metrics as described in prompt 3. Based on educational partner feedback from our PAC and ELAC along with student and staff feedback, we will continue to offer the action. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be a lack of structured intervention and tutoring assignment as well as inadequate monitoring of course articulation. We will adjust the design of the action to ensure that course articulation for each student is reviewed to ensure prioritization of core credits and appropriate academic interventions are assigned to increase success in the upcoming year. This change includes increased and targeted tutoring, review of academic plans to ensure course articulation for core credits, assignment of academic interventions, and progress monitoring of the goal and action. Additionally, we will track student progress in both the 1-year cohort and 4-year cohorts to identify students that may re-enter their cohort with additional academic support.

Action 1.5: Student activities that increase learning efforts. This action did not have the intended outcome based on the associated metrics as described in prompt 3. Due to educational partner feedback from our ELAC and student feedback, we will continue to offer the action. Based on a collaborative evaluation and needs assessment of the current action, we identified that the reason for the low effectiveness of this action was due to too a weak link between enrichment activities and increased credit completion. We know that we need to learn more about what inspires students to earn 4 credits each learning period. eSports and 3D Printing have been a positive addition to our program but they each have a limited scope of interest amongst the greater student population. We will adjust the design of the action to ensure that we realize an increase in credit completion in the upcoming year through developing additional enrichment opportunities that interest students. This change could include more carefully monitoring the effectiveness of the strategies in this action, sharing best practices, and offering a greater spectrum of opportunities for students to interact positively around the curriculum both at the school and through enrichment opportunities such as Experiential Learning, CTE-based opportunities of interest, and individual/group incentives. We also plan to survey our parents and students more to determine their interests and then tie those rewards and events to attendance and credit completion where appropriate.

Action 1.7: Title 1 - Intervention programs and personnel to support students. This action will be discontinued because the school will not be applying for Title 1 funds.

Action 1.8: Professional Development for English Learners. Although there has been meaningful progress made, this action did not have the intended outcome based on the associated metrics as described in prompt 3. Based on a collaborative evaluation and professional needs assessment of the current action, we identified contributing factors to the limited effectiveness of this action to be a lack of targeted and specialized training on effective English Learner instructional practice, and inadequate progress monitoring. We will adjust the design of the action to ensure focused collaboration and professional learning centered around systematic support for English Learners. A deliberate approach using the Professional Learning Communities model and data-driven decision-making to incorporate research-based instructional strategies for scaffolding learning and assignment of interventions will promote academic progress for our English Learners will be implemented by our EL MPS and EL Lead Teachers. The EL MPS will also conduct professional development on timelines and best practices for supporting student preparation for the ELPAC and reclassification windows and criteria.

Acciones

# de Acción	Título	Descripción	Total de Fondos	Contribuye
1.1	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Our ELD program follows the CA EL Roadmap for effective practices, and we provide additional support for ELs struggling with academic proficiency. • EL Small Group Instruction (SGI). • Paraprofessionals in ELD SGI classes. • English Learner Tutors. • Individualized English Language Development Plan (IELDP). • Access to other effective intervention programs such as Read180 and System 44. • Implement a Newcomer curriculum for non-native English speaking students.	$542,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		Upon reviewing our local and state assessment data broken down by subgroup data, we have identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment we have found that our English learner students need additional support and scaffolds to be successful. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an Individualized English Language Development Plan (IELDP) in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner in order to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. EL's participate in Newcomer programs, Structured English Immersion or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. We anticipate the student performance on CAASPP Math and ELA, as well as on the English learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students. Using real time tracking, student language proficiency and academic progress will be monitored and we expect that their ELPAC scores, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel.		

# de Acción	Título	Descripción	Total de Fondos	Contribuye
1.2	All academic interventions and program materials	Academic interventions will be provided for our English learners, LTELs, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. This action will address the following reds on the CA Dashboard API: ELA: All students, Hispanic, English learners, low-income, students with disabilities Math: All students, Hispanic, English learners, Orange in Math: low-income, students with disabilities Eligibility for Differentiated Assistance: EL: ELA, Math, (Priority 4) Hispanic: ELA, Math, (Priority 4) LI: ELA, Math, (Priority 4) SWD: ELA, Math, (Priority 4) Student groups related to eligibility for Differentiated Assistance have average initial NWEA MAP scores at the following grade level: Reading: EL: 471.09 = 2nd grade level LI: 738.16 = 4th grade level SWD: 871.90 = 5th grade level Math: EL: 394.85 = 3rd grade level LI: 622.49 = 4th grade level SWD: 588.85 = 4th grade level To meet these needs, the LEA will provide the following: • Professional development for targeted instruction in small group settings. • English Intensive, Algebra Essential Skills, and an appropriate diagnostic Online Learning Platform. • Access to other effective intervention programs • Implement a twice-annual NWEA test schedule with review of data to more accurately target students for intervention As demonstrated in the Identified Needs and Metrics sections, State and	$311,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		local assessments in ELA and Math indicate that some of our lowest performing students are the English learners, low-income and foster youth student groups when compared to the All student group. To address this gap, academic interventions will be provided for our English learners, low-income and foster youth students struggling with academic proficiency which will help them improve their skills. Targeted instruction in small group settings or other effective intervention programs, such as Read 180 and Math 180 will accelerate their academic abilities. Students who participate in academic interventions will improve their learning gaps, as shown in their NWEA scores. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect our NWEA scores to increase each year.		
1.3	Tutoring and supports for students	Tutors will be provided for our English learners, LTEL, low-income, and foster youth students who need additional support in completing their coursework and earning credits toward graduation. This action supports our Comprehensive Support and Improvement plan, • Tutors are available for additional support • Intensive tutoring for credit completion • Improve tutor-student relationship to increase participation. • Access to tutors is both virtual and in-person • Provide bilingual tutoring support for non-native English speaking students To address our CSI status and improve our graduation rate, we will increase our tutoring support. This action is expected to reduce resource inequities among our lowest student groups' graduation rates and credit completion rates. As demonstrated in the Identified Needs and Metric section, graduation rates are among the LI, FY & EL student groups. To address the achievement gaps, tutors will provide support for our English learners, low-income and foster youth students who are credit deficient. This will help them complete their assignments and increase the rate at which they finish their courses. Local and virtual tutors are actively engaged in reaching out to our English learners, low-income, and foster	$377,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		youth students. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress towards graduation. We expect that these actions will increase graduation rates for our English learners, low-income. and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our credit completion rate to increase each year.		
1.4	Counseling students towards graduation and materials	Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will connect frequently and as needed with high-needs students, to help meet social-emotional needs. Additionally, we will do the following: • Provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being, and create a positive learning environment. • Provide additional training on the Multi-Tiered, Multi-Domain Systems of Support (MTMDSS). MTMDSS provides tiered levels of school counseling instruction and data-driven intervention services that help address the needs of students in the areas of academic, college/career, and social/emotional development. • Counselors help address obstacles to graduation. • Additional counselors reduce the counselor-to-student ratio and allow for equity and improved access to resources. • Provide additional training and support in implementation of our Trauma-Resilient Educational Communities (TREC) model of socio-emotional support. Some of our lowest graduation rates are among the English learners, low-income and foster youth student groups when compared to the All student group. This is demonstrated in the Identified Needs and Metrics sections. To address these gaps, counselors will provide additional support to English learners, low-income and foster youth students. They will promote high expectations provide guidance towards graduation. Counselors will connect with students and effectively monitor and guide students to achieve their graduation goals. We expect to continue providing counselors, who help address obstacles to graduation that English	$5,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		learners, low-income and foster youth students have; however, because we expect that all students could benefit, action is provided on an LEA-wide basis. This action has been effective for many students in helping them successfully graduate and will increase graduation rates for our student groups each year.		
1.5	Student activities that increase learning efforts	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will also do the following: • Improve the relationships between staff and students to increase school participation and engagement. • The school will acknowledge student achievement and celebrate student successes to get buy-in. • The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. • Group activities that celebrate progress. • Enrichment experiences and field trips. • Hosting additional school activities that provide cross-linking between the school and community partners. • The school will increase student participation in extracurricular activities aligned with student interests. • Implementation of an eSports program to healthy and positive student interaction with students within the school, local school region, and in statewide competition. • Expanded access to 3D Printing for students to creatively express an interest in additive manufacturing experiences within the CTE Manufacturing sector. As demonstrated in the Identified Needs and Metrics sections, the English learners, low-income and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4. 0. They often exhibit low motivation to complete their assignments. To address this need, students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized	$30,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		for their efforts in a variety of ways that are meaningful to them. This includes but is not limited celebrations, field trips and enrichment experiences. We implemented an eSports program across the school at multiple learning centers that encouraged student participation in healthy competition across our local region and at the statewide level. Students participating in the eSports teams were required to complete 4.0+ credits per learning period. Students were also encouraged to utilize our 3D Printing opportunities as a creative outlet for designing and printing items of interest, which exposed them to additive manufacturing experiences within the CTE Manufacturing sector.		
1.6	Teachers and staff are qualified and appropriately assigned	All students will have access to teachers who are fully credentialed and appropriately assigned to teach in their subject area of competence. Any teacher misassignments will be monitored and rectified, so that students are served according to the legal requirements.	$4,006,290.00	No
1.7	Professional Development to Support English Learners and LTELs	Our ELD program follows the CA English Learner Roadmap for effective practices, and we provide professional development for staff to help serve English learners and LTELs with their language acquisition. We will do the following: • Professional development for implementing the EL Tool Kit. • Professional development for effective EL strategies, such as SIOP. • Paraprofessionals in ELD SGI classes trained. • EL Tutors trained. • Training in Individualized English Language Development Plan (IELDP). • Professional learning communities, workshops and conferences for staff. • Professional development on our Newcomer curriculum to support non-native English speaking students. Our English Language learners reclassification rate are below the state average, and will need additional support from faculty and support staff	$8,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		who employ effective strategies that will help improve students' ELPAC scores. To address this need, they will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL Tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. We expect that our English learners' ELPAC scores, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel.		

Metas y Acciones

Meta

Meta #	Descripción	Tipo de Meta
2	Students Will Gain Skills for College and Career-Readiness: This is a broad goal for helping students gain skills for college and career-readiness for all students, including low-income, English learners and foster youth students.	Broad Goal

Prioridades Estatales abordadas por esta meta.

Prioridad 1: Básico (Condiciones de Aprendizaje)
Prioridad 2: Normas Estatales (Condiciones de Aprendizaje)
Prioridad 4: Logro Estudiantil (Resultados Estudiantiles)
Prioridad 7: Acceso al Curso (Condiciones de Aprendizaje)
Prioridad 8: Otros Resultados Estudiantiles (Resultados Estudiantiles)

Una explicación sobre por qué el LEA ha desarrollado esta meta.

This goals was developed with the special needs and interests of our unique student population in mind. Most of our students choose our independent study program to change their story and increase their viability after graduation. We support their interests in pursuing a career through our CTE course work and partnerships. Everyone receives state standards aligned curriculum and we encourage students who are college bound to meet the A-G requirements. Year after year, we expect these metrics to show improvement for all of our student groups.

Midiendo y Reportando Resultados

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
2.1	State Standards–aligned materials – Priority #1	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2024 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
2.2	Implement state academic standards and EL access – Priority #2	4.16 out of 5.0 Data Year: 2023 Data Source: CA Dashboard	4.84 out of 5.0 Data Year: 2023-24 Data Source: Dashboard Fall 2024		5.0 – Full Implementation & Sustainability Data Year: 2026 Data Source: CA Dashboard	+0.68
2.3	Statewide Assessments: * English Language Arts – Priority #4 * Mathematics – Priority #4 * Science – Priority #4	Statewide Assessments: English Language Arts All: 20% EL: 5% FY:** LI: 19% SWD: 3% Homeless: 14% AA: 10% AS: 100% H/L: 20% WH: 25% Mathematics All: 7% EL: 3% FY: ** LI: 5% SWD: 0% Homeless: 17% AA: 5% AS: ** H/L: 5% WH: 15% Science	Statewide Assessments: English Language Arts All:19% EL: 3% FY: 50% LI: 20% SWD: 7% Homeless: 11% AA: 7% AS: ** H/L: 19% WH: 29% Mathematics All: 9% EL: ** FY: ** LI: 8% SWD: ** Homeless: 11% AA: ** AS: ** H/L: 7% WH: 29%		Statewide Assessments: English Language Arts All: 25% EL: 25% FY: 25% LI: 25% SWD: 25% Homeless: 25% AA: 25% AS: 25% H/L: 25% WH: 25% Mathematics All: 15% EL: 15% FY: 15% LI: 15% SWD: 15% Homeless: 15% AA: 15% AS: 15% H/L: 15% WH: 15%	Statewide Assessments: English Language Arts All: -1.0% EL: -2.0% FY: 50% (w/o baseline) LI: +1.0% SWD: +4.0% Homeless: -3.0% AA: -3.0% AS: 100% (w/o comparison) H/L: -1.0% WH: +4.0% Mathematics All: +2.0% EL: +3% FY: (w/o comparison) LI: +3.0% SWD: (w/o comparison) Homeless: -6.0%

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
		All: 9% EL: 0% FY: 0% LI: 7% SWD: 0% Homeless: 50% AA: ** AS: ** H/L: 9% WH: 0% Data Year: 2023 Data Source: SARC and PowerBI CAASPP Results	Science All: 6% EL: ** FY: ** LI: 6% SWD: ** Homeless: ** AA: ** AS: ** H/L: 2% WH: 25% Data Year: 2024 Data Source: SARC and PowerBI CAASPP Results		Science All: 10% EL: 10% FY: 10% LI: 10% SWD: 10% Homeless: 10% AA: 10% AS: 10% H/L: 10% WH: 10% Data Year: 2026 Data Source: SARC and PowerBI CAASPP Results	AA: (w/o comparison) AS: (w/o comparison) H/L: +2.0% WH: +14.0% Science All: -3.0% EL: (w/o comparison) FY: (w/o comparison) LI: -1.0% SWD: (w/o comparison) Homeless: 50% (w/o comparison) AA: (w/o comparison) AS: (w/o comparison) H/L: -7.0% WH: 25.0% AS: ** H/L: -8.0% WH: 29% (w/o baseline)
2.4	Participants in career-ready courses – Priority #8 local metric	CTE – 31 Pro Skills – 164 Data Year: 2023-24 LPs1-7 Data Source: Internal PowerBI	CTE – 94 JAG – 160 Pro Skills – 165 Data Year: 2024-25 LPs 1-7		CTE: 50 Pro-Skills: 175 Increase students in career-ready courses each year	CTE :+63 JAG:+160 (w/o comparison) Pro Skills :+1

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
			Data Source: Internal PowerBI		Data Year: 2026-27 LPs1-7 Data Source: Internal PowerBI	
2.5	Percentage CTE course completion and pathway completers seniors – Priority #4	62.50% CTE course completion rate Data Year: 2023-24 Data Source: Internal PowerBI 0.7% CTE pathway completer rate Data Year: 2022-23 Data Source: CDE DataQuest	47.42% CTE course completion rate Data Year: 2024-25 LPs 1-7 Data Source: Internal PowerBI 2.3% CTE pathway completer rate Data Year: 2023-24 Data Source: CDE DataQuest		50% CTE Course Completion rate Data Year: 2026-27 Data Source: Internal PowerBI 3.0% CTE Pathway Completer rate Data Year: 2026-27 Data Source: CDE DataQuest	-15.08% CTE course completion rate 1.6% CTE pathway completer rate
2.6	Access to broad range of courses – Priority #7	100% Data Year: 2023 Data Source: CA Dashboard	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024		100% Data Year: 2026 Data Source: CA Dashboard	No Difference
2.7	Seniors complete A-G courses– and CTE pathway completers with A-G. – Priority #4	0.7% Seniors completing A-G courses 0.0% Seniors completing CTE and A-G	0.0% Seniors completing A-G courses		1% A-G course completion rate 0.5% A-G + CTE Completion	-0.7% Seniors completing A-G courses

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
		Data Year: 2022-2023 Data Source: CDE DataQuest	0.0% Seniors completing CTE and A-G Data Year: 2023-24 Data Source: CDE DataQuest		Data Year: 2026-27 Data Source: CDE DataQuest	No Difference - Seniors completing CTE and A-G
2.8	CA Dashboard English Language Arts and Mathematics	ELA - Declined 8.8 Pts, Red Math - Increased 11.4 Pts, Orange Data Year: 2023 Data Source: CA Dashboard	ELA - Red Status, Maintained -2.6 Pts, Math - Red Status, Maintained -1.3 Pts, Data Year: 2023-24 Data Source: Dashboard Fall 2024		Orange or above Orange or above Data Year: 2026 Data Source: CA Dashboard	ELA - Maintained -2.6 Pts Math - Maintained -1.3 Pts

Análisis de Meta para [2024-25]

Un análisis sobre como esta meta fue realizada en el previo año.

Una descripción de la implementación general, incluyendo cualquier diferencia significativa en acciones planeadas y la verdadera implementación de estas acciones, así como desafíos y éxitos relevantes experimentados con implementación.

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

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

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.]
Implementation Status: 5 - Full Implementation and Sustainability
VN provides multiple college preparatory and dual enrollment opportunities, and Career Technical Education (CTE) pathways for students. The school has identified partnerships that support the goal of providing a K-16 pipeline for students that lead to not just graduation but also post-secondary opportunities beyond high school. All Vista Norte students complete a workforce readiness course that helps students explore careers of interest, prepare them for interviews, and enhance skills in areas of job research and employability. We provide dual enrollment course opportunities to all students both for credit recovery on their high school transcript and also for college articulation after graduation. These courses are provided at no cost to students with any fees being paid by the school. Some of our partners include Chaffey College, San Bernardino City College and Riverside Community College. Course offerings range from history to English and even some elective credits such as guidance classes where students learn about basic writing skills, reading transcripts and course catalog offerings in their major of preference. In 2024, Vista Norte was identified for Differentiated Assistance. Our Differentiated Assistance team met and they completed a fish bone protocol as part of a data review and analysis professional development. During this professional development meeting, the team identified that our Hispanic students were falling behind their grade level peers in college and career readiness. As a result, the team created a SMART goal to focus on the identification and support of our Hispanic students in preparing for, attending, and completing dual enrollment courses to increase this metric. No substantive difference in the planned action compared to the actual implementation.

Action 2.2: Professional development addressing English Learners, low income, and foster youth students.
Implementation Status: 5 - Full Implementation and Sustainability
All staff participate in regular training and professional development opportunities throughout the school year. Training and professional development centers around instructional competency, instructional strategies, social-emotional learning, resiliency, and the needs of special populations. Professional development is conducted both in-house by specialized staff such as Special Education Program Specialists, Multilingual Program Specialist, counselors and outwardly by attendance at conferences, webinars, and other professional learning opportunities. No substantive difference in the planned action compared to the actual implementation.

Action 2.3: Technology Access and Support.
Implementation Status: 5 - Full Implementation and Sustainability
Vista Norte has invested heavily in technology infrastructure and device management to increase support for students in need of technology to access their education. The school has purchased Chromebooks for students to use when completing work remotely. We also have provided WiFi hotspots to students in need of access to internet connectivity. The school also purchases licenses and software to increase access to school work remotely and at school. We purchase additional technology as needed throughout the school year and based on student needs so that students have full access to their schoolwork both at school and at home. Technology is placed on a regular refreshment cycle to ensure that it is up-to-date and current with 21st-century technology standards. No substantive difference in the planned action compared to the actual implementation.

Action 2.4: Support for Standards-based Curriculum and Instruction
Implementation Status: 5 - Full Implementation and Sustainability
This year we improved the quality of standards-based curriculum by creating Professional Learning Communities within our school. We continued to partner with Riverside County Office of Education (RCOE) to support the professional development of our recently credentialed

teachers. Our new administrators participate in professional development to support clearing their administrative services credential through our partnership with Association of California School Administrators (ACSA) and Palmdale Unified School District. Tutors and paraprofessionals began participating in a tutor PLC to address the CSI Plan, review data, and best practices for student support. The tutor PLC team also crafted a SMART goal for increasing tutor participation by students. No substantive difference in the planned action compared to the actual implementation.

Action 2.5: Educational materials for an effective program.
Implementation Status: 5 - Full Implementation and Sustainability
We are constantly monitoring our materials to ensure that teachers, students, and site leadership have the materials necessary to implement a comprehensive academic program for students. Examples of these materials include intervention curriculum, curriculum formatted for remote or distance learning, and appropriate technology infrastructure. Curriculum is updated regularly and is available to every staff to use with students. Accompanying text and supplemental materials are available online for students to use as-needed. Teachers keep an array of other educational materials and manipulatives to support reading & writing programs. No students are lacking materials. No substantive difference in the planned action compared to the actual implementation.

Action 2.6: Safe and Secure Facilities
Implementation Status: 5 - Full Implementation and Sustainability
Safe and secure facilities are the top priority of school leadership. We conduct annual facility inspections using our Facility Inspection Tool (FIT) and report the findings of these inspections to school leadership and the school board. We utilize the support of our Director of Safety and Security to assess the safety of our security procedures annually. Each resource center conducts monthly safety checks to ensure compliance with the school’s safety protocols. Additionally, all staff are required to complete annual training modules on safety and security. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school experiences many successes in Goal 2 this year. We employ a broad spectrum of employees that bring passion and care to the learning centers. This has resulted in a near zero suspension rate, a zero expulsion rate, increases in student attendance and enrollment, increased credit completion and increased participation in CTE and college dual-enrollment opportunities. We have a safe and inclusive learning environment for all students with an individualized approach to learning wherein the student has multiple opportunities to work with both certificated teachers one-on-one and also in small group or individualized tutoring. We have expanded our CTE and dual-enrollment opportunities while encouraging students to strive for a post-secondary opportunity whether it be a career or a college-bound direction.

Overall Challenges: Our school still experienced challenges this year in Goal 2 implementation. We continue to see student performance on the CAASPP below our targeted goals, too few students are completing a CTE pathway compared to our target, and A-G completion lags below our course completion target. Our focus is on college-ready students and we anticipate our CCI indicator to improve over the next year as our efforts to increase participation in dual enrollment become realized in our graduating students.

Una explicación de las diferencias materiales entre los Gastos Presupuestados y Estimados Gastos Reales y/o Porcentajes Planeados de Servicios Mejorados y Estimados Porcentajes Reales de Servicios Mejorados.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds.

Una descripción sobre la efectividad o inefectividad de las acciones específicas hasta la fecha con logrando progreso hacia la meta.

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

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

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Effectiveness of Action: 3 - Effective
Metrics: Work Readiness and CTE courses, CTE and A-G.
Analysis Statement: As noted in the metric section above, our Work Readiness and CTE data shows that the number of students completing a CTE course increased significantly over our baseline year. We met our goal to increase participation in CTE and Workforce Readiness (Professional Skills), with increases of 63 students in CTE participation and 160 students in the Jobs 4 California Graduates (JAG) Workforce Readiness classes. We offer Workforce Readiness to all students at Vista Norte and we encourage students to enroll in a CTE or dual-enrollment course with a partner community college. Dual enrollment courses also allow students to gain college credit that also applies toward their high school graduation requirements, helping to blur the line between high school and post-secondary education. Dual enrollment courses are offered in- person and remotely via partnerships with Victor Valley Community College, San Bernardino Valley Community College, Riverside Community College and Chaffey Community College. We have seen strong participation from all students, including our unduplicated student groups. Students that participate in dual enrollment are encouraged to work with their school counselor, supervising teachers and learning center tutoring teams for support in completing their coursework. Our Differentiated Assistance team met to review data from the CA School Dashboard and identified that our Hispaici students were underrepresented in the college and career indicator. The team's analysis resulted in the creation of a SMART goal to increase performance on the indicator through earlier identification of students in their 4 year grade level cohort and support their completion of a sequence of dual enrollment courses.

Action 2.2: Professional development addressing English Learners, low income and foster youth students.
Effectiveness of Action: 2 - Somewhat Effective
Metrics: CAASPP for English Language Arts and Math.
Analysis Statement: As noted in the metric section above, our CAASPP scores show mixed results in CAASPP Language Arts (declined 1 point and red indicator) and CAASPP Mathematics (increased 2 points and red indicator). Vista Norte is a small school which makes the data review of the CAASPP data difficult because some of the subgroups of students are considered statistically insignificant due to small group size, so their results are not reported. Due to these results, we did not meet our expected outcomes for this action. We believe that additional

professional development centered on using NWEA as a tool to identify deficits in student knowledge will improve student performance throughout this LCAP cycle. We also believe that cooperative planning with our testing coordinator, better data sharing and planning, and pro-activity will increase the scores in this metric.

Action 2.3: Technology Access and Support.
Effectiveness of Action: 3 - Effective
Metric: 100% of students offered Chromebook and hotspot upon enrollment.
Analysis Statement: Vista Norte Public Charter School has invested heavily in student technology throughout the duration of this LCAP cycle. Our students receive technology to support their education both at the school and at home. We have shared our progress toward meeting our LCAP goals throughout the school year and parents have shared that they are happy with the amount of technology made available to students for completing their work. While the purchase of technology has not directly correlated with success of students on the CAASPP, we have seen an increase in credit completion throughout the duration of this LCAP from 3.57 to 3.96 each Learning Period. The improvements in credit completion via increased access to technology also support our which is seen in improved metrics related to benchmark testing, graduation, and workforce readiness. The school has also expanded technology from computer carts to a near 1:1 implementation of Chromebooks for our students. We also ensure that student laptops are on-hand to be assigned to students as-needed. We are slightly below our goal of 4 credits per learning period but improving.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Effectiveness of Action: 2 - Somewhat Effective
Metric: CDE Standards Implementation Rubric.
Analysis Statement: As noted in the metric section above, our high-quality standards-based curriculum continues to be fully implemented for all students enrolled in our school. We annually assess our course offerings to ensure that students have a broad range of courses available. Our A-G completion rate continues to be below our target goal of 5%.

Action 2.5: Educational materials for an effective program.
Effectiveness of Action: 3 - Effective
Metric: Regional Monitoring by Instructional Specialists
Analysis Statement: As noted in the metric section above, all of our sites have adequate materials and are constantly being monitored by school leadership, instructional specialist, lead teachers, and teachers. We continued to maintain our goal to provide 100% of our students with access to a broad range of courses. Our teachers are encouraged to share back not only their feedback on the curriculum but also students' feedback. Courses are available via the traditional paper packet method or via online course delivery using Google Classroom with submission being available to their teacher through electronic delivery to their teacher.

Action 2.6: Safe and Secure Facilities.
Effectiveness of Action: 3 - Effective
Metric: Facilities Inspection Tool (FIT)
Analysis Statement: As noted in the metric section above, our Facility Inspection Tool showed that all of the areas earned an exemplary rating. Our school employs a Director of School Safety and Security that helps ensure our School Safety Plan (SSP) is implemented with fidelity. We provide security at learning centers for the safety of students and staff. Our staff also complete monthly safety walkthroughs to

ensure SSP compliance. This has translated into a high level of physical security at our school sites, as seen in our dashboard indicator of blue and 0.1% suspension rate.

Una descripción sobre cualquier cambio hecho a la meta planeada, medidas, resultados deseados o acciones para el próximo año que resultó de reflexiones sobre previa práctica.

Action 2.1: Career and college-readiness for English Learners, low income, and foster youth students.
Our school has made strong progress in expanding college and career readiness to all students. As part of our school's Differentiated Process with San Bernardino County Superintendent of Schools, we identified that our Hispanic students lagged behind the All Students group in preparation on the CA School Dashboard indicator. The team created a SMART goal centered on the creation of a report that would identify students within their grade level cohort and support earlier identification so that we could encourage participation in dual enrollment and college preparatory courses. We recently completed that report and have plan to share the report with school leadership and the counseling teams so that we can increase our Hispanic college readiness.

Action 2.2: Professional development addressing English Learners, low income and foster youth students.
Our school's performance on Standardized Testing is juxtaposed to our increases in EL reclassification, credit completion, and graduation rate. During our annual cycle of local data review, we found that many students failed to take NWEA assessments regularly, or performed significantly below the mean. Without adequate benchmark assessments, teachers were unable to target academic deficiencies in student content knowledge or encourage participation in supportive curriculum to address academic deficits. This lack of participation in benchmark testing has a trickle-down effect in that students are not identified for specific areas of improvement. Our tutor PLC has found that increased tutoring opportunities does correlate with improved credit completion but we are not adequately preparing students for the state tests. We plan to improve our collaboration amongst teachers through PLCs to incorporate research-based strategies aimed at improving interventions and subsequent CAASPP performance bands.

Action 2.4: Support for Standards-based Curriculum and Instruction.
Our school's performance on this action did not have the intended outcome of meeting our goal of 5% students graduating with A-G course completion. This has been shared with our educational partners and we plan to continue this action into the upcoming three year cycle. We plan to complete a needs assessment to identify potential areas of improvement on this metric. With a more dedicated focus on A-G completion we believe that we will improve student outcomes.

Acciones

# de Acción	Título	Descripción	Total de Fondos	Contribuye
2.1	Career-readiness, Career Technology	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their	$70,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
	Education and college-readiness for English Learners, low-income and foster youth students	efforts in a variety of ways that are meaningful to them. We will do the following: • Counselors support career and college ready efforts • 9th through 12th graders have access to dual enrollment college courses. • CTE programs and pathways offered. • WIOA job training and placement. • College and Career days as well as field trips. Some of our lowest career and college-readiness rates are among the English learners, LTELs, low-income, and foster youth student groups who are all below the state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses. the state average for completing A-G and CTE was 11.1%. Our English learners, LTELs, low-income, and foster youth students, need to be prepared to pursue a career or attend a college. To address this need, our students engage in career inventory, exploration and professional skills, in order to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into coursework that is valuable. Support personnel, staff, partnerships and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our college and career readiness rates for our students and we expect to increase each year for A-G and CTE.		
2.2	Professional development addressing English Learners, low-income and foster youth, students	Students participate in a comprehensive incentive and recognition system that helps support their scholastic efforts. Students are recognized for their efforts in a variety of ways that are meaningful to them. We will do the following: · Regional trainings, workshops/seminars. · Report on training outcomes. • Best practices shared in PLC. • Outside conferences that have an impact on At-promise youth.	$10,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math and science assessments, and the CA Dashboard results show that many of our lowest performing students are the English learners, low-income, and foster youth student groups when compared to the All student group. To address this issue, professional development for our teachers and staff will be essential to the progress our English learners, low-income and foster youth students. Trainings, conferences, workshops, and professional learning communities provide information for our capacity to address our English learner students' academic and social-emotional needs. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning, that state assessment results for our English learners, low-income and foster youth will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on students with all groups receiving orange or better on the CA Dashboard. We expect that these actions will have a positive impact on students with CAASPP scores increasing and the CA Dashboard will improve.		
2.3	Technology Access & Support	All English Learners, LTELs, low-income, and foster youth students will have access to effective technology platforms and support programs. This is an ongoing effort to help them to access their curriculum and instructional support. We will do the following: • Upon enrollment provide every student with a computer. • Provide students and teachers with tech support to ensure access to curriculum and instruction. All English learners, low-income and foster youth students will have 100% access to the curriculum and instructional supports. We know this involves access to effective technology platforms and support programs. This is an ongoing effort in helping them to access their curriculum and instructional supports. We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide	$150,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		training and materials to close any gaps. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our students, by sustaining 100% access to their educational program.		
2.4	Support for Standards-based Curriculum and Instruction	All English Learners, LTELs, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. We will do the following: · Participate in local curriculum review. • Engage in dialogue in collaborative groups. • Provide input on aligning standards to instructional practices. • Analyze data results to develop and improve practices and processes. All English learners, low-income and foster youth students will have access to high quality standards aligned curriculum and instruction that is continually improving. The implementation score for our standards-based curriculum is 4.01, based on the CDE Standards Implementation Rubric. To address this, regional and site personnel will continue to collaborate and develop a high quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on our educational program resulting in a score of 5.0 on the CDE rubric.	$342,073.00	Sí
2.5	Educational materials for an effective program	All students will have access to all materials to participate fully in enrolled courses. An effective education program relies on quality materials for all subject areas. We continue to purchase state adopted texts and update supplemental materials regularly, so that they meet our students’ academic needs.	$3,435,094.00	No

# de Acción	Título	Descripción	Total de Fondos	Contribuye
2.6	Safe and Secure Facilities	We provide learning facilities for our students that are safe and secure. We monitor our sites each year, using the Facility Inspection Tool (FIT).	$814,003.00	No

Metas y Acciones

Meta

Meta #	Descripción	Tipo de Meta
3	Increase Student Retention: This is a maintenance goal for student retention. It is designed to continue the success we have had with addressing student disengagement from their schooling and supporting their decision to either rematriculate or graduate through our program. We have safe and welcoming facilities, with a positive school climate, which effectively encourages students to remain engaged in their schooling experience.	Maintenance of Progress Goal

Prioridades Estatales abordadas por esta meta.

Prioridad 1: Básico (Condiciones de Aprendizaje)
Prioridad 5: Inclusión Estudiantil (Inclusión)
Prioridad 6: Entorno Escolar (Inclusión)

Una explicación sobre por qué el LEA ha desarrollado esta meta.

We measure our core program through the high rate of retention, graduation and rematriculating back in school. Our mission is to successfully help students make the turn away from dropping out of school. We have specially trained staff and teachers in trauma-informed practices and they know how to effectively address student retention. In consultation with students, families, and staff, we will continue to provide a collaborative educational environment for the success of our students.

Midiendo y Reportando Resultados

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
3.1	Success Rate – local metric (graduation, retention, rematriculate)	94.91% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.82% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		Success Rate – maintain 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+4.91%

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
3.2	School Facilities rating – Priority #1	Exemplary Data Year: 2023 Data Source: CA Dashboard	Exemplary Data Year: 2023-24 Data Source: Dashboard Fall 2024		Facilities in Exemplary Condition Data Year: 2026 Data Source: CA Dashboard	No Difference
3.3	Retention rate – local metric	92.90% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 99.46% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		Retention Rate – 80% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	+6.56%
3.4	Attendance rate – Priority #5	90.64% Data Year: 2023-24 LPs 1-7 Data Source: Internal SIS	All: 86.83% Data Year: 2024-25 LPs1-7 Data Source: Internal SIS		Attendance Rate – 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: Internal SIS	-3.81%
3.5	Non-completer rate(dropout) – local metric	4.94% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI	All: 4.63% Data Year: 2024-25 LPs1-7 Data Source: Internal PowerBI		10% or lower non-completer rate dropout Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI	-0.31

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
3.6	Suspension rate – Priority #6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 Data Source: Internal PowerBI and Dashboard 2024		0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference
3.7	Expulsion rate – Priority #6	0% Data Year: 2023-24 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2023	All: 0% Data Year: 2024-25 Data Source: Internal PowerBI and Dashboard 2024		0% - low rate Data Year: 2026-27 LPs 1-7 Data Source: Internal PowerBI or CA Dashboard 2026	No Difference

Análisis de Meta para [2024-25]

Un análisis sobre como esta meta fue realizada en el previo año.

Una descripción de la implementación general, incluyendo cualquier diferencia significativa en acciones planeadas y la verdadera implementación de estas acciones, así como desafíos y éxitos relevantes experimentados con implementación.

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

The actions outlined in Goal Three supported the progress in meeting the following goal: Increase Student Retention.

Action 3.1: Student Retention
Implementation Status: 5 - Full Implementation and Sustainability
Student retention is a key facet of our student support system at our school. We employ Student Retention Support (SRS) staff that are dedicated to identifying the barriers that students struggle with. Our SRS staff are empowered to find creative solutions to help encourage students to complete their high school journey. We provide wrap-around services to students via contracted support providers, counselors, and community partners. The SRS staff also conduct home visits to try and locate students that are not participating in their studies, and hold

student re-engagement meetings with students and their parents. No substantive difference in the planned action compared to the actual implementation.

Action 3.2: Social and Emotional Supports
Implementation Status: 5 - Full Implementation and Sustainability
The school believes that social-emotional health of our students is tied to academic success. We have aimed to increase the number of school counselors available to students over this currently LCAP cycle. We currently employ 3 full-time school counselors. Students demonstrating strong growth in credit completion or improvement in their participation in the school are eligible to participate in Experiential Learning opportunities such as our annual trip to Washington, D.C. The school offers numerous social-emotional supports such as Paws-to-Share, which is a dog therapy program. Learning Centers also participate in a collaborative Trauma-Resilient Educational Communities (TREC) model that supports our students through implementation of ACES Science principles. We also utilize our LCAP funding to support students during school breaks by providing counselors on-call for acute interventions. No substantive difference in the planned action compared to the actual implementation.

Action 3.3: Access to Transportation
Implementation Status: 5 - Full Implementation and Sustainability
The school provides multiple opportunities to help students attend school. The school purchases bus passes that are given to students at no charge so that may attend school. Bus passes are given on both a daily and weekly basis depending on need. Students that demonstrate exceptional need during short-term lack of transportation have access to Hop, Skip, Drive for transportation to and from the school. No substantive difference in the planned action compared to the actual implementation.

Action 3.4: Access to Nutrition
Implementation Status: 5 - Full Implementation and Sustainability
Our school believes that it is not okay for students to attend school hungry. Throughout the duration of the school year we have increased the amount of funding available for students to access nutritional services. We also provide free meals to students via local vendors who provide both hot and cold meals for students in pre-packaged or self-serve containers. We also provide student nutrition at school events such as Back-to-School Nights, awards ceremonies, ELAC and PAC meetings, counselor-hosted events, community events supported by our community liaison and Parent Engagement Liaison, and other events throughout the school year. No substantive difference in the planned action compared to the actual implementation.

Action 3.5: Title 1 – Helping Homeless
Implementation Status: 5 - Full Implementation and Sustainability
Our school provides services across a broad spectrum of need for students. This includes our homeless students or students that are experiencing an acute loss of housing. McKinney Vento training is conducted annually by our counselors to help our teachers identify students that may benefit from access to additional services from the community. Our counselors work with the Community Liaisons (CL) and Parent Engagement Liaison (PEL) to ensure that resources are available for these students who are undergoing periods of exceptional need. We provide free items for these students, such as hygiene and self-care items, clothing, and non-perishable food items. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school successfully implemented the actions in this goal without any substantial differences in Goal 3. Our Student Retention Rate increased, attendance slightly declined but remained above our target, and the dropout rate decreased over the past year. We have increased the availability of wrap-around services to students via both internal resources and external partnerships, hired additional staff to support this goal and utilized our existing staff in creative ways to improve student outcomes.

Overall Challenges: Our school continued to face challenges in implementing all of the actions in Goal 3. Students' social-emotional needs are greater than they have ever been and both acute and chronic homelessness continues to increase not just in our student population but the greater society as a whole. While we have significantly improved our Goal 3 performance this is not reflected in student performance on Standardized Testing.

Una explicación de las diferencias materiales entre los Gastos Presupuestados y Estimados Gastos Reales y/o Porcentajes Planeados de Servicios Mejorados y Estimados Porcentajes Reales de Servicios Mejorados.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2023-2024 Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 3.5 for homeless students, were also fully expended.

Una descripción sobre la efectividad o inefectividad de las acciones específicas hasta la fecha con logrando progreso hacia la meta.

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

The actions outlined in Goal Three helped make progress towards the LEA's goal: To Increase Student Retention.

Action 3.1: Student Retention
Effectiveness of Action: 3 - Effective
Metric: Retention Rate
Analysis Statement: As noted in the metric section above, our retention rate data is 99.46% which is an increase of 6.56% from the first year of this LCAP cycle. Our retention rate is measured as the percentage of students that either stay in our school or successfully are matriculated back to their local school. We believe that higher student retention is correlated with higher student satisfaction with our program, graduation, and lifelong success. The comprehensive student support services provided by the school have shown strong improvement. Tiered re-engagement plans have supported the continued enrollment and academic progress of students. We continue to look for creative solutions to complex problems and utilize multiple communication pathways home for both students and parents. Home visits are also conducted to ensure that students don't just hear from us that we miss them but see us in person, as well.

Action 3.2: Social and Emotional Supports
Effectiveness of Action: 3 - Effective

Metric: Success Rate
Analysis Statement: As noted in the metric section above, our success rate shows that 99.91% of our students are successful. This measurement looks at the number of students that graduate, stay with our program, or rematriculate successfully back to their district school of residence. The student success rate for our school has improved from 94.91% in our baseline year to 99.92% this year. Part of this is due to our significant investment in counselors, social-emotional supportive services, community resources, and creative solutions. For example, we maintain an on-call counselor presence through school breaks to address acute social-emotional events. Our school staff have been trained in trauma-informed best practices through our Trauma-Resilient Educational Communities (TREC) model. We have utilized LCAP funding to increase the offerings of elective programs and other positive school culture opportunities (such as eSports, field trips, school events, and awards ceremonies). Students that are parenting have supportive services and childcare items provided at no-cost through our Helping Our Parents in Education (HOPE) program. Through this program, students receive free diapers, formula, clothes, and other items for their children.

Action 3.3: Access to Transportation
Effectiveness of Action: 3 - Effective
Metric: Attendance Rate
Analysis Statement: As noted in the metric section above, our attendance rate shows that the investment in free transportation for students did not positively correlate with an increase in attendance. Our attendance rate decreased from 90.64% in the baseline year to 86.83% in year 1 of this LCAP cycle. We will continue with our provision of free bus passes as it has been a popular program with students and is critical for many of our students to get to school safely. For students demonstrating an acute lack of transportation, we utilize Hop, Skip, Drive to bring students to school. While these budget investments have not been a net positive for student attendance, we plan to continue providing these services in the current and upcoming year.

Action 3.4: Access to Nutrition
Effectiveness of Action: 3 - Effective
Metric: Non-completer Rate
Analysis Statement: As noted in the metric section above, our non-completer rate shows a decrease in the number of students that dropped out of our program. The non-completer rate was 4.63% in year 1 versus the baseline percentage of 4.94%. There are a number of reasons why we believe these increases were seen. One is a result of our increased nutritional support for students. Many students continue to have food insecurity in their own homes and the provision of healthy and nutritious options at the school encourages them to attend school. Secondarily, students also feel connected to the school through the care we provide in this action. We provide numerous and regular opportunities for students to eat nutritious meals provided by the school. Our leadership teams host workshops, school meetings, informational seminars, school events, and other opportunities throughout the school year that have free food provided for students (and families when they are present). Another example of this budgetary investment in our students is through our local vendors who provide pre-packaged and self-serve hot or cold meals to our students. We believe that our focus on nutrition will continue to positively impact student success at our school and we plan to continue this action.

Action 3.5: Title 1 – Helping Homeless
Effectiveness of Action: 3 - Effective
Metric: Percentage of Homeless Served

Analysis Statement: As noted in the metric section above, all of our homeless students were provided services this year. Annual staff trainings are held to help staff recognize the signs of homelessness and acute loss of stable housing. We have increased our connections with community partners to mitigate these events. The school also has on-hand free items for students that are experiencing these stressful events, such as hygiene items, clothing, non-perishable food, and other items.

Una descripción sobre cualquier cambio hecho a la meta planeada, medidas, resultados deseados o acciones para el próximo año que resultó de reflexiones sobre previa práctica.

Action 3.5: Title 1 – Helping Homeless. This action will be discontinued as the school will not be applying for Title 1 funds.

Acciones

# de Acción	Título	Descripción	Total de Fondos	Contribuye
3.1	Student Retention	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their retention. We will do the following: • Our student retention support personnel will engage in active outreach. • Student retention services will be trained. • Provide additional services that support retention. We serve English learners, low-income and foster youth with high mobility, who are typically behind in credits and have been out of school for a semester or more. We have seen success in the retention rate for our student population. Ensuring that our English learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English learners, low-income and foster youth, because our data shows that we have been successful. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the retention rate of our students, and that we will stay above 80% each year.	$305,500.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
3.2	Social and Emotional Supports	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve the success rate. We will do the following: • Our SEL programs are offered as necessary. • Additional counseling, support personnel, and professional development. • Providing additional services that support student success such as yoga, dog therapy at Learning Centers, and SEL courses. Our English learners, low-income and foster youth student population were negatively impacted during the pandemic. Many sustained social and emotional trauma, which impacted our Success Rate, which measures graduation, retention and rematriculation. We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices have helped address many of the social-emotional needs of our English learners, low-income and foster youth students. Programs such as TREC, HOPE, counseling, support personnel, social workers, professional development, special program such as yoga, have a positive impact on our students. We will continue to provide and improve on these actions and services, because we have witnessed success in our English learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the Success Rate of our program, and that we will stay above 80% each year.	$484,500.00	Sí
3.3	Access to Transportation	All English Learners, LTELs, low-income, and foster youth students will be supported with transportation services to improve their attendance. We will do the following: • Provide metro or bus passes to facilitate their access to public transportation.	$2,500.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		Provide additional transportation services that support attendance in other areas. Our English learners, low-income and foster youth students are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. To address this issue, we provide a variety of transportation options from metro passes, bus services, vans and such. We will continue to provide this additional service for students, because we have seen it improve their access to school and programs. These actions will have a positive impact on the attendance rates of our English learners, low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average attendance rate and that we will stay above 85% each year.		
3.4	Access to Nutrition	All English Learners, LTELs, low-income, and foster youth students will be supported with actions and services to improve their completer rate. We will do the following: - Ensure that students have access to food on site. - Provide additional services that support nutrition. Food scarcity for our highly mobile English learners, low-income and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. These actions will decrease non-completer rates for our English learners, low-income and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% each year.	$26,980.00	Sí

Metas y Acciones

Meta

Meta #	Descripción	Tipo de Meta
4	Increase Educational Partner Engagement: This is a maintenance goal for increasing educational partner engagement. We believe in parent participation along with their student's academic progress and we believe in parents should be encouraged to participate in meaningful ways to promote positive school outcomes.	Maintenance of Progress Goal

Prioridades Estatales abordadas por esta meta.

Prioridad 1: Básico (Condiciones de Aprendizaje)
Prioridad 3: Participación Parental (Inclusión)
Prioridad 6: Entorno Escolar (Inclusión)

Una explicación sobre por qué el LEA ha desarrollado esta meta.

Involving parents in their student's orientation, awards, school activities, survey's and parent advisory, has a positive impact on the student's school experience. With consultation of our educational partners, we made this goal a maintenance of progress goal. There was a down turn in the school data for this goal, stemming from the pandemic, however, we expect it to resume full strength in a few years.

Midiendo y Reportando Resultados

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
4.1	Parent conferences, events, celebrations – local metric	Participation Count = 708 Enrollment Count = 631 (CBEDS Enrollment #) Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	Participation Count = 863 Enrollment Count = 667 (CBEDS Enrollment #) Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		Parent conferences, events, celebrations are above enrollment each year Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+155

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
4.2	Parent Advisory/ELAC participation all year – local metric	32 Data Year: 2023-24 LPs 1-7 Data Source: Internal Monitoring	88 participants Data Year: 2024-25 LPs 1-7 Data Source: Internal Monitoring		65 Participants for PAC/ELAC Data Year: 2026-27 LPs 1-7 Data Source: Internal Monitoring	+56
4.3	Parents Feel Encouraged to Participate – Priority 3	91% Feel Encouraged to Participate Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Encouraged to Participate Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Parents Feel Encouraged to Participate - 85% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	+6%
4.4	Students Feel Safe – Priority #6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students Feel Safe- 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference
4.5	Students Feel Connected – Priority #6	96% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	97% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Students Feel Connected - 90% or higher Data Year: 2026-27 LPs 1-7	+1%

# de Medida	Medida	Referente	Resultado del Año 1	Resultado del Año 2	Objetivo para Resultado del Año 3	Diferencia Actual del Referente
					Data Source: School Survey	
4.6	Teachers Feel Safe– Priority #6	100% Feel Safe Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Safe Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers Feel Safe- over 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference
4.7	Teachers Feel Connected– Priority #6	100% Feel Connected Data Year: 2023-24 LPs 1-7 Data Source: School Survey	100% Feel Connected Data Year: 2024-25 LPs 1-7 Data Source: School Survey		Teachers Feel Connected - over 90% or higher Data Year: 2026-27 LPs 1-7 Data Source: School Survey	No Difference

Análisis de Meta para [2024-25]

Un análisis sobre como esta meta fue realizada en el previo año.

Una descripción de la implementación general, incluyendo cualquier diferencia significativa en acciones planeadas y la verdadera implementación de estas acciones, así como desafíos y éxitos relevantes experimentados con implementación.

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

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

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Implementation Status: 5 - Full Implementation and Sustainability

Our school believes that students are not successful if their parents do not support our program. We hold quarterly meetings of our Parent Advisory Council (PAC) and also our English Learner Advisory Committee (ELAC). Many other opportunities are held throughout the year to encourage parent participation in their student's school, such as awards ceremonies, Back to School Night, Open Houses, orientations at time of enrollment, workshops held by community partners, and workshops held by counselors (social-emotional, FAFSA, graduation, etc). No substantive difference in the planned action compared to the actual implementation.

Action 4.2: Translation and Outreach Services
Implementation Status: 4 - Full Implementation
Many of our students' parents are non-native English Language speakers. To encourage participation in important school events and committees, such as the English Learner Advisory Committee and the Parent Advisory Committee, we provide translation services. This is done through the attendance of bilingual staff that translate for those families in real-time. Feedback from those families is also recorded as part of our process. Additionally, materials sent home regarding upcoming school events and other important notices are translated to ensure communication pathways remain open with our families. Our LCAP and SARC reports are provided in both English and Spanish on the website and at the school site in paper format. No substantive difference in the planned action compared to the actual implementation.

Action 4.3: Educational Partner Engagement
Implementation Status: 5 - Full Implementation and Sustainability
Our school hosts multiple family events throughout the year to encourage parent involvement in their student's academic success. We utilize our Community Liaison and our Parent Engagement Liaison to hold community events that help connect our families to community resources. The Community Liaison and Parent Engagement Liaison Team is tasked with developing deep connections into the community that will help students experiencing acute life events. We also distribute an Annual School Climate Survey to all students, parents, and staff. The results of those surveys reflect that the school has implemented a sustainable program of support. No substantive difference in the planned action compared to the actual implementation.

Action 4.4: Title 1 – Parent Engagement
Implementation Status: 5 - Full Implementation and Sustainability
Our school holds an annual Title I meeting for all families where we encourage feedback on our academic program. Recommendations and feedback are shared back with school leadership to inform decision-making on how best to continue this action for the support of our students. No substantive difference in the planned action compared to the actual implementation.

Overall Successes: Our school was successful in actions related to Goal 4. We were able to maintain our educational partner engagement, continue strong participation in our PAC and ELAC meetings, and receive positive feedback on our Annual School Climate Survey. The results of that survey reflect that students, families, and staff believe our school is welcoming, safe, and provides a plethora of social-emotional and academic avenues of support.

Overall Challenges: Our school would like to see more participation in the PAC and ELAC meetings. While we exceeded our goal of 65 participants at the PAC and ELAC meetings this year, we can do better. We are working to increase participation this school year. We believe that the decisions made for students should also include the feedback of our students and families. Our participation rate this year was the higher than our baseline and annual targets thus far in the current cycle which is encouraging.

Una explicación de las diferencias materiales entre los Gastos Presupuestados y Estimados Gastos Reales y/o Porcentajes Planeados de Servicios Mejorados y Estimados Porcentajes Reales de Servicios Mejorados.

There were no material differences in the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services; because actual expenditures were approximately the same as budgeted expenditures and principally directed towards our English Language Learners, low-income and foster youth students. We were able to meet our budgeted expenditures as shown in the 2024-25. Contributing Actions Annual Update table for estimated actual expenditures. This is true for the LCFF funds. The Title 1 funds, which were used to support actions in Action 4 for Parent Engagement, were also fully expended.

Una descripción sobre la efectividad o inefectividad de las acciones específicas hasta la fecha con logrando progreso hacia la meta.

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

The actions outlined in Goal Four helped make progress towards the LEA’s goal: To support the progress in meeting the goal to Increase Educational Partner Engagement.

Action 4.1: Community/Parent Liaison and Meaningful School Activities
Effectiveness of Action: 3 - Effective
Metric: Participation Counts
Analysis Statement: As noted in the metric section above, our participation count data shows that we have strong participation of parents in school activities. We exceeded our goal by 155 participants which is very encouraging. Our goal continues to be a total participation equal to enrollment each year. We plan to increase our outreach efforts to improve the participation in PAC and ELAC meetings meetings in this current year to exceed the current goal of 65 participants annually.

Action 4.2: Translation and Outreach Services
Effectiveness of Action: 3 - Effective
Metric: PAC/ELAC Participation
Analysis Statement: As noted in the metric section above, our PAC/ELAC participation shows that we met and exceeded our goal this year of 65 participants in PAC and ELAC meetings. We have improved our attendance at these meetings each year through improved outreach efforts, communication with parents in both English and Spanish, and by providing translation services at meetings for non-native English speaking parents and students.

Action 4.3: Educational Partner Engagement
Effectiveness of Action: 3 - Effective
Metric: School Survey Data
Analysis Statement: Each year, the school encourages parents, students, and staff to participate in an Annual School Climate Survey. The survey covers multiple domains of questioning, ranging from school safety to social-emotional health and other areas. Participation in the Annual Survey has increased each year as a percentage of total student enrollment. As noted in the metric section above, our Annual School

Climate Survey data shows that 97% of parents feel encouraged to participate in our school. We also found additional positive data points in the survey, such as 100% of our students feeling safe at school, 97% of students feeling connected, 100% of teachers feeling safe, and 100% of teachers feeling connected to their job and students. One of the reasons our participation rates increased this year was an extended survey window to give additional opportunities to complete the survey and communicate with all educational partner groups the importance of giving feedback. We also focused our efforts on better communication via multiple methods (email, text, in-person, phone calls and flyers), and on providing additional opportunities to participate in meetings (such as virtual broadcasting via Zoom or Google Meets while hosting the meeting in person).

Action 4.4: Title 1 – Parent Engagement
Effectiveness of Action: 3 - Effective
Metric: Title 1 Meeting Participation
Analysis Statement: As noted in the metric section above, our Title 1 Meeting participation shows that our efforts to improve communication have been successful. Students, parents and staff attended our Title I Annual Meeting to learn and share their voice on how we are using Title I funding to support our students. As a schoolwide Title I school, all students are encouraged to participate in our intervention and literacy programs via Small Group Instruction (SGI) classes, one-on-one tutoring, and the course opportunities that are hosted by the literacy teaching team. We also provided translation services at our meeting for any students or parents needing assistance. Because of the feedback from our parents, we will continue this action into the new year.

Una descripción sobre cualquier cambio hecho a la meta planeada, medidas, resultados deseados o acciones para el próximo año que resultó de reflexiones sobre previa práctica.

4.4: Title 1 – Parent Engagement. This action will be discontinued because the school will not be applying for Title 1 funds.

Acciones

# de Acción	Título	Descripción	Total de Fondos	Contribuye
4.1	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	All parents of English learners, LTELs, low-income, and foster youth students will have access to meaningful parent activities and events at school. We will do the following: • Community Liaison and Parent Engagement Liaison who does outreach. • Provide meaningful parent activities • Promote events and activities for parents to participate in at school. The parents of English learners, low-income and foster youth students are	$521,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		some of the least involved educational partners. Parent and educational partners' engagement is essential to effective schooling for our English learners, low-income and foster youth students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will continue to provide a Community Liaison and Parent Engagement Liaison who does outreach and promotes the school as a welcoming place for everyone. We will continue to provide this action, because we know that parent engagement is important and helpful in promoting the value of education in the family. We expect that these actions will increase involvement of the parents of English learners, low-income and foster youth. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect our participation counts to be above school enrollment each year.		
4.2	Translation and Outreach Services	All English Learners, LTELs, low-income and foster youth students, and parents will be supported with actions and services to improve their translation needs. We will do the following: • Our translation services are capable of translating for multiple languages in writing. • Oral translation services are also provided at school events. • Provide additional translation and outreach services as necessary. Many of our English learners and low-income students speak a language other than English. Our English learners, low-income and foster youth students require effective communication and outreach about the educational programs and opportunities at the site. Good communication improves a sense of connection. Translations in student's primary languages is critical for two-way communication efforts. Additionally, outreach and communication services are critical to school programs. We will continue to support this access to the school events and efforts through translating materials. We expect that these actions will sustain student's sense of connection for our English learners, low-income and foster youth student groups. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an	$4,000.00	Sí

# de Acción	Título	Descripción	Total de Fondos	Contribuye
		LEA-wide basis. We expect our students to report that over 90% feel connected to school each year.		
4.3	Educational Partner Engagement	Educational partner engagement is essential to a positive school experience and outcomes, especially for our English learners, LTELs, low-income, and foster youth. We will do the following: • Provide meaningful educational partner engagement activities. • Provide two-way communication opportunities. • Provide additional services that support virtual communication and materials as necessary. Our English learners, low-income and foster youth students and families often struggle with beings involved in meaningful school activities. Parents participate in our Parent Advisory and English learner Advisory groups. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities and transportation. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, low-income and foster youth students. However, because we expect that all students showing credit deficiency will benefit, this action is provided on an LEA-wide basis. We expect that our parents will report that over 85% feel encouraged to participate each year, based on the school survey.	$1,000.00	Sí

Servicios Aumentados o Mejorados para Jóvenes de Crianza Temporal, Estudiantes del Inglés y Alumnos de Bajos Ingresos para [2025-26]

Cantidad Total de Proyectadas Subvenciones LCFF Suplementarias y/o de Concentración	Proyectado 15 Por Ciento Adicional de Subvención LCFF de Concentración
$3,190,553.00	$385,406.00

Requerido Porcentaje para Aumentar o Mejorar Servicios para el Año LCAP

Proyectado Porcentaje para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar	Sobrante LCFF – Porcentaje	Sobrante LCFF – Cifra	Porcentaje Total para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar
37.675%	0.000%	$0.00	37.675%

Los Gastos Presupuestos para Acciones identificadas como Contribuyendo pueden encontrarse en la Tabla Gastos para Aumento o Mejora de Servicios.

Descripciones Requeridas

Acciones a Nivel del LEA y Escolar

Para cada acción siendo proporcionada a una escuela entera o LEA, proporciona una explicación de (1) las necesidades particulares identificadas de los grupos estudiantes por quien la acción está principalmente orientada, (2) como la acción está diseñada para abordar las necesidades identificadas y como se está proporcionando a nivel del LEA o escolar y (3) las medidas utilizadas para medir la efectividad de la acción para mejorar resultados para los grupos estudiantiles sin duplicación.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
1.1	**Acción:** Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials **Necesidades Identificadas:** **Rango:**		

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
1.2	**Acción:** All academic interventions and program materials **Necesidades Identificadas:** Students who come to us are typically about 5-grade levels or more below in their academics. Based on their NWEA scores we provide a personalized learning environment and interventions targeted to meet their academic gaps. As shown in the metrics section above, our English learners, students with disabilities, and socioeconomically disadvantaged are far below grade level. Additionally, to address the requirements for Differentiated Assistance, we examined the needs of our student groups in the red on the 2023 CA Dashboard, which were our English learners, Hispanic, socioeconomically disadvantaged and students with disabilities in ELA and mathematics. The 2024 Dashboard only had our socioeconomically disadvantaged student group in the red for ELA and mathematics (Metrics are reported in Goal #2). Teacher and parent feedback indicated that they support the importance of the intervention programs to increase students' English and math skills. **Rango:** A nivel escolar	We are increasing our capacity to provide interventions in ELA and Mathematics through additional personnel and training in English Intensive, Algebra Essential Skills and participation in a twice-annual schedule of benchmark assessments that will help identify students in need of academic intervention. This will serve the identified needs of our lowest-performing student groups. We will provide additional professional development for teachers, paraprofessionals, and tutors, focused on the implementation of intervention programs. Training to include new strategies and pedagogies proven to increase student achievement. Develop and implement intervention programs for students who require additional support. These programs may involve one-on-one tutoring, small group instruction, or specialized resources, such as English Intensive, Algebra Essential Skills, and implementing a twice-annual schedule of benchmark assessment that will help identify students in need of academic intervention. We also have adopted a twice-annual NWEA test schedule starting in 2024-2025 school year to increase student participation in benchmark assessment. Teachers, tutors and paraprofessionals will review the results to identify students in need of additional academic support and targeted intervention. This action is on-going throughout the school year. We expect that these actions will be effective at increasing students' mathematics and reading assessments. However, because we expect that	We will closely monitor progress on our Math and Reading interventions programs. The following metrics are applicable: (NWEA ELA all students, EL, low-income, Hispanic, students with disabilities) (NWEA ELA all students, EL, low-income, Hispanic, students with disabilities) CA Dashboard Academic Indicator results for ELA and Math We will also consider input from the parents of participating students to enhance the quality of the programs provided.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
		all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	
1.3	**Acción:** Tutoring and supports for students **Necesidades Identificadas:** To address the requirements for Comprehensive Support and Improvement (CSI), we examined the needs of our student groups in the red on the CA Dashboard for their 2023 federal graduation rate. These were our all-student group, English learners,, Hispanic, and students with disabilities. We noticed that these students were also in the socioeconomically disadvantaged group, which was in the red. The 2024 CA Dashboard 4-5 year graduation rate had these student groups in the red: English learners, Hispanic, and socioeconomically disadvantaged students. Additionally, students who enroll with us are typically about 30 or more credits behind in school. Teachers, students, and parents provided feedback indicating that they support the high-value tutors bring to the program. **Rango:** A nivel escolar	We are implementing intensive tutoring with increased participation and access to virtual and in-person tutors. A high-quality tutor and student relationship with help increase participation. For our non-native English-speaking students, we provide bilingual tutoring support. This will help them complete their assignments and increase the rate at which they finish their courses. Tutors support these students both virtually and in person and are available during school hours. They scaffold skills that need to be reinforced through additional practice. Tutors deliver a critical level of support that we have seen be successful in helping address academic gaps effectively and improve student progress toward credit recovery and graduation. This action is on-going throughout the school year. We expect that these actions will be effective at increasing students' credit completion rate which leads to improved graduation rates. However, because we expect that all students with low proficiency will benefit, this action is provided on an LEA-wide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially for the following student groups in the red: All-student group, English learners,, Hispanic, students with disabilities, and socioeconomically disadvantaged groups, We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program provided.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
1.4	**Acción:** Counseling students towards graduation and materials **Necesidades Identificadas:** Historically, some of our lowest graduation rates are among the English learners, LTEL low-income, and foster youth student groups, who are also students with disabilities, when compared to the All-student group who are at 73.9% for the 2023 DASS graduation rate. We examined the needs of our students who are behind in their coursework and credits. They are behind for a variety of reasons and many obstacles need to be addressed before they graduate successfully. The DASS Graduation rate for 2024 was 84.7%. Teachers, students, and parents provided feedback indicating that they support the high-value counselors bring to their students. **Rango:** A nivel escolar	To address obstacles to graduation, we will provide additional training and support to identify students' socio-emotional needs, incorporate counseling services to support students' well-being and create a positive learning environment. Counselors will be principally directed to promote high expectations and provide guidance toward graduation. Counselors will promote a positive working relationship and will connect frequently or as needed with high-needs students, to help meet social-emotional needs using programs such as our TREC model which promotes intrinsic motivation and guides students to achieve their graduation goals. Counselors are a critical factor in helping students graduate. Counselors will provide additional counseling and social-emotional support for English Learners, LTEL, low-income and foster youth students, and students with disabilities. Counseling occurs weekly for our high-needs students. There are also multiple ways for counselors to connect with students such as one-on-one, group meetings, and home visits. Counselors are continually in contact with teachers and parents to help monitor the progress of students. During school breaks, our counselors are available 24/7 for intervention and support of students that are in need of acute support. We provide this support during Spring, Fall, Thanksgiving, and Christmas vacations. We expect to continue providing counselors, who help address obstacles to graduation that students with disabilities who are English learners, low-income and foster youth students have; however,	We will closely monitor progress on our DASS Graduation rates for all of our student groups, especially English learners, LTEL, low-income, foster youth and students with disabilities. We expect them to increase each year. We will also consider input from the parents of participating students to enhance the quality of the program provided.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
		because we expect that all students could benefit, action is provided on an LEA-wide basis.	
1.5	**Acción:** Student activities that increase learning efforts **Necesidades Identificadas:** As demonstrated in the Identified Needs and Metrics sections, English Learners, low-income, and foster youth students are often underperforming in their capacity for credit completion. The expected average is 4.0 for all students. They often exhibit low motivation to complete their assignments. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Rango:** A nivel escolar	To address this need, we will improve the relationships between staff and students to increase school participation and engagement. The school will acknowledge student achievement and celebrate student successes to get buy-in. The school will also boost student morale by increasing student-led events and activities creating a positive learning environment. Students are recognized for their efforts in a variety of ways that are meaningful to them. This includes but is not limited to celebrations, field trips and enrichment experiences. Our students participate in a comprehensive incentive and recognition system, on an ongoing basis, that helps support their scholastic efforts. We have witnessed how these actions can inspire students to continue to be productive and strive to accelerate their learning. We expect that these actions will have a positive impact on work completion rates. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our credit completion rates for all of our student groups, especially English learners, LTEL, low-income, foster youth, and students with disabilities. We anticipate from these actions and support services to see an increase up to 4 credits per learning period. We will also consider input from students and parents to enhance the quality of the program provided.
2.1	**Acción:** Career-readiness, Career Technology Education and college-readiness for English Learners, low-income and foster youth students	To address this need, our counselors will work closely with teachers to ensure all students complete a college and/or career coursework. Counselors connect students with WIOA to receive job training and placement. Additionally, field trips will be planned for career exploration.	We will closely monitor progress on our CTE completion rates and our A-G completion rates for all of our student groups, especially English

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
	Necesidades Identificadas: Some of our lowest career and college-readiness rates are among the English learners, low-income, and foster youth student groups who are all below the 2023 state average of 18.7% for graduates completing a CTE pathway. They were also below the state average of 44.5% completing A-G courses and below 11.1% in the A-G + CTE pathway completion rate. Our English Learners, low-income and foster youth students need to be prepared to pursue a career or attend a college. In 2024, graduates completing A-G was 0.0% and CTE pathway completion was 2.3%. Students, teachers, and parents provided feedback indicating that they support the value of meaningful student activities and incentives. **Rango:** A nivel escolar	We highly encourage all students to participate in dual enrollment and CTE pathways prior to their 12th grade year. Student participation counts are anticipated to increase in our Child Development, EMT, Construction and Career Exploration Pathways. The school will also increase student and family involvement in College and Career days and connect students with WIOA to receive job training and placement. Additional field trips will be planned for career exploration. When our students enroll, they soon start to engage in career inventory, exploration, and professional skills, to align their interests into either CTE or other secondary education. We take into consideration local employment opportunities and student interests to help guide students into valuable coursework. Support personnel, staff, partnerships, and materials are essential to tailor and implement the curriculum for students. We have witnessed our students be successful in these programs. We expect that these actions will have a positive impact on our college and career readiness rates for our English learners, LTEL, low-income, foster youth, and students with disabilities Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	learners, LTEL, low-income, foster youth, and students with disabilities. We will also consider input from the parents, students, and teachers.
2.2	**Acción:** Professional development addressing English Learners, low-income and foster youth, students	To address this need, our staff will be expected to participate in professional development that supports EL, LTEL, LI, and FY by attending designated local or regional trainings, workshops/seminars. Upon completion of the PD,	We will closely monitor progress on the CAASPP results, especially for English learners, LTEL, low-income, foster youth,

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
	Necesidades Identificadas: As demonstrated in the Identified Needs and Metrics sections, the CAASPP results in the ELA, math, and science assessments show that many of our lowest performing students are English learners, low-income, and foster youth student groups when compared to the All student group. Teachers and parents provided feedback indicating that they support the value of professional development to increase effectiveness. **Rango:** A nivel escolar	staff will report training outcomes and plan to implement instructional methodologies learned/gained to increase student achievement and productivity. Best practices will also be shared with colleagues to support a school-wide effort. Throughout the school year, our teachers regularly participate in trainings, conferences, workshops, and professional learning communities to provide information for our capacity to address our students' academic and social-emotional needs. We will train on our EL Tool Kit which includes effect strategies such as SDAIE. We have seen a positive impact on our At-Promise students with additional staff training, such as trauma-informed practices. We anticipate that with the increase in professional collaboration and learning will increase our state assessment results for our English learners, LTEL, low-income, foster youth, and students with disabilities will also increase. However, because we expect that all students showing low proficiency will benefit, this action is provided on an LEA-wide basis.	and students with disabilities. We expect that these actions will have a positive impact on students with CAASPP scores. We will also consider input from the parents, students, and teachers.
2.3	**Acción:** Technology Access & Support **Necesidades Identificadas:** All English Learners, LTEL, low-income, and foster youth students will have 100% access to the curriculum and instructional support. We know that access to effective technology platforms and support programs is critical to student access to curriculum and instruction.	We have seen success with teachers and staff continually supporting students' access to technology, and we will continue to provide training and materials to close any gaps. Chromebook computers are provided for students that lack sufficient technology access from the home. This action starts at student orientation and is ongoing throughout the school year. We expect	We will monitor and sustain 100% of our students' access to technology for their educational program. We will also consider input from the parents, students and teachers.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
	Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Rango:** A nivel escolar	that these actions will have a positive impact on our students. There is an ongoing effort to ensure that our English learners, LTEL, low-income, and foster youth students have access to technology. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
2.4	**Acción:** Support for Standards-based Curriculum and Instruction **Necesidades Identificadas:** All English Learners, LTEL, low-income, and foster youth students will have access to high-quality standards-aligned curriculum and instruction that is continually improving. The implementation score for our standards-based curriculum is 4.16, based on the CDE Standards Implementation Rubric. Teachers and parents provided feedback indicating that they support the value of implementing a standards-based curriculum. **Rango:** A nivel escolar	To address this need, our staff will continue to participate in local curriculum review, engage in dialogue, and provide input on aligning standards to instructional practices. Professional Development will guide the implementation of a standards-based curriculum. Support will be provided by curriculum specialists to help analyze data results to develop an improved process to monitor the effectiveness of our curriculum and instructional practices. Throughout the school year, our personnel will continue to collaborate and develop a high-quality, customized curriculum, and provide coaching to support implementation for the unique needs of our student groups. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We will closely monitor progress on our implementation of standards-based curriculum score from the CDE Standards Implementation Rubric. We expect improvement on the implementation score each year. We will also consider input from the parents, students, and teachers.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
3.1	**Acción:** Student Retention **Necesidades Identificadas:** We serve English Learners, LTELs, low-income and foster youth, with high mobility, who are typically behind in credits and have been out of school for about a semester or more. We have seen success in the retention rate for our student population, which is currently at 99.46%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Rango:** A nivel escolar	Ensuring that our English Learners, low-income and foster youth students are attending and remaining in school is critical to meeting their needs. To address this, we have trained personnel who provide outreach and monitoring of students so that their attendance is regular. We also have comprehensive incentive programs. We will continue these practices, for our English Learners, low-income and foster youth. These actions occur throughout the school year. We expect that these actions will have a positive impact on our educational program resulting in a higher score each year. An improved program supports our English learners, LTEL, low-income, foster youth, and students with disabilities. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the Retention Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.
3.2	**Acción:** Social and Emotional Supports **Necesidades Identificadas:** We serve English Learners, LTELs, low-income, and foster youth students, many of whom have sustained social and emotional trauma. How we address this impacts our Success Rate, which measures graduation, retention and rematriculation. The Success Rate is currently 99.82%. Teachers and parents provided feedback indicating that they support the value of student success.	We know that the success of our program is connected to student social-emotional health. To address this issue, we have trauma-informed practices that have helped address many of the social-emotional needs of our English learners, LTELs, low-income, and foster youth students. Programs such as our SEL, counseling, support personnel, social workers, professional development, and special programs such as yoga and dog therapy, have a positive impact on our students. This action is provided on an ongoing basis, throughout the school year. Staff and teachers are all diligent in watching for signs of trauma and are quick to provide support.	We expect that these actions will have a positive impact on the Success Rate of our program and that we will stay above 80% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
	Rango: A nivel escolar	We will continue to provide and improve on these actions and services because we have witnessed success in our English Learners, low-income and foster youth students when their social-emotional needs are carefully considered. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
3.3	**Acción:** Access to Transportation **Necesidades Identificadas:** We serve English Learners, LTELs, low-income, and foster youth students who are frequently without access to transportation to school or other related programs. It is critical that they have good attendance in order to learn. The average attendance rate is currently 86.83%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Rango:** A nivel escolar	To address this issue, we provide a variety of transportation options from metro passes, bus services, and such. Students demonstrating exceptional and acute and short-term transportation needs have access to Hope-Skip-Drive, a service that will pick students up at home and transport them to school. We will continue to provide this additional service for students because we have seen it improve their access to school and programs. These actions are provided throughout the school year and teachers make sure students have access to transportation. We know that staff and students working together daily, will have a positive impact on the attendance rates of our English learners, LTELs, low-income, and foster youth students. English learners, LTEL, low-income, foster youth, and students with disabilities are served by this action. Furthermore, because we expect that all students could benefit from this action, it is provided on a schoolwide basis.	We expect that these actions will have a positive impact on the average attendance rate, and we will stay above 85% each year for all of our English Learners, LTELs, low-income, and foster youths. We will also consider input from the parents, students, and teachers.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
3.4	**Acción:** Access to Nutrition **Necesidades Identificadas:** Food scarcity for our highly mobile English Learners, LTELs, low-income, and foster youth students is a serious concern. We intended to do everything a school can do, including providing nutrition for all. We think this will help mitigate the drop-out rate, which is the non-completer rate for our independent study program. The non-completer rate is currently 4.94%. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Rango:** A nivel escolar	To address this, we will ensure that students have access to quality nutrition at the school or even delivered if necessary. Students cannot learn well when they are hungry, so we will continue to provide food services and/or other means for them to receive sustenance. Throughout the school day, teachers and staff are diligent about the nutritional needs of students. They are quick to provide food daily. Students also ask for food as needed. These actions will decrease non-completer rates for our English Learners, LTEL, low-income, and foster youth student population. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the average non-completer rate, which will stay below 10% for all of our students. We will also consider input from the parents, students, and teachers.
4.1	**Acción:** Community Liaison and Parent Engagement Liaison and Meaningful School Activities **Necesidades Identificadas:** Feedback from teachers, SRS, administrators, and counselors, state that the parents of English Learners, LTELs, low-income and foster youth students are less involved in their student’s educational activities. According to our educational partners, parents are an essential component to effective schooling and the overall academic success of these students. As shown above, in the metrics	To ensure our continued success, we hope to see an increase in parent participation. We will continue to provide a Community Liaison and Parent Engagement Liaison who does outreach and promotes the school as a welcoming place for EL, FY, and LI through organizing on-site activities and events. We also employ a Parent Engagement Liaison whose primary role is to connect students and families with community resources, host resource fairs, and assist the community liaison and counselors with supporting our students.	We will closely monitor progress on our parent participation count so that they are above the enrollment amount. We will also consider input from the parents, students, and teachers.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
	section, we expect the participation counts to be above enrollment. Teachers and parents provided feedback indicating that they support the value of implementing parent engagement activities. **Rango:** A nivel escolar	We believe that increasing parent/family engagement, as well as creating and cultivating connections in the community, will have a positive impact on students. This action is on an ongoing basis, throughout the school year. The support of the community liaison is designed to meet the needs most associated with increased involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	
4.2	**Acción:** Translation and Outreach Services **Necesidades Identificadas:** According to our educational partners, parent and student connectedness is an essential component to effective schooling and the overall academic success of the identified students. We currently have 88 participants in our PAC/ELAC meetings this year. Teachers and parents provided feedback indicating that they support the value of supporting student retention. **Rango:** A nivel escolar	Eliminating language barriers for families of our English learners is necessary to ensure that students and families are aware of school events and activities. We will continue to increase awareness of the school events and activities through translating materials and/or outreach services. The Community Liaison and Parent Engagement Liaison in coordination with our staff will utilize these services to increase communication with our EL, FY and LI parents using written, verbal and virtual communications. This action is provided throughout the school year, as needed, based on identified needs. Translation services are available quickly for written materials and oral services as necessary. This action is designed to meet the needs most associated with increased communication and involvement of the parents of English Learners, low-income and foster youth. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive increase on participation in ELAC and PAC meetings. This is good for all of our English Learners, LTELs, low-income and foster youth. We will also consider input from the parents, students, and teachers.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Abordan Necesidades y Porqué se Proporciona a Nivel del LEA o Escolar	Medidas para Supervisar Efectividad
4.3	**Acción:** Educational Partner Engagement **Necesidades Identificadas:** Feedback from teachers, administrators, and counselors, state that the parents of English Learners, LTELs, low-income, and foster youth students are less involved in their student's educational activities. Results from our school survey show that our parents report that 97% feel encouraged to participate. Parents and teachers provided feedback indicating that they support the value of educational partners. **Rango:** A nivel escolar	According to our educational partners, parent involvement is essential to effective schooling and the overall academic success of these students. Sustaining educational partner engagement requires expenses for such things as communications, outreach, materials, activities, and transportation. We believe in the importance of parents feeling encouraged to participate. We expect that the Community Liaison and Parent Engagement Liaison in coordination with our staff will utilize these resources to increase positive two-way communication with our EL, FY, and LI parents using written, verbal, and virtual communications. This action is done on an on-going-basis throughout the school year. We will continue this action, because we have witnessed the positive impact on schools when barriers to access are removed for our English learners, LTELs, low-income, and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	We expect that these actions will have a positive impact on the school survey results. We expect parents will report that over 85% feel encouraged to participate each year, based on the school survey. We will also consider input from the parents, students, and teachers.

Acciones Limitadas

Para cada acción siendo proporcionada únicamente a uno o más grupos estudiantiles sin duplicación, proporciona una explicación de (1) las necesidades particulares identificadas de los grupos estudiantes a quien se les brinda servicio, (2) como la acción está diseñada para abordar las necesidades identificadas y (3) cómo la efectividad de la acción en mejorar resultados para los grupos estudiantiles sin duplicación será medida.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Están Diseñadas para Abordar las Necesidades	Medidas para Supervisar Efectividad
1.1	**Acción:** Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials **Necesidades Identificadas:** According to the 2023 CA Dashboard, our English Learner student group was in the red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status remained red at 17.4%. 30.0% of LTELs made progress. Teacher and parent feedback indicated that they support the importance of the EL program and support for increasing students' skills. **Rango:** Limitado a Grupo(s) Estudiantiles sin Duplicación	We will implement a high-quality English Language acquisition program and add additional tutoring and paraprofessional staff to support students in their ELD SGI courses and with Read180/System 44 to address the identified needs. We will continue to implement our Newcomer curriculum for our non-native speaking English Learner students. We will address this need by providing an EL Paraprofessional or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Students will receive individualized support based on their specific English proficiency level. We use an in collaboration with students and families. Implementing our Designated and Integrated English language development (ELD) is an integral part of our comprehensive program for every English learner to meet the linguistic and academic goals at their grade level as identified by their level of proficiency. ELs participate in Newcomer programs, Structured English Immersion, or English Language Mainstream, based on their capacity to successfully advance in their language acquisition and their academics. Support staff will provide specific language instruction through vocabulary and language development to support literacy skills and language acquisition. This will be done throughout the school year.	We will closely monitor progress on this action which is designed to meet the needs most associated with English learner students. Using Integrated and designated unit tests on appropriate ELD & ELA standard, and using real-time tracking, student language proficiency, and academic progress will be monitored and we expect their ELPI results, as well as the reclassification rate, to increase as a result of the personalized academic support they will receive from qualified personnel. We will also consider input from the parents of participating students to enhance the quality of the program provided.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Están Diseñadas para Abordar las Necesidades	Medidas para Supervisar Efectividad
		We expect that these actions, which are designed to address our EL and LTEL students' needs, will be effective at increasing our students' performance on the ELPAC and improving their reclassification rate. This action is provided on a limited basis.	
1.7	**Acción:** Professional Development to Support English Learners and LTELs **Necesidades Identificadas:** According to the 2023 CA Dashboard, our English Learner student group was in the red on the English Learners Performance Indicator (ELPI). We also examined our reclassification rate trend and did a needs assessment on our LTELs. On the 2024 CA Dashboard, our ELPI status remained red at 17.4%. 30.0% of LTELs made progress. Parent and teacher feedback indicated that they support the importance of professional development to support English learners and LTELs. **Rango:** Limitado a Grupo(s) Estudiantiles sin Duplicación	To address this need, we will provide professional development opportunities for teachers to enhance their skills in addressing diverse learning needs. This may involve workshops, seminars, or collaborative learning communities focused on effective instructional practices. Our English learners will be served by trained EL Paraprofessionals or other trained bilingual support personnel. This includes, but is not limited to EL tutors, ELD Leads, support staff, ELD Small Group Instruction, and supplementary materials for the ELD program as needed. Trainings could include, but are not limited to developing an EL Tool Kit, implementing effective EL strategies using SIOP (Sheltered Instruction Observational Protocol), and scaffolding strategies such as modeling, building schema, contextualization, and others. Additionally, workshops, conferences and professional learning communities provide information that will build the capacity of faculty and staff to increase student performance. We also provide training on our Newcomer curriculum to help support students that are new to the United States and require additional academic support to complete their studies. Professional development happens throughout the year at least three times on various topics. There is follow-up with staff who are trained using the professional learning community's model. There	We will monitor progress on this action as it's designed to meet the needs most associated with English learner students. Using real-time tracking, student language proficiency and academic progress will be monitored and we expect that the CA Dashboard ELPI, as well as the reclassification rate, will increase. We will also consider input from the parents of participating students to enhance the quality of the program provided.

# de Meta y Acción	Necesidades Identificadas	Como las Acciones Están Diseñadas para Abordar las Necesidades	Medidas para Supervisar Efectividad
		are opportunities for staff to engage in their effectiveness with each other and share best practices. We expect that our English Learners, including long-term English Learners' (LTEL), ELPAC scores, ELPI, as well as the reclassification rate, will increase as a result of the personalized academic support and attention they will receive from qualified personnel. This action is provided on a limited basis.	

Para cualquier acción limitada contribuyendo a cumplir el requisitos de mejores o aumentados servicios que es asociado con el Planeado Porcentaje de Servicios Mejorados en la Tabla de Resumen para Contribución en lugar de gasto de fondos LCFF, describe la metodología que fue utilizada para determinar la contribución de la acción hacia el porcentaje proporcional, según corresponde.

Not Applicable.

Fondos Adicionales de Subvención de Concentración

Una descripción del plan para como el financiamiento adicional de la subvención de concentración mencionado será utilizada para aumentar la cantidad de personal proporcionando servicios directos a los alumnos en las escuelas que cuentan con una alta concentración (superior al 55 por ciento) de jóvenes de crianza temporal, estudiantes del inglés y alumnos de bajos ingresos, según corresponda.

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

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

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

Tasas de personal por alumno por tipo de escuela y concentración de alumnos sin duplicación	Escuelas con una concentración estudiantil de 55 por ciento o inferior	Escuelas con una concentración estudiantil superior al 55 por ciento
Tasa de personal por alumno de personal clasificado proporcionando servicios directos a los alumnos	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.
Tasa de personal por alumno de personal certificado proporcionando servicios directos a los alumnos	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.	A response to this prompt is not applicable, because we are a single-school LEA independent DASS school, focused on credit recovery.

Tabla de Total de Gastos para 2025-26

Año LCAP	1. Subvención Base LCFF Proyectada (Incluya Cantidad de Dólares)	2. Subvenciones Suplementarias y/o de Concentración LCFF Proyectadas (Incluya Cantidad de Dólares)	3. Proyectado Porcentaje para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar (#2 dividido por #1)	Sobrante LCFF — Porcentaje (Incluya Porcentaje del Previo Año)	Porcentaje Total para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar (#3 + % Sobrante)
Totales	8,468,622.00	3,190,553.00	37.675%	0.000%	37.675%

Totales	Fondos LCFF	Otros Fondos Estatales	Fondos Locales	Fondos Federales	Total de Fondos	Total del Personal	Total No del Personal
Totales	$11,445,940.00	$0.00	$0.00	$0.00	$11,445,940.00	$6,897,672.00	$4,548,268.00

# de Meta	# de Acción	Título de Acción	Grupo(s) Estudiantil(es)	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Plazo	Total del Personal	Total No del Personal	Fondos LCFF	Otros Fondos Estatales	Fondos Locales	Fondos Federales	Total de Fondos	Porcentaje Planeado de Servicios Mejorados
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Estudiantes del Inglés	Sí	Limitado a Grupo(s) Estudiantiles sin Duplicación	Estudiantes del Inglés	Todas las Escuelas	July 1, 2025- June 30, 2026	$532,000.00	$10,000.00	$542,000.00				$542,000.00	0.00%
1	**1.2**	All academic interventions and program materials	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$311,000.00	$0.00	$311,000.00				$311,000.00	0.00%
1	**1.3**	Tutoring and supports for students	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$363,000.00	$14,000.00	$377,000.00				$377,000.00	0.00%
1	**1.4**	Counseling students towards graduation and materials	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$5,000.00	$5,000.00				$5,000.00	0.00%
1	**1.5**	Student activities that increase learning efforts	Estudiantes del Inglés Jóvenes de Crianza Temporal	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$30,000.00	$30,000.00				$30,000.00	0.00%

# de Meta	# de Acción	Título de Acción	Grupo(s) Estudiantil(es)	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Plazo	Total del Personal	Total No del Personal	Fondos LCFF	Otros Fondos Estatales	Fondos Locales	Fondos Federales	Total de Fondos	Porcentaje Planeado de Servicios Mejorados
			Escasos Recursos			Escasos Recursos										
1	1.6	Teachers and staff are qualified and appropriately assigned	Todos	No			Todas las Escuelas	July 1, 2025- June 30, 2026	$4,006,290.00	$0.00	$4,006,290.00				$4,006,290.00	0.00%
1	1.7	Professional Development to Support English Learners and LTELs	Estudiantes del Inglés	Sí	Limitado a Grupo(s) Estudiantiles sin Duplicación	Estudiantes del Inglés		July 1, 2025- June 30, 2026	$0.00	$8,000.00	$8,000.00				$8,000.00	0.00%
2	2.1	Career-readiness, Career Technology Education and college-readiness for English Learners, low-income and foster youth students	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$67,000.00	$3,000.00	$70,000.00				$70,000.00	0.00%
2	2.2	Professional development addressing English Learners, low-income and foster youth, students	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$10,000.00	$10,000.00				$10,000.00	0.00%
2	2.3	Technology Access & Support	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$75,000.00	$75,000.00	$150,000.00				$150,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$242,382.00	$99,691.00	$342,073.00				$342,073.00	0.00%
2	2.5	Educational materials for an effective program	Todos	No			Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$3,435,094.00	$3,435,094.00				$3,435,094.00	0.00%

# de Meta	# de Acción	Título de Acción	Grupo(s) Estudiantil(es)	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Plazo	Total del Personal	Total No del Personal	Fondos LCFF	Otros Fondos Estatales	Fondos Locales	Fondos Federales	Total de Fondos	Porcentaje Planeado de Servicios Mejorados
2	2.6	Safe and Secure Facilities	Todos	No			Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$814,003.00	$814,003.00				$814,003.00	0.00%
3	3.1	Student Retention	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$305,000.00	$500.00	$305,500.00				$305,500.00	0.00%
3	3.2	Social and Emotional Supports	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$480,000.00	$4,500.00	$484,500.00				$484,500.00	0.00%
3	3.3	Access to Transportation	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$2,500.00	$2,500.00				$2,500.00	0.00%
3	3.4	Access to Nutrition	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$26,980.00	$26,980.00				$26,980.00	0.00%
4	4.1	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$516,000.00	$5,000.00	$521,000.00				$521,000.00	0.00%
4	4.2	Translation and Outreach Services	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$4,000.00	$4,000.00				$4,000.00	0.00%
4	4.3	Educational Partner Engagement	Estudiantes del Inglés Jóvenes de Crianza	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de	Todas las Escuelas	July 1, 2025- June 30, 2026	$0.00	$1,000.00	$1,000.00				$1,000.00	0.00%

# de Meta	# de Acción	Título de Acción	Grupo(s) Estudiantil(es)	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Plazo	Total del Personal	Total No del Personal	Fondos LCFF	Otros Fondos Estatales	Fondos Locales	Fondos Federales	Total de Fondos	Porcentaje Planeado de Servicios Mejorados
			Temporal Escasos Recursos			Crianza Temporal Escasos Recursos										

Tabla de Acciones Contribuyentes para 2025-26

1. Subvención Base LCFF Proyectada	2. Subvenciones Suplementarias y/o de Concentración LCFF Proyectadas	3. Proyectado Porcentaje para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar (#2 dividido por #1)	Sobrante LCFF — Porcentaje (Porcentaje del Previo Año)	Porcentaje Total para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar (#3 + % Sobrante)	4. Total de Gastos Contribuyentes Planeados (Fondos LCFF)	5. Total Porcentaje de Servicios Mejorados Planeados (%)	Porcentaje Planeado para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar (#4 dividido por #1, más #5)	Totales por Tipo	Total de Fondos LCFF
8,468,622.00	3,190,553.00	37.675%	0.000%	37.675%	$3,190,553.00	0.000%	37.675 %	**Total:**	$3,190,553.00
								A nivel del LEA Total:	$0.00
								Total limitado:	$550,000.00
								A nivel escolar Total:	$2,640,553.00

Meta	Acción #	Título de Acción	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Planeados Gastos para Acciones Contribuyentes (Fondos LCFF)	Planeado Porcentaje de Mejora de Servicios (%)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Sí	Limitado a Grupo(s) Estudiantiles sin Duplicación	Estudiantes del Inglés	Todas las Escuelas	$542,000.00	0.00%
1	**1.2**	All academic interventions and program materials	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$311,000.00	0.00%
1	**1.3**	Tutoring and supports for students	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$377,000.00	0.00%
1	**1.4**	Counseling students towards graduation and materials	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$5,000.00	0.00%

Meta	Acción #	Título de Acción	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Planeados Gastos para Acciones Contribuyentes (Fondos LCFF)	Planeado Porcentaje de Mejora de Servicios (%)
1	1.5	Student activities that increase learning efforts	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$30,000.00	0.00%
1	1.7	Professional Development to Support English Learners and LTELs	Sí	Limitado a Grupo(s) Estudiantiles sin Duplicación	Estudiantes del Inglés		$8,000.00	0.00%
2	2.1	Career-readiness, Career Technology Education and college-readiness for English Learners, low-income and foster youth students	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$70,000.00	0.00%
2	2.2	Professional development addressing English Learners, low-income and foster youth, students	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$10,000.00	0.00%
2	2.3	Technology Access & Support	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$150,000.00	0.00%
2	2.4	Support for Standards-based Curriculum and Instruction	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$342,073.00	0.00%
3	3.1	Student Retention	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$305,500.00	0.00%

Meta	Acción #	Título de Acción	¿Contribuyendo al Aumento o Mejora de Servicios?	Nivel	Grupo(s) Estudiantil(es) Sin Duplicación	Ubicación	Planeados Gastos para Acciones Contribuyentes (Fondos LCFF)	Planeado Porcentaje de Mejora de Servicios (%)
3	**3.2**	Social and Emotional Supports	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$484,500.00	0.00%
3	**3.3**	Access to Transportation	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$2,500.00	0.00%
3	**3.4**	Access to Nutrition	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$26,980.00	0.00%
4	**4.1**	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$521,000.00	0.00%
4	**4.2**	Translation and Outreach Services	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$4,000.00	0.00%
4	**4.3**	Educational Partner Engagement	Sí	A nivel escolar	Estudiantes del Inglés Jóvenes de Crianza Temporal Escasos Recursos	Todas las Escuelas	$1,000.00	0.00%

Tabla de Actualización Anual para 2024-25

Total	Total de Gastos Planeados del Año Pasado (Total de Fondos)	Total de Gastos Estimados (Total de Fondos)
Total	$11,570,505.00	$59,544,672.00

# de la Meta del Año Pasado	# de la Acción del Año Pasado	Previa Acción/Título de Servicio	¿Contribuyó a Mayor o Mejor Servicio?	Gastos Planeados del Año Pasado (Total de Fondos)	Estimados Gastos Actuales (Incluir Total de Fondos)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Sí	$485,445.00	493,166.00
1	**1.2**	All academic interventions and program materials	Sí	$482,033.00	487,372,00
1	**1.3**	Tutoring and supports for students	Sí	$421,433.00	438,592.00
1	**1.4**	Counseling students towards graduation and materials	Sí	$5,000.00	5,004.00
1	**1.5**	Student activities that increase learning efforts	Sí	$30,000.00	31,303.00
1	**1.6**	Teachers and staff are qualified and appropriately assigned	No	$3,970,202.00	3,870,422.00
1	**1.7**	Title 1 – Intervention programs and personnel to support students	No	$164,000.00	212,091.00
1	**1.8**	Professional Development to Support English Learners and LTELs	Sí	$5,000.00	5,036.00
2	**2.1**	Career-readiness, Career Technology Education and college-readiness for English Learners, low-income and foster youth students	Sí	$69,248.00	73,108.00
2	**2.2**	Professional development addressing English Learners, low-income and foster youth, students	Sí	$10,000.00	10,001.00

# de la Meta del Año Pasado	# de la Acción del Año Pasado	Previa Acción/Título de Servicio	¿Contribuyó a Mayor o Mejor Servicio?	Gastos Planeados del Año Pasado (Total de Fondos)	Estimados Gastos Actuales (Incluir Total de Fondos)
2	**2.3**	Technology Access & Support	Sí	$147,187.00	169,018.00
2	**2.4**	Support for Standards-based Curriculum and Instruction	Sí	$413,337.00	416,013.00
2	**2.5**	Educational materials for an effective program	No	$3,461,236.00	3,138,045.00
2	**2.6**	Safe and Secure Facilities	No	$669,928.00	683,815.00
3	**3.1**	Student Retention	Sí	$172,802.00	178,156.00
3	**3.2**	Social and Emotional Supports	Sí	$548,810.00	555,809.00
3	**3.3**	Access to Transportation	Sí	$2,500.00	2,686.00
3	**3.4**	Access to Nutrition	Sí	$23,980.00	23,980.00
3	**3.5**	Title 1 – Helping Homeless	No	$500.00	167.00
4	**4.1**	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Sí	$482,364.00	494,829.00
4	**4.2**	Translation and Outreach Services	Sí	$4,000.00	4,249.00
4	**4.3**	Educational Partner Engagement	Sí	$1,000.00	1,054.00
4	**4.4**	Title 1 – Parent Engagement	No	$500.00	928.00

Tabla de Actualización Anual para Acciones Contribuyentes para 2024-25

6. Subvenciones Suplementarias y/o de Concentración LCFF Estimadas (Incluya Cantidad de Dólares)	4. Total de Gastos Contribuyentes Planeados (Fondos LCFF)	7. Total de Gastos para Acciones Contribuyentes Estimados (Fondos LCFF)	Diferencia Entre Gastos Planeados y Estimados para Acciones Contribuyentes (Resta 4 de 7)	5. Total de Porcentaje Planeado para Mejora de Servicios (%)	8. Total de Estimado Porcentaje de Mejora de Servicios (%)	Diferencia Entre Porcentaje Planeado y Estimado para Mejora de Servicios (Resta 5 de 8)
3,110,647.00	$3,304,139.00	$3,389,376.00	($85,237.00)	0.000%	0.000%	0.000%

# de la Meta del Año Pasado	# de la Acción del Año Pasado	Título de la Previa Acción/Servicio	¿Contribuyendo a Aumento o Mejora de Servicio?	Gastos Planeados del Previo Año para Acciones Contribuyentes (Fondos LCFF)	Estimados Gastos Actuales para Acciones Contribuyentes (Incluya Fondos LCFF)	Porcentaje Planeado de Mejora de Servicios	Estimado Porcentaje Actual de Mejora de Servicios (Incluya Porcentaje)
1	**1.1**	Long-term English Learners (LTEL) and English Learners support staff, interventions, and materials	Sí	$485,445.00	493,166.00	0.00%	
1	**1.2**	All academic interventions and program materials	Sí	$482,033.00	487,372.00	0.00%	
1	**1.3**	Tutoring and supports for students	Sí	$421,433.00	438,592.00	0.00%	
1	**1.4**	Counseling students towards graduation and materials	Sí	$5,000.00	5,004.00	0.00%	
1	**1.5**	Student activities that increase learning efforts	Sí	$30,000.00	31,303.00	0.00%	
1	**1.8**	Professional Development to Support English Learners and LTELs	Sí	$5,000.00	5,036.00	0.00%	
2	**2.1**	Career-readiness, Career Technology Education and college-readiness for English Learners, low-income and foster youth students	Sí	$69,248.00	73,108.00	0.00%	
2	**2.2**	Professional development addressing English Learners, low-income and foster youth, students	Sí	$10,000.00	10,001.00	0.00%	
2	**2.3**	Technology Access & Support	Sí	$147,187.00	169,018.00	0.00%	
2	**2.4**	Support for Standards-based Curriculum and Instruction	Sí	$413,337.00	416,013.00	0.00%	

# de la Meta del Año Pasado	# de la Acción del Año Pasado	Título de la Previa Acción/Servicio	¿Contribuyendo a Aumento o Mejora de Servicio?	Gastos Planeados del Previo Año para Acciones Contribuyentes (Fondos LCFF)	Estimados Gastos Actuales para Acciones Contribuyentes (Incluya Fondos LCFF)	Porcentaje Planeado de Mejora de Servicios	Estimado Porcentaje Actual de Mejora de Servicios (Incluya Porcentaje)
3	**3.1**	Student Retention	Sí	$172,802.00	178,156.00	0.00%	
3	**3.2**	Social and Emotional Supports	Sí	$548,810.00	555,809.00	0.00%	
3	**3.3**	Access to Transportation	Sí	$2,500.00	2,686.00	0.00%	
3	**3.4**	Access to Nutrition	Sí	$23,980.00	23,980.00	0.00%	
4	**4.1**	Community Liaison and Parent Engagement Liaison and Meaningful School Activities	Sí	$482,364.00	494,829.00	0.00%	
4	**4.2**	Translation and Outreach Services	Sí	$4,000.00	4,249.00	0.00%	
4	**4.3**	Educational Partner Engagement	Sí	$1,000.00	1,054.00	0.00%	

Tabla de Sobrante LCFF para 2024-25

9. Estimada Subvención Base LCFF Actual (Incluya Cantidad de Dólares)	6. Estimadas Subvenciones Suplementarias y/o de Concentración LCFF Actuales	Sobrante LCFF — Porcentaje (Porcentaje del Previo Año)	10. Estimado Porcentaje Actual para Aumentar o Mejorar Servicios para el Ciclo Escolar Actual (6 dividido por 9)	7. Total de Estimados Gastos Actuales para Acciones Contribuyentes (Fondos LCFF)	8. Total de Estimado Porcentaje Actual de Mejora de Servicios (%)	11. Estimado Porcentaje Actual de Aumento o Mejora de Servicios (7 dividido por 9, más 8)	12. Sobrante LCFF — Cantidad en Dólar (Resta 11 de 10 y multiplica por 9)	13. Sobrante LCFF — Porcentaje (12 dividido por 9)
8,280,245.00	3,110,647.00	0.000%	37.567%	$3,389,376.00	0.000%	40.933%	$0.00	0.000%

Instrucciones del Plan de Rendición de Cuentas con Control Local

Para preguntas adicionales o ayuda técnica relacionada al cumplimiento de la plantilla del Plan de Rendición de Cuentas con Control Local (LCAP, por sus siglas en inglés), favor de comunicarse con el COE local o la Oficina de Apoyo para los Sistemas de Agencia Local del Departamento de Educación de California (CDE, por sus siglas en inglés) por teléfono al 916-319-0809 o por correo electrónico en LCFF@cde.ca.gov.

Introducción e Instrucciones

La Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) requiere que las agencias educativas locales (LEA, por sus siglas en inglés) incluyan sus compañeros educativos locales en un proceso anual de planificación para evaluar su progreso dentro de ocho áreas estatales de prioridad abarcando todas las medidas reglamentarias (los COE tienen diez prioridades estatales). Las LEA documentan los resultados de este proceso de planificación en el LCAP usando la plantilla adoptada por el Consejo Educativo Estatal.

El proceso de desarrollo del LCAP sirve para tres funciones distintas, pero relacionadas:

- **Comprensiva Planificación Estratégica:** El proceso de desarrollar y anualmente actualizar el LCAP apoya integral planificación estratégica (*Código Educativo* [*EC*, por sus siglas en inglés] de California 52064(e)(1)). Planificación estratégica que es integral conecta decisiones presupuestarias a los datos de enseñanza y desempeño de aprendizaje. Las agencias educativas locales (LEA, por sus siglas en inglés) debe continuamente evaluar las opciones difíciles que toman sobre el uso de recursos limitados para cumplir las necesidades estudiantiles y comunitarias para garantizar que oportunidades y resultados mejoren para todos los alumnos.

- **Participación Significativa de los Compañeros Educativos:** El proceso de desarrollo del LCAP debe resultar en un LCAP que refleja decisiones tomadas mediante participación significativa de los compañeros educativos (*EC* 52064(e)(1)). Los compañeros educativos locales cuentan con valiosas perspectivas y opiniones sobre los programas y servicios de un LEA. Efectiva planificación estratégica incorporará estas perspectivas y opiniones a fin de identificar potenciales metas y acciones por incluirse en el LCAP.

- **Contabilidad y Cumplimiento:** El LCAP sirve una función importante de contabilidad debido a que aspectos de la plantilla LCAP requieren que los LEA muestren que han cumplido con varios requisitos especificados en los reglamentos y las regulaciones del LCFF, notablemente:

- Demostrando que los LEA están aumentando o mejorando servicios para jóvenes de crianza temporal, estudiantes del inglés y alumnos de bajos ingresos en proporción a la cantidad de financiamiento adicional que generan estos alumnos bajo el LCFF (*EC* Sección 52064(b)(4-6)).

- Estableciendo metas, apoyadas por acciones y gastos relacionados, que abordan las áreas reglamentarias de prioridad y medidas reglamentarias (*EC* Secciones 52064(b)(1) y (2)).

  - **NOTA:** Según especificado en *EC* Sección 62064(b)(1), el LCAP debe proporcionar una descripción de las metas anuales, para todos los alumnos y cada subgrupo de alumnos identificados de acuerdo con *EC* Sección 52052, para lograrse para cada una de las prioridades estatales. Comenzando con 2024-25, *EC* Sección 52052 identifica estudiantes del inglés de largo plazo como un subgrupo estudiantil separado y distinto con un significado numérico a los 15 alumnos.

- Anualmente repasando y actualizando el LCAP para reflejar progreso hacia las metas (*EC* Sección 52064(b)(7)).

- Asegurando que todos los aumentos atribuidos a los cálculos de suplemento y concentración, incluyendo financiamiento adicional de concentración y/o sobrante LCFF, se reflejan en el LCAP (*EC* Secciones 52064[b][6], [8] y [11]).

La plantilla LCAP, como cada LCAP final adoptado del LEA, es un documento, no un proceso. Los LEA deben usar la plantilla para conmemorar el resultado del proceso de desarrollo de su LCAP, que debe: (a) reflejar integral planificación estratégica, particularmente para abordar y reducir disparidades en oportunidades y resultados entre grupos estudiantiles indicados por la Interfaz [*Dashboard*] Escolar de California, (b) mediante participación significativa con los compañeros educativos que (c) cumple los requisitos legales, según se refleja en el LCAP final adoptado. Las secciones incluidas dentro de la plantilla LCAP no logran ni pueden reflejar el proceso completo de desarrollo, justo como la plantilla LCAP misma no está diseñada como una herramienta de participación de compañeros educativos.

Si el superintendente escolar del condado tiene jurisdicción sobre un distrito escolar de una escuela, el consejo educativo del condado y consejo directivo del distrito escolar puede adoptar y peticionar para repaso y aprobación de un LCAP singular consistente con los requisitos en las secciones 50260, 52062, 52068 y 52070 del Código Educativo (*EC*, por sus siglas en inglés). El LCAP debe claramente articular con el presupuesto de cual entidad (distrito o superintendente escolares del condado) se alinearán todos los gastos presupuestados y actuales.

La plantilla modificada del LCAP para los ciclos escolares 2024–25, 2025–26 y 2026-27 refleja cambios reglamentarios realizados mediante el Proyecto de Ley 114 (Comité de Repaso Presupuestario y Fiscal), Capítulo 48, Estatutos de 2023.

Mayormente esencial, el LCAP adoptado debe intentar destilar no solo lo que está haciendo el LEA para los alumnos de kínder de transición hasta doceavo grado (TK-12°), pero también permitir que los compañeros educativos entiendan porque y si es que aquellas estrategias están resultando en mejores oportunidades y resultados para los alumnos. Los LEA son firmemente alentados a usar lenguaje y un nivel de detalle en sus LCAP adoptados diseñados para ser significativo y accesible para los diversos compañeros educativos del LEA, así como el público en general.

En desarrollar y finalizar el LCAP para adopción, los LEA son alentados mantener la estructura general como el énfasis de la planificación estratégica y funciones de participación de compañeros educativos:

Dado presente desempeño a lo largo de prioridades estatales y en indicadores de la Interfaz [*Dashboard*] Escolar de California, ¿cómo está el LEA usando sus recursos presupuestarios para responder a las necesidades estudiantiles y comunitarias, así como abordar cualquier brecha de desempeño, incluyendo al cumplir su obligación para aumentar o mejorar servicios para los jóvenes de crianza temporal, estudiantes del inglés y alumnos de bajos ingresos?

Los LEA son alentados a enfocarse en un grupo de medidas o acciones que el LEA cree, a base de aporte recopilado de los compañeros educativos, investigación y experiencia, tendrá el mayor impacto de parte de sus alumnos de TK-12° grado.

Estas instrucciones abordan los requisitos para cada sección del LCAP, pero puede incluir información sobre prácticas efectivas al desarrollar el LCAP y completando el LCAP mismo. También, información es incluida al principio de cada sección enfatizando el propósito que tiene cada sección.

Resumen del Plan

Propósito

Una sección bien desarrollada de Resumen del Plan ofrece un contexto significativo para el LCAP. Esta sección proporciona información sobre la comunidad de un LEA, así como información relevante sobre necesidades y desempeño estudiantil. A fin de proporcionar un contexto significativo para el resto del LCAP, el contenido de esta sección debe relacionarse clara y significativamente al contenido incluido en las secciones subsiguientes del LCAP.

Requisitos e Instrucciones

Información General

Una descripción del LEA, sus escuelas y sus alumnos en kínder de transición a 12° grado, según corresponde al LEA.

Brevemente describa el LEA, sus escuelas y sus alumnos de TK-12° grado, según corresponda al LEA.

- Por ejemplo, información sobre un LEA en términos de geografía, inscripción o empleo, la cantidad y el tamaño de escuelas específicas, recientes desafíos comunitarios y otra tal información que como LEA desea incluir puede permitir que un lector entienda mejora el LCAP de un LEA

- Como parte de esta respuesta, identifica todas las escuelas dentro del LEA recibiendo financiamiento del Multiplicador de Equidad.

Reflexiones: Desempeño Anual

Una reflexión del desempeño anual basado en un repaso de la Interfaz [*Dashboard*] Escolar de California y datos locales.

Refleja sobre el desempeño anual del LEA en la Interfaz [Dashboard] y datos locales. Esto puede incluir tanto éxitos como desafíos identificados por el proceso del desarrollo.

Los LEA son alentados a destacar como ellos están abordando las necesidades identificadas de grupos estudiantiles y/o escuelas dentro del LCAP como parte de esta respuesta.

Como parte de esta respuesta, el LEA debe identificar lo siguiente, lo cual permanecerá igual durante el ciclo LCAP de tres años:

- Cualquier escuela dentro del LEA que recibió el nivel más bajo de desempeño en uno o más de los indicadores estatales en la Interfaz [*Dashboard*] de 2023;
- Cualquier grupo estudiantil dentro del LEA que recibió el nivel más bajo de desempeño en uno o más de los indicadores estatales en la Interfaz [*Dashboard*] de 2023; y/o
- Cualquier grupo estudiantil dentro de una escuela dentro del LEA que recibió el nivel más bajo de desempeño en uno o más de los indicadores estatales en la Interfaz [*Dashboard*] de 2023.

Reflexiones: Ayuda Técnica

Según corresponda, un resumen del trabajo en curso como parte de ayuda técnica.

Anualmente, identifica las razones que el LEA es elegible para o ha peticionado ayuda técnica consistente con *EC* secciones 47607.3, 52071, 52071.5, 52072 o 52072.5, y proporciona un resumen del trabajo en curso como parte de recibiendo ayuda técnica. La forma más común de esta ayuda técnica es frecuentemente referida como Ayuda Diferenciada, sin embargo, esto también incluye los LEA que han peticionado ayuda técnica de su COE.

- Si el LEA no es elegible para o recibir ayuda técnica, el LEA puede responder a este tema como “No Corresponde”.

Apoyo y Mejoramiento Integral

Un LEA con una escuela o escuelas identificadas para apoyo y mejoramiento integral (CSI, por sus siglas en inglés) bajo la Ley Todos los Alumnos Triunfan debe responder a los siguientes temas:

Escuelas Identificadas

Una lista de escuelas en el LEA que son elegibles para apoyo y mejora integral.

- Identifica las escuelas dentro del LEA que han sido identificadas para CSI.

Apoyo para Escuelas Identificadas

Una descripción sobre como el LEA ha apoyado o apoyará sus escuelas eligibles en desarrollar planes de apoyo y mejoramiento integral.

- Describe como el LEA ha o logrará apoyar las escuelas identificadas con desarrollar los planes CSI que incluyen una evaluación de necesidades a nivel escolar, intervenciones a base de evidencia y la identificación de cualquier inequidad de recursos para abordarse mediante la implementación del plan CSI.

Supervisando y Evaluando Efectividad

Una descripción sobre como el LEA supervisará y evaluará el plan para apoyar la mejora estudiantil y escolar.

- Describe como el LEA supervisará y evaluará la implementación y efectividad del plan CSI para apoyar el mejoramiento estudiantil y escolar.

Participación de Compañeros Educativos

Propósito

Participación significativa de los padres, alumnos, educadores y otros compañeros educativos, incluyendo aquellos representando los grupos estudiantiles identificados por LCFF, es crítico al desarrollo del LCAP y el proceso presupuestario. Consistente con reglamento, tal participación de compañeros educativos debe apoyar integral planificación estratégica, particularmente para abordar y reducir disparidades en oportunidades y resultados entre grupos estudiantiles indicados por la Interfaz [*Dashboard*] Escolar de California, contabilidad y mejoramiento a lo largo de prioridades estatales y prioridades localmente identificadas (*EC* Sección 52064[e][1]). La participación de compañeros educativos es un continuo proceso anual.

Esta sección está diseñada para reflejar como la participación de compañeros educativos influyó las decisiones reflejadas en el LCAP adoptado. La meta es permitir que los compañeros educativos que participaron en el proceso de desarrollo LCAP, así como el público en general entiendan como el LEA incluyó a los compañeros educativos y el impacto de aquella participación. Los LEA son alentados mantener esta meta en la vanguardia al completar esta sección.

Requisitos

Distritos Escolares y COE: *EC* secciones 52060(g) (Información Legislativa de California) y 52066(g) (Información Legislativa de California) especifican los compañeros educativos que deben consultarse al desarrollar el LCAP:

- Maestros,
- Directores,
- Administradores,
- Otro personal escolar,
- Sindicatos laborales locales del LEA,
- Padres, y
- Alumnos

Un distrito escolar o COE recibiendo fondos de Multiplicador de Equidad debe también consultar con compañeros educativos en escuelas generando en el desarrollo del LCAP, específicamente, en el desarrollo de la requerida meta de enfoque para cada escuela aplicable.

Antes de adoptar el LCAP, los distritos escolares y COE deben compartirlos con los comités aplicables, según identificado al seguir bajo Requisitos e Instrucciones. El superintendente es requerido por reglamento responder por escrito a los comentarios recibidos de estos comités. Los distritos escolares y COE deben también consultar con los administradores del área de plan local para educación especial al desarrollar el LCAP.

Escuelas semiautónomas: *EC* Sección 47606.5(d) (Información Legislativa de California) requiere que los siguientes compañeros educativos sean consultados al desarrollar el LCAP:

- Maestros,
- Directores,
- Administradores,
- Otro personal escolar,
- Padres, y
- Alumnos

  Una escuela semiautónoma recibiendo fondos de Multiplicador de Equidad debe también consultar con compañeros educativos en la escuela generando fondos de Multiplicador de Equidad en el desarrollo del LCAP, específicamente, en el desarrollo de la requerida meta de enfoque para la escuela.

El LCAP debe también ser compartido con, y los LEA deben solicitar aporte de, grupos asesores a nivel del sitio escolar, según corresponda (p.ej., consejos del sitio escolar, Consejos Asesores de Estudiantes del Inglés, grupos asesores estudiantiles, etc.) para facilitar alineación entre metas del sitio escolar y a nivel distrital. Información y recursos que apoyan efectiva inclusión, definen consulta estudiantil y proporcionar los requisitos para composición de grupo asesor, se puede encontrar bajo Recursos en la página web LCAP del CDE.

Antes de que el cuerpo/consejo directivo de un LEA considere la adopción del LCAP, el LEA debe cumplir los siguientes requisitos legales:

- Para distritos escolares, consulte Código de Educación Sección 52062 (Información Legislativa de California);
  - **Nota:** Escuelas semiautónomas usando el LCAP como el Plan Escolar de Logro Estudiantil deben cumplir los requisitos de *EC* Sección 52062(a).
- Para los COE, consulte Código de Educación Sección 52068 (Información Legislativa de California); y
- Para escuelas semiautónomas, consulte Código de Educación Sección 47606.5 (Información Legislativa de California).
- **NOTA:** Como recordatorio, el superintendente de un distrito escolar o COE debe responder, por escrito, a comentarios recibidos por los aplicables comités identificados en las secciones del *Código de Educación* incluidas anteriormente. Esto incluye el comité asesor parental y puede incluir el comité asesor parental de Estudiantes del Inglés y, vigente el 1 de julio de 2024, el comité asesor estudiantil, según corresponda.

Instrucciones

Responde a los temas según corresponde:

Un resumen del proceso utilizado para incluir los compañeros educativos en el desarrollo del LCAP.

Distritos escolares y oficinas de educación del condado deben, como mínimo, consultar con maestros, directores, administradores, otro personal escolar, sindicatos laborales locales y alumnos en el desarrollo del LCAP.

Escuelas semiautónomas deben, como mínimo, consultar con los maestros, directores, administradores, otro personal escolar, padres y alumnos sobre el desarrollo del LCAP.

Un LEA recibiendo fondos Multiplicador de Equidad debe también consultar con compañeros educativos en escuelas generando fondos Multiplicador de Equidad en el desarrollo del LCAP, específicamente, en el desarrollo de la requerida meta de enfoque para cada escuela aplicable.

Completar la table según corresponde:

Compañeros Educativos

Identifica los compañeros educativos o grupos aplicables que fueron parte del desarrollo del LCAP.

Proceso para Inclusión

Describe el proceso de inclusión utilizado por el LEA para incluir los identificados compañeros educativos en el desarrollo del LCAP. Como mínimo, el LEA debe describir como cumplió su obligación para consultar con todos los compañeros educativos requeridos por reglamento, según corresponde al tipo de LEA.

- Una respuesta suficiente a este tema debe incluir información general sobre la cronología del proceso y las reuniones u otras estrategias de inclusión con compañeros educativos. Una respuesta puede también incluir información sobre el enfoque filosófica de un LEA hacia incluyendo sus compañeros educativos.

- Un LEA recibiendo fondos Multiplicador de Equidad debe también incluir un resumen sobre como consultó con compañeros educativos en escuelas generando fondos Multiplicador de Equidad en el desarrollo del LCAP, específicamente, en el desarrollo de la requerida meta de enfoque para cada escuela aplicable

Una descripción sobre como el LCAP adoptado fue influenciado por los comentarios proporcionados por compañeros educativos.

Describe cualquier meta, medida, acción o gasto presupuestado en el LCAP que fue influenciado por o desarrollado en respuesta a los comentarios del compañero educativo.

- Una respuesta suficiente a esta tema proporcionará los compañeros educativos y el público con información clara y específica sobre como el proceso de inclusión influyó el desarrollo del LCAP. Esto puede también incluir una descripción sobre como el LEA priorizó peticiones de los compañeros educativos dentro del contexto de recursos presupuestarios disponibles o áreas de enfoque de otra forma priorizadas dentro del LCAP.

- Un LEA recibiendo fondos Multiplicador de Equidad debe incluir una descripción sobre como la consulta con compañeros educativos en escuelas generando fondos Multiplicador de Equidad influyó el desarrollo del LCAP adoptado.

- Para los propósitos de este tema, esto puede también incluir, pero no se limita a:
    - Inclusión de una meta o decisión para ejercer una Meta de Enfoque (según se describe al seguir)
    - Inclusión de medidas además de las medidas requeridas a nivel reglamentario
    - Determinación del resultado deseado en una o más de las medidas
    - Inclusión de desempeño por uno o más de los grupos estudiantiles en la subsección Midiendo y Reportando Resultados

- Inclusión de acción o un grupo de acciones
- Eliminación de acción o grupo de acciones
- Cambios al nivel de gastos propuestos para uno o más de las acciones
- Inclusión de acciones como contribuyendo a aumento o mejora de servicios para servicios sin duplicación
- Análisis de efectividad de acciones específicas para lograr la meta
- Análisis de diferencias materiales en gastos
- Análisis de cambios hechos a una meta para el siguiente año LCAP basado en el proceso de actualización anual
- Análisis de cambios o éxitos en la implementación de acciones

Metas y Acciones

Propósito

Metas bien desarrolladas claramente comunicarán a los compañeros educativos que planea lograr el LEA, que planea hacer el LEA a fin de lograr la meta y como el LEA sabrá cuando ha logrado la meta. Una declaración de meta, medidas asociadas y resultados deseados y las acciones incluidas en la meta debe estar alineadas. La explicación sobre porque el LEA incluyó una meta es una oportunidad para que el LEA claramente comunique a los compañeros educativos y el público en general porqué, entre las varias fortalezas y áreas de mejoramiento destacadas por datos de desempeño y estrategias y acciones que pudieran ejercerse, el LEA decidió ejercer esta meta, y las medidas relacionadas, resultados deseados, acciones y gastos.

Una meta bien desarrollada puede enfocarse en el desempeño relativo a una mediada o medidas para todos los alumnos, un grupo(s) estudiantil específico, eliminando brechas de desempeño o implementando programas o estrategias deseadas impactar resultados. Los LEA deben de evaluar el desempeño de sus grupos estudiantiles al desarrollar metas y las acciones relacionadas para lograr tales metas.

Requisitos e Instrucciones

Los LEA deben priorizar las metas, acciones específicas y gastos relacionados incluidos dentro del LCAP con una o más de las prioridades estatales. Los LEA deben considerar desempeño en los indicadores estatales o locales, incluyendo sus datos localmente recopilados y reportados para los indicadores locales que son incluidos en la Interfaz [*Dashboard*] en determinar si es que y como priorizar sus metas dentro del LCAP. Como se declaró previamente, planificación estratégica que es integral vincula decisiones presupuestarias a los datos de desempeño en enseñanza y aprendizaje. Los LEA debe continuamente evaluar las opciones difíciles que toman sobre el uso de recursos limitados para cumplir las necesidades estudiantiles y comunitarias para asegurar que oportunidades y resultados mejoren para todos los alumnos y para abordar y reducir disparidades en oportunidades y resultades entre grupos estudiantiles indicados por la Interfaz [*Dashboard*].

A fin de apoyar la priorización de metas, la plantilla LCAP ofrece a los LEA la opción de desarrollar tres distintos tipos de metas:

- Meta de Enfoque: Una Meta de Enfoque es relativamente más concentrada en su alcance y podrá enfocarse en una menor cantidad de medidas para medir mejoramiento. Una declaración de Meta de Enfoque tendrá un plazo y dejará en claro cómo debe medirse la meta.
    - Todas las metas de Multiplicador de Equidad deben desarrollarse como metas de enfoque. Para información adicional, consulte Metas Requeridas de Enfoque para los LEA Recibiendo Multiplicador de Equidad al seguir.

- Meta General: Una Meta General es relativamente menos concentrada en su alcance y podrá enfocarse en mejorar desempeño a lo largo de una amplia gama de medidas.

- Meta de Mantenimiento de Progreso: Una Meta de Mantenimiento de Progreso incluye acciones que pueden estar en curso sin cambios significativos y permite que el LEA rastree el progreso en cualquier medida no abordada en las otras metas del LCAP.

Requisito para Abordar las Prioridades Estatales LCFF

Como mínimo, el LCAP debe abordar todas las prioridades LCFF y medidas asociadas que son articuladas en *EC* secciones 52060(d) y 52066(d), según corresponde al LEA. El *Resumen de Prioridades Estatales LCFF (LCFF State Priorities Summary)* proporciona un resumen de EC secciones 52060(d) y 52066(d) para ayudar con el desarrollo del LCAP.

Responder a los siguientes temas, según corresponda:

Meta(s) de Enfoque

Descripción

La descripción proporcionada para una Meta de Enfoque debe ser específica, mensurable y contar con un plazo.

- Un LEA desarrolla una Meta de Enfoque para abordar áreas de necesidad que podrán requerir o beneficiarse de un enfoque más específico e intensivo con datos.

- La Meta de Enfoque puede explícitamente hacer referencia a las medidas por cual se medirá el logro de la meta y el plazo de tiempo dentro del cual el LEA espera lograr la meta.

Tipo de Meta

Identifica el tipo de meta siendo implementada como una Meta de Enfoque.

Prioridades Estatales abordadas por esta meta.

Identifica cada una de las prioridades estatales que está meta busca abordar.

Una explicación sobre por qué el LEA ha desarrollado esta meta.

Explique por qué el LEA ha elegido priorizar esta meta.

- Una explicación debe estar basada en datos de la Interfaz [*Dashboard*] u otros datos recopilados localmente.

- Los LEA deben describir como el LEA identificó esta meta para mayor atención, incluyendo consulta relevante con los compañeros educativos.

- Los LEA son alentados promover transparencia y entendimiento sobre la decisión para ejercer una meta de enfoque.

Requerida Meta(s) de Enfoque para los LEA Recibiendo Financiamiento de Multiplicador de Equidad

Descripción

Los LEA recibiendo financiamiento de Multiplicador de Equidad deben incluir una o más metas de enfoque para cada escuela generando financiamiento de Multiplicador de Equidad. Además de abordando los requisitos de meta de enfoque detallados anteriormente, los LEA deben adherirse a los siguientes requisitos.

Metas de enfoque para sitios escolares de Multiplicador de Equidad deben abordar lo siguiente:

(A) Todos los grupos estudiantiles que cuentan con el nivel más bajo de desempeño en uno o más de los indicadores estatales en la Interfaz [*Dashboard*], y

(B) Cualquier asunto subyacente en la acreditación, preparación de la materia y retención de los educadores de la escuela, si corresponde.

- Metas de Enfoque para todo y cada uno de los sitios escolares del Multiplicador de Equidad debe identificar medidas específicas para cada grupo estudiantil identificado, según corresponde.

- Un LEA puede crear una meta singular para múltiples sitios escolares de Multiplicador de Equidad si esos sitios escolares cuentan con los mismos grupos estudiantiles desempeñando al nivel más bajo de desempeño en uno o más de los indicadores estatales en la Interfaz [*Dashboard*] o, experimentan con asuntos similares de acreditación, preparación de la materia y retención de los educadores de la escuela.

    - Al crear una meta singular para sitios escolares de Multiplicador de Equidad, la meta debe identificar los grupos estudiantiles y los niveles de desempeño en la Interfaz [*Dashboard*] que está abordando la Meta de Enfoque; o,

    - Los asuntos comunes que están experimentando los sitios escolares con acreditación, preparación de la materia y retención de los educadores de la escuela, si corresponde.

Tipo de Meta

Identifica el tipo de meta siendo implementada como una Meta de Enfoque para Multiplicador de Equidad.

Prioridades Estatales abordadas por esta meta.

Identifica cada una de las prioridades estatales que esta meta está diseñada abordar.

Una explicación sobre por qué el LEA ha desarrollado esta meta.

Explica por qué el LEA ha elegido priorizar esta meta.

- Una explicación debe estar basada en datos de Interfaz [*Dashboard*] u otros datos recopilados localmente.
- Los LEA deben describir como el LEA identificó esta meta para atención enfocada, incluyendo consulta relevante con compañeros educativos.
- Los LEA son alentados promover claridad y entendimiento sobre la decisión de ejercer una meta de enfoque.
- Además de esta información, el LEA debe también identificar:
  - La escuela o escuelas a cuál corresponde la meta

Los LEA son alentados a abordar una meta de Multiplicador de Equidad de un punto de vista holístico, considerando como la meta puede maximizar los resultados estudiantiles mediante el uso de LCFF y otro financiamiento además de los fondos de Multiplicador de Equidad.

- Fondos de Multiplicador de Equidad deben utilizarse para suplementar, no suplantar, financiamiento proporcionado a sitios escolares de Multiplicador de Equidad para propósitos del LCFF, el Programa de Oportunidades Expandidas de Aprendizaje (ELO-P, por sus siglas en inglés), el Programa de la Subvención Capacitadores de Lectoescritura y Especialistas de Lectura (LCRS, por sus siglas en inglés) y/o el Programa de Sociedad con Escuelas Comunitarias de California (CCSPP, por sus siglas en inglés).
- Esto significa que fondos de Multiplicador de Equidad no deben usarse para reemplazar financiamiento que un sitio escolar de Multiplicador de Equidad fuera de otra forma recibir para implementar acciones a nivel del LEA identificadas en el LCAP o que un sitio escolar de Multiplicador de Equidad fuera de otra forma recibir para implementar provisiones de ELO-P, LCRS y/o CSSPP.

Nota: *EC* Sección 42238.024(b)(1) (Información Legislativa de California) requiere que fondos de Multiplicador de Equidad deben usarse para la provisión de servicios a base de evidencia y apoyo de alumnos. Servicios a base de evidencia y apoyo es basado en evidencia objetiva que ha formado el diseño del servicio o apoyo y/u orienta la modificación de estos servicios y apoyos. Apoyos y estrategias a base de evidencia son más comúnmente basado en investigación educativa y/o medidas de desempeño del LEA, la escuela y/o los alumnos.

Meta General

Descripción

Describe que planea lograr el LEA mediante las acciones incluidas en la meta.

- La descripción de una meta general se alineará claramente con los deseados resultados mensurables incluidos para la meta.
- La descripción de la meta organiza las acciones y los resultados deseados de una manera cohesiva y consistente.
- Una descripción de la meta es suficientemente específica para ser mensurable en términos ya sea cuantitativos o cualitativos. Una meta general no es tan específica como una meta de enfoque. Aunque es suficientemente específica para ser mensurable, hay varias medidas distintas para medir progreso hacia la meta.

Tipo de Meta

Identifica el tipo de meta siendo implementada como Meta General.

Prioridades Estatales abordadas por esta meta.

Identifica cada una de las prioridades estatales que esta meta desea abordar.

Una explicación sobre por qué el LEA ha desarrollado esta meta.

Explique por qué el LEA desarrolló esta meta y como las acciones y medidas agrupadas ayudarán a lograr la meta.

Meta de Mantenimiento de Progreso

Descripción

Describa como el LEA tiene pensado mantener el progreso logrado en las Prioridades Estatales LCFF no abordadas por otras metas en el LCAP.

- Usa este tipo de meta para abordar las prioridades estatales y medidas aplicables no abordadas dentro de otras metas en el LCAP.
- Las prioridades estatales y medidas por abordarse en esta sección son aquellas por cuales el LEA, en consulta con compañeros educativos, ha determinado mantener acciones y supervisar progreso al enfocarse en esfuerzos de implementación abordados por otras metas en el LCAP.

Tipo de Meta

Identifica el tipo de meta siendo implementada como parte de la Meta de Mantenimiento de Progreso.

Prioridades Estatales abordadas por esta meta.

Identifica cada una de las prioridades estatales que esta meta desea abordar.

Una explicación sobre por qué el LEA ha desarrollado esta meta.

Explica cómo las acciones sostendrán el progreso ejemplificado por las medidas relacionadas.

Midiendo y Reportando Resultados:

Para cada año LCAP, identifique las medidas que el LEA usará para rastrear progreso hacia los resultados deseados.

- Los LEA deben identificar medidas para grupos estudiantiles específicos, según corresponda, incluyendo resultados anticipados que abordan y reducen disparidades en resultados entre grupos estudiantiles.

- Las medidas pueden ser cuantitativas o cualitativas; pero como mínimo, el LCAP del LEA debe incluir metas que son medidas utilizando todas las medidas aplicables para las prioridades estatales relacionadas, en cada año LCAP, según corresponde al tipo de LEA.

- El nivel que una prioridad estatal no especifica una o más medidas (p.ej., implementación de las normas estatales del contenido y desempeño académico), el LEA debe identificar una medida para usar dentro del LCAP. Para estas prioridades estatales, los LEA son alentados a usar medidas basado en o reportado mediante las herramientas relevantes de autorreflexión con indicador local dentro de la Interfaz [*Dashboard*].

- **Medidas requeridas para acciones a nivel del LEA:** Para cada acción identificada como 1) contribuyendo hacia el requisito para aumentar o mejorar servicios para jóvenes de crianza temporal, estudiantes del inglés, incluyendo estudiantes del inglés a largo plazo y alumnos de bajos ingresos y 2) siendo proporcionado a nivel del LEA, el LEA debe identificar una o más medidas para supervisar la efectividad de la acción y sus gastos presupuestados.

    - Estas medidas requeridas pueden ser identificadas dentro de la descripción de la acción o el primer tema en la sección de aumentados o mejorados servicios, sin embargo, la descripción debe claramente identificar las medidas siendo utilizadas para supervisar la efectividad de la acción y las acciones a cuáles corresponden las medidas.

- **Medidas requeridas para metas de Multiplicador de Equidad**: Para cada meta de Multiplicador de Equidad, el LEA debe identificar:

    - Las medidas específicas para cada grupo estudiantil identificado en cada sitio escolar específico, según corresponde, para medir el progreso hacia la meta, y/o

    - Las medidas específicas utilizadas para medir progreso en cumplir la meta relacionada a acreditación, preparación para materia o retención de educador en cada sitio escolar específico.

Completa la table según corresponde:

Medida #

- Incluye el número de la medida.

Medida

- Identifica la norma de medida siendo utilizada para determinar progreso hacia la meta y/o para medir la efectividad de una o más acciones asociadas con la meta.

Referente

- Incluye el referente al completar el LCAP para 2024–25.

    - Usa los datos más recientes asociados con la medida disponible al momento de adopción del LCAP para el primer año del plan de tres años. Los LEA pueden usar datos según reportados en la Interfaz [*Dashboard*] de 2023 para el referente de una medida solo si esos datos representan los datos disponibles más recientes (p.ej., tasa de graduación de escuela preparatoria).

- Usando los datos más recientes disponibles puede incluir repasando datos que el LEA está preparando para entregar al Sistema de Datos Longitudinales de Logro Estudiantil de California (CALPADS, por sus siglas en inglés) o datos que el LEA ha recientemente entregado a CALPADS.
- Indica el ciclo escolar al cual corresponden los datos referentes.
- Los datos referentes deben permanecer iguales a lo largo del LCAP de tres años.
    - Este requisito no está diseñado para prevenir que los LEA modifiquen los datos referentes si es necesario hacerlo. Por ejemplo, si un LEA identifica que sus prácticas de recopilación de datos para una medida particular están resultando en datos incorrectos y las modifica para obtener datos correctos, también fuera ser apropiado que el LEA modifique los datos referentes para alinear con el proceso de datos más preciso y reportar sus resultados usando los datos correctos.
    - Si un LEA elije modificar sus datos referentes, entonces, como mínimo, debe claramente identificar el cambio como parte de su respuesta al tema de descripción de cambios en el Análisis de Meta para la meta. Los LEA también son altamente alentados incluir sus compañeros educativos en la decisión si es que o no van a modificar un referente y para comunicar el cambio propuesto a sus compañeros educativos.
- Nota para Escuelas Semiautónomas: Escuelas semiautónomas desarrollando un LCAP de uno o dos años pueden identificar un nuevo referente cada año, según corresponda.

Resultado de Año 1

- Al completar el LCAP para 2025-26, incluya los datos más recientes disponibles. Indica el ciclo escolar a cuál corresponden los datos.
    - Nota para Escuelas Semiautónomas: Escuelas semiautónomas desarrollando un LCAP de un año pueden proporcionar el Resultado de Año 1 al completar el LCAP para tanto 2025-26 y 2026-27 o pueden proporcionar el Resultado de Año 1 para 2025-26 y proporcionar el Resultado de Año 2 para 2026-27.

Resultado de Año 2

- Al completar el LCAP para 2026-27, incluya los datos más recientes disponibles. Indica el ciclo escolar a cuál corresponden los datos.
    - Nota para Escuelas Semiautónomas: Escuelas semiautónomas desarrollando un LCAP de un año pueden identificar el Resultado de Año 2 como no corresponde al completar el LCAP para 2026-27 o pueden proporcionar el Resultado de Año 2 para 2026-27.

Objetivo para Resultado de Año 3

- Al completar el primer año del LCAP, incluye el resultado objetivo para la medida relevante que el LEA anticipa lograr para el final del ciclo LCAP de tres años.
    - Nota para Escuelas Semiautónomas: Escuelas semiautónomas desarrollando un LCAP de uno o dos años pueden identificar un Objetivo para Año 1 u Objetivo para Año 2, según corresponda.

Diferencia Actual del Referente

- Al completar el LCAP para 2025-26 y 2026-27, incluye la diferencia actual entre el referente y el resultado anual, según corresponda.
    - Nota para Escuelas Semiautónomas: Escuelas semiautónomas desarrollando un LCAP de uno o dos años pueden identificar la diferencia actual entre el referente y el resultado anual para Año 1 y/o la diferencia actual entre el referente y el resultado anual para Año 2, según corresponde.

Cronología para distritos escolares y COE completando la parte "**Midiendo y Reportando Resultados**" de la Meta.

Medida	Referente	Resultado de Año 1	Resultado de Año 2	Objetivo para Resultado de Año 3	Diferencia Actual del Referente
Incluya información en esta caja al completar el LCAP para **2024–25** o al agregar una nueva medida.	Incluya información en esta caja al completar el LCAP para **2024–25** o al agregar una nueva medida.	Incluya información en esta caja al completar el LCAP para **2025–26.** Dejar en blanco hasta entonces.	Incluya información en esta caja al completar el LCAP para **2026–27.** Dejar en blanco hasta entonces.	Incluya información en esta caja al completar el LCAP para **2024–25** o al agregar una nueva medida.	Incluya información en esta caja al completar el LCAP para **2025–26** y **2026-27.** Dejar en blanco hasta entonces.

Análisis de la Meta:

Incluye el Año LCAP.

Usando datos actuales de resultados anuales mensurables, incluyendo datos de la Interfaz [*Dashboard*], analice si es que acciones planeadas fueron efectivas en lograr la meta. "Efectivo" significa el nivel al cuál las acciones planeadas fueron exitosas en producir el resultado objetivo. Responda a los indicadores según es orientado.

Nota: Al completar el LCAP de 2025-26, usa la plantilla de Actualización Anual del Plan de Rendición de Cuentas con Control Local para completar el Análisis de Meta e identificar los temas de Análisis de Meta en el LCAP de 2025-26 como "No Corresponde".

Una descripción de la implementación general, incluyendo cualquier diferencia significativa en acciones planeadas y la verdadera implementación de estas acciones, así como desafíos y éxitos relevantes experimentados con implementación.

- Describe la implementación total de las acciones para lograr la meta articulada, incluyendo desafíos relevantes y éxitos experimentados con la implementación.
    - Incluye una discusión de desafíos relevantes y éxitos experimentados con el proceso de implementación.
    - Esta discusión debe incluir cualquier instante donde el LEA no implementó una acción planeada o implementó una acción planeada de manera que se distingue de como de describió en el LCAP adoptado.

Una explicación de las diferencias materiales entre los Gastos Presupuestados y Estimados Gastos Reales y/o Porcentajes Planeados de Servicios Mejorados y Estimados Porcentajes Reales de Servicios Mejorados.

- Explicar las diferencias materiales entre los Gastos Presupuestados y Estimados Gastos Reales y/o Porcentajes Planeados de Servicios Mejorados y Estimados Porcentajes Reales de Servicios Mejorados, según corresponde. Variedades menores en gastos o porcentajes no necesitan abordarse, y contabilidad de dólar por dólar no se requiere.

Una descripción sobre la efectividad o inefectividad de las acciones específicas hasta la fecha con logrando progreso hacia la meta.

- Describe la efectividad o inefectividad de las acciones específicas hasta la fecha con logrando progreso hacia la meta. “Efectividad” significa al nivel al cuál las acciones fueron exitosas en producir el resultado objetivo e “inefectividad” significa que las acciones no produjeron ningún resultado significativo u objetivo.
    - En algunos casos, no todas las acciones en una meta serán diseñadas para mejorar desempeño en todas las medidas asociadas con la meta.
    - Al responder a este tema, los LEA puede evaluar la efectividad de una acción singular o grupo de acciones dentro de la meta en el contexto de desempeño en una medida singular o grupo de medidas específicas dentro de la meta que son aplicables a la acción(es). Agrupando acciones con medidas permitirá un análisis más robusto sobre si es que la estrategia que está usando el LEA para impactar un grupos especificado de medidas está funcionando y aumentar claridad para los socios educativos. Los LEA son alentados usar tal enfoque cuando las metas incluyen múltiples acciones y medidas que no son estrechamente asociadas.
    - Comenzando con el Desarrollo del LCAP de 2025-26, el LEA debe cambiar acciones que no han resultado efectivas tras un periodo de tres años.

Una descripción sobre cualquier cambio hecho a la meta planeada, medidas, resultados deseados o acciones para el próximo año que resultó de reflexiones sobre previa práctica.

- Describir cualquier cambio realizado a esta meta, resultados anticipados, medidas o acciones para lograr esta meta como un resultado de este análisis y análisis de los datos proporcionados en la Interfaz [*Dashboard*] u otros datos locales, según corresponda.
    - Según notado anteriormente, comenzando con el LCAP de 2025-26, el LEA debe cambiar acciones que no han resultado efectivas tras un periodo de tres años. Para acciones que han sido identificadas como inefectivas, el LEA debe identificar la acción inefectiva y debe incluir una descripción de lo siguiente:
        - Las razones por la inefectividad, y
        - Cómo cambios a la acción resultarán en un nuevo o fortalecido enfoque.

Acciones:

Competa la tabla de acuerdo con lo siguiente. Agrega filas adicionales según corresponda.

de Acción

- Incluye el número de la acción.

Título

- Incluye un título abreviado para la acción. Este título también aparecerá en las tablas de acciones.

Descripción

- Proporcionar una breve descripción de la acción.
    - Para acciones que contribuyen a cumpliendo el requisito de mayores o mejores servicios, el LEA puede incluir una explicación de como cada acción está principalmente orientadas hacia y efectiva para cumplir las metas del LEA para alumnos sin duplicación, según detallado en las instrucciones en la sección de Mayores o Mejores Servicios para Jóvenes de Crianza Temporal, Estudiantes del Inglés y Alumnos de Bajos Ingresos.
    - Como se notó previamente, para cada acción identificada como 1) contribuyendo hacia el requisito de mayores o mejores servicios para jóvenes de crianza temporal, estudiantes del inglés y alumnos de bajos ingresos y 2) siendo proporcionado a nivel del LEA, el LEA debe identificar una o más de las medidas para supervisar la efectividad de la acción y sus gastos presupuestados.
    - Estas medidas requeridas pueden identificarse dentro de la descripción de la acción o el primer tema en la sección de mayores o mejores servicios; sin embargo, la descripción debe claramente identificar las medidas siendo utilizadas para supervisar la efectividad de la acción y las acciones a cuáles aplican las medidas.

Total de Fondos

- Incluye la cantidad total de gastos asociados con esta acción. Gastos presupuestarios de fuentes específicas de financiamiento serán proporcionadas en las tablas de acción.

Contribuyendo

- Indica si es que la acción contribuye a cumpliendo el requisito de mayores o mejores servicios según detallado en la sección Mayores o Mejores Servicios usando un “Y” para Sí o un “N” para No.
    - **Nota:** para cada acción que contribuye, el LEA necesitará proporcionar información adicional en la sección Mayores o Mejores Servicios para abordar los requisitos en *Código de Regulaciones de California,* Título 5 [5 *CCR*] Sección 15496 en la sección Mayores o Mejores Servicios del LCAP.

***Acciones para Jóvenes de Crianza Temporal*:** Distritos escolares, COE y escuelas semiautónomas que cuentan con cantidades numéricamente significativas del subgrupo estudiantil jóvenes de crianza temporal son alentados para incluir acciones específicas en el LCAP diseñado para cumplir las necesidades específicas a los alumnos jóvenes de crianza temporal.

Acciones Requeridas

- Los LEA con 30 o más estudiantes del inglés y/o 15 o más estudiantes del inglés de largo plazo deben incluir acciones específicas en el LCAP relacionado a, como mínimo:
  - Programas de adquisición de lenguaje, según se define en *EC* Sección 306, proporcionado a los alumnos, y
  - Formación profesional para los maestros.
  - Si un LEA tiene 30 o más estudiantes del inglés y 15 o más estudiantes del inglés de largo plazo, el LEA debe incluir acciones tanto para los estudiantes del inglés y estudiantes del inglés de largo plazo.
- Los LEA elegibles para ayuda técnica de acuerdo con *EC* secciones 47607.3, 52071, 52071.5, 52072 o 52072.5, debe incluir acciones específicas dentro del LCAP relacionado a su implementación del trabajo en curso como parte de ayuda técnica. La forma más común de esta ayuda técnica es frecuentemente referida como Ayuda Diferenciada.
- Los LEA que cuentan con indicadores Rojos de la Interfaz [*Dashboard*] para (1) una escuela dentro del LEA, (2) un grupo estudiantil dentro del LEA y/o (3) un grupo estudiantil dentro de cualquier escuela dentro del LEA deben incluir una o más acción específica dentro del LCAP:
  - Las acciones específicas deben ser orientadas hacia los grupos estudiantiles identificados y/o escuelas y deben abordar los indicadores estatales identificados por cual el grupos estudiantil o la escuela recibió el nivel más bajo de desempeño en la Interfaz [*Dashboard*] de 2023. Cada grupo estudiantil y/o escuela que recibe el nivel más bajo de desempeño en la Interfaz [*Dashboard*] de 2023 debe abordarse por una o más acciones.
  - Estas acciones requeridas serán efectivas para el ciclo LCAP de tres años.

Servicios Aumentados o Mejorados para Jóvenes de Crianza Temporal, Estudiantes del Inglés y Alumnos de Escasos Recursos

Propósito

Una sección Servicios Aumentados o Mejorados bien redactada les proporciona a los compañeros educativos con una descripción integral, dentro de una sección singular dedicada, sobre como el LEA planea aumentar o mejorar servicios para sus alumnos sin duplicación en *EC* Sección 42238.02 en TK-12° grado en comparación a todos los alumnos de TK-12° grado, según corresponde y como las acciones a nivel del LEA o escolar identificadas para este propósito cumplen los requisitos reglamentarios. Descripciones proporcionadas deben incluir detalle, pero aun ser suficientemente abreviadas como para promover un mayor entendimiento a los compañeros educativos para facilitar su habilidad para proporcionar aporte. La descripción LEA en esta sección debe alinearse con las acciones incluidas en la sección Metas y Acciones como contribuyendo.

Favor de notar: Para el propósito de cumplir el requisito de Mayores o Mejorados Servicios y consiste con *EC* Sección 42238.02, estudiantes del inglés de largo plazo son incluidos en el grupo estudiantil de estudiantes del inglés.

Requisitos Reglamentarios

Un LEA es requerido demostrar en su LCAP como está aumentando o mejorando servicios para sus alumnos que son jóvenes de crianza temporal, estudiantes del inglés y/o de bajos ingresos, colectivamente referidos como alumnos sin duplicación, comparado con los servicios proporcionados a todos los alumnos en proporción al aumento de financiamiento que recibe basado en la cantidad y concentración de alumnos sin duplicación en el LEA (*EC* Sección 42238.07[a][1], *EC* Sección 52064[b][8][B]; 5 *CCR* Sección 15496[a]). Este porcentaje de proporcionalidad es también conocido como el "mínimo porcentaje de proporcionalidad" o "MPP", por sus siglas en inglés. La manera por cual un LEA demuestra que está cumpliendo su MPP es doble: (1) mediante el gasto de fondos LCFF o mediante la identificación de un Porcentaje Planeado de Servicios Mejorados según documentado en la Tabla de Acciones Contribuyentes, y (2) mediante las explicaciones proporcionadas en la sección de Mayores o Mejores Servicios para Jóvenes de Crianza Temporal, Estudiantes del Inglés y Alumnos de Bajos Ingresos.

Mejorar servicios significa aumentar servicios en calidad y aumentar servicios significa aumentar servicios en cantidad. Servicios son aumentados o mejorados por esas acciones en LCAP que son identificadas en la sección de Metas y Acciones como contribuyendo al requisito de aumento o la mejora de servicios, sin importar que sean proporcionadas a lo largo del LEA entero (acción a nivel del LEA), proporcionadas a una escuela entera (acción a nivel escolar) o únicamente proporcionada a uno o más grupos estudiantiles sin duplicación (Acción limitada).

Por lo tanto, para *cualquier* acción contribuyendo al requisito de mayores o mejores servicios, el LEA debe incluir una explicación de:

- Como la acción está aumentando o mejorando servicios para los grupos estudiantiles sin duplicación (Necesidades Identificadas y Diseño de Acción), y
- Como la acción cumple las metas del LEA para sus alumnos sin duplicación en cualquier área estatal o local de prioridad (Medida de Efectividad).

Acciones a Nivel del LEA y Escolar

Además de las requeridas explicaciones mencionadas, los LEA deben proporcionar una justificación sobre porqué una acción a nivel de LEA o Escolar se está proporcionando a todos los alumnos y como la acción está diseñada para mejorar los resultados de grupos estudiantiles sin duplicación comparado a todos los alumnos.

- Declaraciones decisivas que un servicio ayudará a lograr un resultado anticipado para la meta, sin una explicita conexión o mayor explicación sobre cómo, no son suficientes.

- Adicionalmente, simplemente declarando que un LEA cuenta con un alto porcentaje de inscripción de un grupo o grupos estudiantiles específicos no cumple la norma de aumentados o mejorados servicios debido a que alumnos inscribiéndose no es lo mismo que alumnos siendo brindados servicio.

Únicamente para Distritos Escolares

Acciones proporcionadas a **nivel del LEA** en **distritos escolares con un porcentaje de alumnos sin duplicación inferior al 55 por ciento** deben también incluir una descripción sobre como las acciones son el uso más efectivo de los fondos para cumplir las metas del distrito para sus alumnos sin duplicación en las áreas estatales y cualesquiera locales de prioridad. La descripción debe proporcionar la base por esta determinación, incluyendo cualquier alternativo considerado, apoyando investigación, experiencia o teoría educativa.

Acciones proporcionadas a **nivel Escolar** para **escuelas con menos del 40 por ciento inscripción de alumnos sin duplicación** deben también incluir una descripción sobre como las acciones son el uso más efectivo de los fondos para cumplir las metas del distrito para sus alumnos sin duplicación en las áreas estatales y cualesquiera locales de prioridad. La descripción debe proporcionar la base por esta determinación, incluyendo cualquier alternativo considerado, apoyando investigación, experiencia o teoría educativa.

Requisitos e Instrucciones

Completar las tablas al seguir:

Total de Proyectadas Subvenciones Suplementarias y/o de Concentración LCFF

- Especifica la cantidad de fondos de subvención suplementarios y de concentración LCFF que el LEA estima que recibirá en el próximo año basado en la cantidad y concentración de jóvenes de crianza temporal, estudiantes del inglés y alumnos de bajos ingresos. Esta cantidad incluye la Subvención de Concentración LCFF de 15 por ciento Adicional.

Proyectada Subvención de Concentración LCFF de 15 por ciento Adicional

- Especifica la cantidad de financiamiento añadido para la subvención de concentración LCFF adicional, según descrito en *EC* Sección 42238.02, que el LEA estima recibirá en el próximo año.

Proyectado Porcentaje para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar

- Especifica el estimado porcentaje por cual los servicios para alumnos sin duplicación deben aumentar o mejorar comparado con los servicios proporcionados a todos los alumnos en el año LCAP según calculado de acuerdo con 5 *CCR* Sección 15496(a)(7).

Sobrante LCFF — Porcentaje

- Especifica el Sobrante LCFF — Porcentaje identificado en la Tabla Sobrante LCFF. Si un por porcentaje sobrante no es identificado en la Tabla Sobrante LCFF, especifica un porcentaje de cero (0.00%).

Sobrante LCFF — Dólar

- Especifica la cantidad Sobrante LCFF — Dólar identificado en la Tabla Sobrante LCFF. Si una cifra sobrante no es identificada en la Tabla Sobrante LCFF, especifica una cantidad de cero ($0).

Porcentaje Total por Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar

- Suma el Proyectado Porcentaje para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar y el Porcentaje Proporcional LCFF Sobrante Requerido y especifica el porcentaje. Esto es el porcentaje del LEA por cual servicios para alumnos sin duplicación debe aumentar o mejorar comparado a los servicios proporcionados a todos los alumnos en el año LCAP, según es calculado de acuerdo con 5 CCR Sección 15496(a)(7).

Descripciones Requeridas:

Acciones a nivel del LEA y Escolar

Para cada acción siendo proporcionada a una escuela entera o LEA, proporciona una explicación de (1) las necesidades particulares identificadas de los grupos estudiantes por quien la acción está principalmente orientada, (2) como la acción está diseñada para abordar las necesidades identificadas y como se está proporcionando a nivel del LEA o escolar y (3) las medidas utilizadas para medir la efectividad de la acción para mejorar resultados para los grupos estudiantiles sin duplicación

Si el LEA ha proporcionado esta descripción requerida en las Descripciones de Acción, declara como tal dentro de la tabla.

Completa la tabla de acuerdo con lo siguiente:

Necesidades Identificadas

Proporcionar una explicación sobre las necesidades identificadas particulares de los grupos estudiantiles sin duplicación de LEA para quienes están principalmente orientadas las acciones.

Un LEA demuestra como una acción está principalmente orientada hacia un grupo estudiantil sin duplicación cuando el LEA explica las necesidades, condiciones o circunstancias sobre los grupos estudiantiles sin duplicación identificadas mediante una evaluación de necesidades y como la acción las aborda. Una evaluación de necesidades significativa incluye, como mínimo, análisis de aplicables datos sobre logro estudiantil y comentarios de compañeros educativos.

Cómo las Acciones están Diseñadas Abordar Necesidades y Porqué es Proporcionado a nivel del LEA o Escolar

Proporcionar una explicación sobre como la acción según diseñada abordará las necesidades particulares identificadas del grupo estudiantil sin duplicación del LEA para quien la acción está principalmente orientada y la razón por cuál la acción está siendo proporcionada a nivel del LEA o escolar.

- Como se declare anteriormente, declaraciones decisivas que un servicio ayudará a lograr un resultado anticipado para la meta, sin una explicita conexión o mayor explicación sobre cómo, no son suficientes.

- Adicionalmente, simplemente declarando que un LEA cuenta con un alto porcentaje de inscripción de un grupo o grupos estudiantiles específicos no cumple la norma de aumentados o mejorados servicios debido a que alumnos inscribiéndose no es lo mismo que alumnos siendo brindados servicio.

Medidas para Supervisar Efectividad

Identifica las medidas siendo utilizadas para medir el progreso y la efectividad de las acciones.

Nota para los COE y Escuelas Semiautónomas: En el caso de los COE y escuelas semiautónomas, a nivel escolar y a nivel del LEA son considerados ser sinónimos.

Acciones Limitadas

Para cada acción siendo proporcionada únicamente a uno o más grupos estudiantiles sin duplicación, proporciona una explicación de (1) las necesidades particulares identificadas de los grupos estudiantes a quien se les brinda servicio, (2) como la acción está diseñada para abordar las necesidades identificadas y (3) cómo la efectividad de la acción en mejorar resultados para los grupos estudiantiles sin duplicación será medida.

Si un LEA ha proporcionado las requeridas descripciones en las Descripciones de Acciones, decláralo como tal.

Completa la table de acuerdo con lo siguiente:

Necesidades Identificadas

Proporciona una explicación sobre las necesidades particulares de los grupos estudiantiles sin duplicación identificados siendo brindado servicio mediante la evaluación de necesidades del LEA. Una evaluación de necesidades significative incluye, como mínimo, análisis de aplicables datos de logro estudiantil y comentarios de compañeros educativos.

Como las Acciones Están Diseñadas para Abordar las Necesidades

Proporcionar una explicación sobre como la acción está diseñada para abordar las necesidades particulares identificadas de los grupos estudiantiles sin duplicación identificados siendo brindado servicio.

Medidas para Supervisar Efectividad

Identifica las medidas siendo utilizadas para medir el progreso y la efectividad de las acciones.

Para cualquier acción limitada contribuyendo a cumplir el requisitos de mejores o aumentados servicios que es asociado con el Planeado Porcentaje de Servicios Mejorados en la Tabla de Resumen para Contribución en lugar de gasto de fondos LCFF, describe la metodología que fue utilizada para determinar la contribución de la acción hacia el porcentaje proporcional, según corresponde.

- Para cada acción con un Porcentaje Planeado de Servicios Mejorados, identifica la meta y el número de acción y describe la metodología que fue utilizada.
- Al identificar un Porcentaje Planeado de Servicios Mejorados, el LEA debe describir la metodología que es utilizada para determinar la contribución de la acción hacia el porcentaje proporcional. El porcentaje de servicios mejorados para una acción corresponde a la cantidad de financiamiento LCFF que el LEA estima fuera a expandir para implementar la acción si fuera financiada.
- Por ejemplo, un LEA determina que hay una necesidad por analizar datos para asegurar que ayudantes instructivos y proveedores de aprendizaje extendido sepan cuales apoyos objetivos proporcionar a los alumnos que son jóvenes de crianza temporal. El LEA pudiera

implementar esta acción al contratar personal adicional para recopilar y analizar datos y para coordinar apoyo para los alumnos, lo cual el LEA estima fuera a costar $165,000. En lugar, el LEA elige utilizar una porción del horario actual del personal para analizar datos relacionados a los alumnos que son jóvenes de crianza temporal. Este análisis luego se compartirá con los directores de los sitios que usarán los datos para coordinar servicios proporcionados por ayudantes instructivos y proveedores de aprendizaje expandido para enfocarse en apoyo para alumnos. En este ejemplo, el LEA fuera a dividir el costo estimado de $165,000 por la cantidad de Financiamiento LCFF identificado en la Tabla de Ingreso de Datos y luego convertir el cociente a un porcentaje. Este porcentaje es el Planeado Porcentaje de Mejora de Servicio para la acción.

Fondos Adicionales de Subvención de Concentración

Una descripción del plan para como el financiamiento adicional de la subvención de concentración mencionado será utilizada para aumentar la cantidad de personal proporcionando servicios directos a los alumnos en las escuelas que cuentan con una alta concentración (superior al 55 por ciento) de jóvenes de crianza temporal, estudiantes del inglés y alumnos de bajos ingresos, según corresponda.

Un LEA que recibe la subvención adicional de concentración detallado en *EC* Sección 42238.02 es requerido demostrar como está usando estos fondos para aumentar la cantidad de personal que proporciona servicios directos a los alumnos en escuela con una inscripción de alumnos sin duplicación que es superior al 55 por ciento que es igual a la cantidad de personal que proporciona servicios directos a los alumnos en las escuelas con una inscripción de alumnos sin duplicación que es igual a o inferior al 55 por ciento. El personal que proporcionó servicios directos a los alumnos debe ser personal certificado y/o clasificado empleado por el LEA; personal clasificado incluye personal de mantenimiento.

Proporciona las siguientes descripciones, según corresponde al LEA:

- Un LEA que no recibe una subvención de concentración o la extensión de la subvención de concentración debe indicar que una respuesta a este tema no es aplicable.

- Identifica la meta y los números de acción de las acciones en el LCAP que el LEA está implementando para cumplir el requisito para aumentar la cantidad de personal que proporciona servicios directos a los alumnos en las escuelas con una inscripción de alumnos sin duplicación que es superior al 55 por ciento.

- Un LEA que no cuenta con escuelas de comparación de donde describir como está usando los fondos de extensión para subvención de concentración, tales como un LEA de escuela singular o un LEA que solo cuenta con escuelas con una inscripción de alumnos sin duplicación que es superior al 55 por ciento, debe describir como está usando los fondos para aumentar la cantidad de personal acreditado, clasificado o ambos, incluyendo personal de mantenimiento, que proporciona servicios directos a los alumnos en escuelas selectas y el criterio utilizado para determinar cuales escuelas requieren apoyo adicional con dotación.

- En caso de que una extensión adicional de subvención de concentración no es suficiente para aumentar dotación proporcionando servicios directos a los alumnos a una escuela con una inscripción de alumnos sin duplicación que es superior al 55 por ciento, el LEA debe describir como está usando los fondos para retener el personal proporcionando servicios directos a los alumnos en una escuela con una inscripción de alumnos sin duplicación que es superior al 55 por ciento.

Completa la table de acuerdo con lo siguiente:

- Proporciona la tasa de personal para alumno de personal clasificado proporcionando servicios directos a los alumnos con una concentración de alumnos sin duplicación que 55 por ciento o inferior y la tasa de personal para alumno de personal clasificado proporcionando servicios directos a los alumnos en escuelas con una concentración de alumnos sin duplicación que es superior al 55 por ciento, según corresponda al LEA.
    - El LEA puede agrupar sus escuelas por nivel de grado (Escuelas Primarias, Secundarias y Preparatorias), según corresponde al LEA.
    - La tasa de personal para alumno debe estar basado en la cantidad de personal equivalente a tiempo completo (FTE, por sus siglas en inglés) y la cantidad de alumnos inscritos según se cuenta el primer miércoles en octubre cada año.
- Proporciona la tasa de personal para alumno de personal certificado proporcionando servicios directos a los alumnos con una concentración de alumnos sin duplicación que 55 por ciento o inferior y la tasa de personal para alumno de personal certificado proporcionando servicios directos a los alumnos en escuelas con una concentración de alumnos sin duplicación que es superior al 55 por ciento, según corresponda al LEA.
    - El LEA puede agrupar sus escuelas por nivel de grado (Escuelas Primarias, Secundarias y Preparatorias), según corresponde al LEA.
    - La tasa de personal para alumno debe estar basado en la cantidad de personal equivalente a tiempo completo (FTE, por sus siglas en inglés) y la cantidad de alumnos inscritos según se cuenta el primer miércoles en octubre cada año.

Tablas de Gastos

Complete la Tabla Ingreso de Datos para cada acción en el LCAP. La información ingresada en esta tabla se llenará automáticamente en la otras Tablas de Gastos. Información es solo ingresada en la Tabla de Ingreso de Datos, la Tabla de Actualización Anual, la Tabla de Acciones Contribuyente a Actualización Anual y la Tabla de Sobrante LCFF. Con la excepción de la Tabla de Ingreso de Datos, la palabra "*input*" (incluya) ha sido añadida a los encabezados de las columnas para ayudar con identificar las columnas donde información será ingresada. Información no es ingresada en el resto de las tablas de Acciones.

Las siguientes tablas de gastos son requeridas ser incluidas en el LCAP según es adoptado por el consejo directivo local o cuerpo directivo:

- Tabla 1: Tabla del Total de Gastos Planeados (para el próximo Año LCAP)
- Tabla 2: Tabla para Acciones Contribuyentes (para el próximo Año LCAP)
- Tabla 3: Tabla de Actualización Anual (para el Año LCAP actual)
- Tabla 4: Tabla de Actualización Anual para Acciones Contribuyentes (para el Año LCAP actual)
- Tabla 5: Tabla de Sobrante LCFF (para el Año LCAP actual)

Nota: El próximo Año LCAP es el año para cual se está planeado, mientras el Año LCAP actual es el año actual de implementación. Por ejemplo, al desarrollar el LCAP de 2025-26, 2025-26 será el próximo Año LCAP y 2024-25 será el Año LCAP actual.

Tabla de Gastos Planeados Totales

En la Tabla de Gastos Planeados Totales, incluya la siguiente información para cada acción en el LCAP para ese año LCAP aplicable:

- **Año LCAP**: Identifica el Año LCAP aplicable.

- **1. Proyectada Subvención Base LCFF**: Proporcione la cantidad total de financiamiento LCFF el LEA estima que recibirá para el próximo ciclo escolar, excluyendo las subvenciones suplementarias y de concentración y las adiciones para el Programa de Subvención para Mejora Instructiva Objetiva y el Programa de Transporte de Casa a Escuela, de acuerdo con 5 *CCR* Sección 15496(a)(8). Nota que la Subvención Base LCFF para propósitos del LCAP también incluye las prestaciones de Escuelas Chicas Necesarias y Objetivo de Recuperación Económica para los distritos escolares y Subvención de Operaciones del Condado para los COE.

  Consulte *EC* secciones 2574 (para COE) y 42238.02 (para distritos escolares y escuelas semiautónomas), según corresponda, para cálculos de distribución LCFF.

- **2. Proyectadas Subvenciones Suplementarias y/o de Concentración LCFF:** Proporciona la cantidad total de subvenciones suplementarios y de concentración LCFF que el LEA estima recibirá a base de la cantidad y concentración de alumnos sin duplicación para el próximo ciclo escolar.

- **3. Proyectado Porcentaje para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar:** Este porcentaje no será ingresado; es calculado basado en la Proyectada Subvención Base LCFF y las Proyectadas Subvenciones Suplementarias y/o de Concentración LCFF, de acuerdo con 5 *CCR* Sección 15496(a)(8). Este es el porcentaje por cual los servicios para alumnos sin duplicación deben aumentar o mejorar en comparación a los servicios proporcionados a todos los alumnos en el próximo año LCAP.

- **Restante LCFF – Porcentaje:** Especifica el Sobrante LCFF — Porcentaje identificado en la Tabla Sobrante LCFF del previo año LCAP. Si un por porcentaje sobrante no es identificado en la Tabla Sobrante LCFF, especifica un porcentaje de cero (0.00%).
- **Porcentaje Total para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar:** Este porcentaje no será ingresado; es calculado basado en el Proyectado Porcentaje por Cuál Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar y el Restante LCFF – Porcentaje. ***Este es el porcentaje por cual que el LEA debe aumentar o mejorar servicios para alumnos sin duplicación comparado a los servicios proporcionados a todos los alumnos en el próximo año LCAP.***

- **# de Meta**: Incluya el número de Meta LCAP para la acción.

- **# de Acción**: Incluya el numero de la acción según es indicado en la Meta LCAP.

- **Título de Acción**: Proporcione un título para la acción.

- **Grupo(s) Estudiantil(es)**: Indique el grupo o grupos estudiantil(es) que será(n) los beneficiarios principales de la acción al ingresar "Todo" o al ingresar un grupo o grupos estudiantil(es) específico(s).

- **¿Contribuyendo a Aumento o Mejora de Servicios?**: Ponga "Sí" si la acción **es** incluida como contribuyendo a cumpliendo el aumento o mejoramiento de servicios; O, ponga "No" si la acción **no** es incluida como contribuyendo a cumpliendo el aumento o mejoramiento de servicios.

- Si se incluye "Sí" en la columna Contribuyendo, entonces complete las siguientes columnas:

  - **Nivel**: El nivel de una acción puede ser a nivel del LEA (es decir, a nivel del distrito, condado o semiautónomo), a nivel escolar o limitado. Una acción que es a nivel del LEA en su alcance actualiza el programa educativo entero del LEA. Una acción que es a nivel escolar en su alcance actualizar el programa educativo entero de una escuela particular. Una acción que es limitada en su alcance es una acción que solo brinda servicio a uno o más de los grupos estudiantiles sin duplicación.

  - **Grupo(s) Estudiantil(es) Sin Duplicación**: Sin importar el nivel, acciones contribuyentes brindan servicio a uno o más de los grupos estudiantiles sin duplicación. Indique uno o más grupos estudiantiles sin duplicación para quien los servicios están siendo aumentados o mejorados en comparación a lo que todos los alumnos reciben.

  - **Ubicación**: Identifique la ubicación donde la acción será proporcionada. Si la acción es proporcionada a todas las escuelas dentro del LEA, el LEA debe indicar "Todas las Escuelas". Si la acción es proporcionada a escuelas específicas dentro del LEA o solo a niveles de grados específicos, el LEA debe ingresar "Escuelas Específicas" o "Niveles de Grados Específicos". Identifique la escuela particular o un grupo de escuelas o niveles de grado (p. ej., todas las escuelas preparatorias o kínder-5° grado), según corresponda.

- **Plazo**: Ingrese "en curso" si la acción será implementada por un periodo de tiempo indeterminado. De otra forma, indique el plazo por cual la acción será implementada. Por ejemplo, un LEA puede ingresar "1 Año" o "2 Años" o "6 Meses."

- **Total de Personal**: Ingrese la cantidad total de gastos del personal utilizados para implementar esta acción.

- **Total de No Personal**: Esta cantidad será automáticamente calculada basada en la información proporcionada en la columna Total del Personal y Total de Fondos.

- **Fondos LCFF**: Ingrese la cantidad total de fondos LCFF utilizados para implementar esta acción, si alguno. Fondos LCFF incluyen todos los fondos que acaparan la meta LCFF total de un LEA (es decir, subvención base, ajuste en nivel de grados, subvención suplementaria, subvención de concentración, Subvención en Bloque de Mejora Instructiva Objetiva y Transporte de Hogar a Escuela).

  - **Nota:** Para una acción contribuyendo hacia el cumplimiento del requisito aumento o mejora de servicios, debe incluir alguna medida de financiamiento LCFF. La acción también puede incluir financiamiento de otras fuentes, sin embargo, el nivel al cual una acción contribuye a cumpliendo el requisito aumento o mejora de servicios está basado en el financiamiento LCFF siendo utilizado para implementar la acción.

- **Otros Fondos Estatales**: Ingrese la cantidad total de Otros Fondos Estatales utilizados para implementar esta acción, si alguna.
    - **Nota:** Fondos de Multiplicador de Equidad debe ser incluido en la categoría de "Otros Fondos Estatales", no en la categoría de "Fondos LCFF". Como un recordatorio, fondos de Multiplicador de Equidad deben ser utilizados para suplementar, no suplantar, financiamiento proporcionado a sitios escolares de Multiplicador de Equidad para propósitos de LCFF, ELO-P, LCRS y/o CCSPP. Esto significa que fondos de Multiplicador de Equidad no deben usarse para reemplazar financiamiento que un sitio escolar de Multiplicador de Equidad fuera de otra forma recibir para implementar acciones a nivel de LEA identificadas en los LEA o LCAP o que un sitio escolar de Multiplicador de Equidad fuera de otra forma recibir para implementar provisiones de ELO-P, LCRS y/o CCSPP.
- **Fondos Locales**: Ingrese la cantidad total de Fondos Locales utilizados para implementar esta acción, si alguna.
- **Fondos Federales**: Ingrese la cantidad total de Fondos Federales utilizados para implementar esta acción, si alguna.
- **Total de Fondos**: Esta cantidad es automáticamente calculada basado en las cantidades ingresadas en las previas cuatro columnas.
- **Planeado Porcentaje de Mejora de Servicios**: Para cualquier acción definida como contribuyendo, siendo proporcionada a nivel Limitado a los alumnos sin duplicación y que no cuenta con financiamiento asociado con la acción, incluya la planeada mejora de calidad anticipada para la acción como un porcentaje redondeado al centésimo más cercano (0.00%). Una acción limitada es una acción que solo brinda servicio a los jóvenes de crianza temporal, estudiantes del inglés y/o alumnos de bajos ingresos.
    - Como es notado en las instrucciones para la sección Aumento o Mejora de Servicios, al identificar un Planeado Porcentaje de Mejora de Servicios, el LEA debe describir la metodología que es utilizada para determinar la contribución de la acción hacia el porcentaje proporcional. El porcentaje de servicios mejorados para una acción corresponde a la cantidad de financiamiento LCFF que el LEA estima fuera a utilizar para implementar la acción si fuera financiada.

      Por ejemplo, un LEA determina que hay una necesidad por analizar datos para asegurar que ayudantes instructivos y proveedores de aprendizaje extendido sepan cuales apoyos objetivos proporcionar a los alumnos que son jóvenes de crianza temporal. El LEA pudiera implementar esta acción al contratar personal adicional para recopilar y analizar datos y para coordinar apoyo para los alumnos, lo cual el LEA estima fuera a costar $165,000. En lugar, el LEA elige utilizar una porción del horario actual del personal para analizar datos relacionados a los alumnos que son jóvenes de crianza temporal. Este análisis luego se compartirá con los directores de los sitios que usarán los datos para coordinar servicios proporcionados por ayudantes instructivos y proveedores de aprendizaje expandido para enfocarse en apoyo para alumnos. En este ejemplo, el LEA fuera a dividir el costo estimado de $165,000 por la cantidad de Financiamiento LCFF identificado en la Tabla de Ingreso de Datos y luego convertir el cociente a un porcentaje. Este porcentaje es el Planeado Porcentaje de Mejora de Servicio para la acción.

Tabla de Acciones Contribuyentes

Como es notado anteriormente, información no será ingresada en la Tabla de Acciones Contribuyentes; sin embargo, la columna "¿Contribuyendo a Aumento o Mejora de Servicios?" necesitará ser revisada para asegura que solo acciones con un "Sí " están exhibidas. Si acciones con un “No” son mostradas o si las acciones que están contribuyendo no está exhibidas en la columna, usa el menú desplegable en el encabezado de la columna para filtrar solo las respuestas “Sí”.

Tabla de Actualización Anual

En la Tabla Actualización Anual, proporcione la siguiente información en cada acción en el LCAP para el año LCAP relevante:

- **Estimados Gastos Actuales**: Incluya el total de estimados gastos totales para implementar esta acción, si corresponde.

Tabla Actualización Anual de Acciones Contribuyentes

En la Tabla Actualización Anual de Acciones Contribuyentes, revise la columna “¿Contribuyendo a Aumento o Mejora de Servicios?" para asegurar que solo acciones con un “Sí” están exhibidas. Si acciones con un “No” son mostradas o si las acciones que están contribuyendo no está exhibidas en la columna, usa el menú desplegable en el encabezado de la columna para filtrar solo las respuestas “Sí”. Proporcione la siguiente información para cada acción contribuyente en el LCAP para el año LCAP relevante:

- **6. Estimadas Subvenciones Suplementarias y/o de Concentración LCFF Actuales:** Proporcione la cantidad total de subvenciones suplementarias y de concentración LCFF que el LEA estima realmente recibirá basado en la cantidad y concentración de alumnos sin duplicación en el ciclo escolar actual.

- **Estimados Gastos Actuales para Acciones Contribuyentes**: Incluya el total estimado de gasto actual de fondos LCFF utilizado para implementar esta acción, si corresponde.

- **Estimado Porcentaje Actual de Mejora de Servicios:** Para cualquier acción identificada como contribuyente, siendo proporcionada de forma Limitada a alumnos sin duplicación y que no cuenta con financiamiento asociado con la acción, incluya el total estimado actual de mejora de calidad anticipado para la acción como un porcentaje redondeado al centésimo más cercano (0.00%).
    - Continuando con el ejemplo proporcionado anteriormente para calcular el Porcentaje Planea de Mejora de Servicios, el LEA en el ejemplo implementa la acción. Como parte del proceso de actualización anual, el LEA repasa la implementación y datos de resultado estudiantil y determina que la acción fue implementada con fidelidad y que los resultados para los alumnos jóvenes de crianza temporal mejoraron. El LEA repasa el original costo estimado para la acción y determina que si hubiera contratado personal adicional para recopilar y analizar datos y para coordinar apoyos para los alumnos ese estimado costo actual hubiera sido $169,500 debido a un ajuste de costo de la vida. El LEA fuera dividir el estimado costo actual de $169,500 por la cantidad de Financiamiento LCFF identificado en la Tabla de Ingreso de Datos y luego convertir el cociente a un porcentaje. Este porcentaje es el Estimado Porcentaje Actual de Mejora de Servicios para la acción.

Tabla de Sobrante LCFF

- **9. Estimada Subvención Base LCFF Actual**: Proporciona la cantidad total de estimado Subsidio Objetivo LCFF para el ciclo escolar actual, excluyendo las subvenciones suplementarias y de concentración y las adiciones para el programa de Subvención para Mejora Instructiva Objetiva, el viejo programa de Transporte de Hogar a Escuela, y el programa de Transporte de Distrito Escolar Chico, de acuerdo con 5 *CCR* Sección 15496(a)(8). Nota que la Subvención Base LCFF para propósitos del LCAP también incluye las prestaciones Necesarias de Escuelas Chicas y Objetivo de Recuperación Económica para distritos escolares y Subvención de Operaciones del Condado para los COE. Consulte *EC* secciones 2574 (para los COE) y 42238.02 (para distritos escolares y escuelas semiautónomas), según corresponda, para cálculos de subsidio LCFF.

- **10. Estimado Porcentaje Actual para Aumentar o Mejorar Servicios para el Próximo Ciclo Escolar:** Este porcentaje no será ingresado. El porcentaje es calculado basado en la Estimada Subvención Base LCFF Actual (9) y las Estimadas Subvenciones Suplementarias y/o de Concentración LCFF Actuales (6), de acuerdo con 5 *CCR* Sección 15496(a)(8), además del Restante LCFF – Porcentaje del previo año. Este es el porcentaje por cual los servicios para los alumnos sin duplicación por cual debe ser aumentado o mejorado comparado a los servicios proporcionados a todos los alumnos en el año LCAP actual.

Cálculos en las Tablas de Acción

Para reducir la duplicación de esfuerzo de los LEA, las Tablas de Acción incluyen funcionalidad tal como pre-poblar los campos y las celdas basado en la información proporcionada en la Tabla de Ingreso de Datos, la Tabla de Resumen de Actualización Anual y la Tabal de Acciones Contribuyentes. Para transparencia, la funcionalidad y los cálculos utilizados son proporcionados al seguir.

Tabla de Acciones Contribuyentes

- **4. Total de Gastos Contribuyentes Planeados (Fondos LCFF)**
  - Esta cantidad es el total de la columna Gastos Planeados para Acciones Contribuyentes (Fondos LCFF).
- **5. Total de Porcentaje Planeado de Mejora de Servicios**
  - Este porcentaje es el total de la columna Porcentaje Planeado de Mejora de Servicios.
- **Planeado Porcentaje para Aumentar o Mejorar Servicios para el próximo ciclo escolar (4 dividido por 1, más 5)**
  - Este porcentaje es calculado por dividir el Total Planeado de Gastos Contribuyentes (4) por la Proyectada Subvención Base LCFF (1), convirtiendo el cociente a un porcentaje y agregándolo al Total Planeado Porcentaje de Mejora de Servicios (5).

Tabla de Actualización Anual para Acciones Contribuyentes

De acuerdo con *EC* Sección 42238.07(c)(2), si el Total Planeado de Gastos Contribuyentes (4) es menos que las Estimadas Subvenciones Suplementarias y de Concentración LCFF Actuales (6), el LEA es requerido calcular la diferencia entre el Total Planeado Porcentaje de Mejora de Servicios (5) y el Total Estimado de Gastos Actuales para Acciones Contribuyentes (7). Si el Total Planeado de Gastos Contribuyentes (4) es igual o superior a las Estimadas Subvenciones Suplementarias y de Concentración LCFF Actuales (6), la Diferencia Entre Planeado y Estimado Porcentaje Actual de Mejora de Servicios mostrará “No Requerido”.

- **6. Estimadas Subvenciones Suplementarias y de Concentración LCFF Actuales**

    - Esta es la cantidad total de subvenciones suplementarias y de concentración LCFF que el LEA estima realmente recibirá basado en la cantidad y concentración de alumnos sin duplicación en el ciclo escolar actual.

- **4. Total Planeado de Gastos Contribuyentes (Fondos LCFF)**
    - Esta cantidad es el total de los Gastos Planeados para Acciones Contribuyentes del Año Pasado (Fondos LCFF).
- **7. Total Estimado de Gastos Actuales para Acciones Contribuyentes**
    - Esta cantidad es el total de los Estimados Gastos Actuales para Acciones Contribuyentes (Fondos LCFF).
- **Diferencia Entre Planeados y Estimados Gastos Actuales para Acciones Contribuyentes (Resta 4 de 7)**
    - Esta cantidad es el Total Planeado de Gastos Contribuyentes (4) restado del Total Estimado de Gastos Actuales para Acciones Contribuyentes (7)
- **5. Total Planeado Porcentaje de Mejora de Servicios (%)**
    - Esta cantidad es el total de la columna Planeado Porcentaje de Mejora de Servicios
- **8. Total Estimado Porcentaje Actual de Mejora de Servicios (%)**
    - Esta cantidad es el total de la columna Estimado Porcentaje Actual de Mejora de Servicios
- **Diferencia Entre Porcentaje Actual Planeado y Estimado de Mejora de Servicios (Resta 5 de 8)**
    - Esta cantidad es el Total Planeado Porcentaje de Mejora de Servicios (5) restado del Total Estimado Porcentaje Actual de Mejora de Servicios (8)

Tabla de Sobrante LCFF

- **10. Porcentaje Total para Aumentar o Mejorar Servicios para el Ciclo Escolar Actual (6 dividido por 9 + % Sobrante)**
    - Este porcentaje es las Estimadas Subvenciones Suplementarias y de Concentración LCFF Actuales (6) dividido por la Estimada Subvención Base LCFF Actual (9) más el Sobrante LCFF – Porcentaje del previo año.
- **11. Estimado Porcentaje Anual de Aumento o Mejora de Servicios (7 dividido por 9, más 8)**
    - Este porcentaje es el Total Estimado de Gastos Actuales para Acciones Contribuyentes (7) dividido por el Financiamiento LCFF (9), luego convirtiendo el cociente a un porcentaje y sumando al Total Estimado Porcentaje Actual de Mejora de Servicios (8).
- **12. Sobrante LCFF — Sobrante LCFF en Cantidad Dólar (Resta 11 de 10 y multiplica por 9)**

- Si el Estimado Porcentaje Actual de Aumento o Mejora de Servicios (11) es menos que el Estimado Porcentaje Actual para Aumento o Mejora de Servicios (10), el LEA es requerido continuar los fondos LCFF.

  La cantidad de fondos LCFF es calculada al restar el Estimado Porcentaje Actual de Aumento o Mejora de Servicios (11) del Estimado Porcentaje Actual para Aumento o Mejora de Servicios (10) y luego multiplicando por la Estimada Subvención Base LCFF Actual (9). Esta cifra es la cantidad de fondos LCFF que son requeridos ser continuado para el próximo año.

- **13. Sobrante LCFF — Porcentaje (12 dividido por 9)**

  - Este porcentaje es la porción no cubierta del Porcentaje para Aumentar o Mejorar Servicios que el LEA debe continuar en el próximo año LCAP. El porcentaje es calculado al dividir el Sobrante LCFF (12) por el Financiamiento LCFF (9).

Departamento de Educación de California
noviembre de 2024