LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunity Youth Academy
CDS Code: 43104390135087
School Year: 2026-27
LEA contact information:
Eugene Santillan
Director Alternative Education
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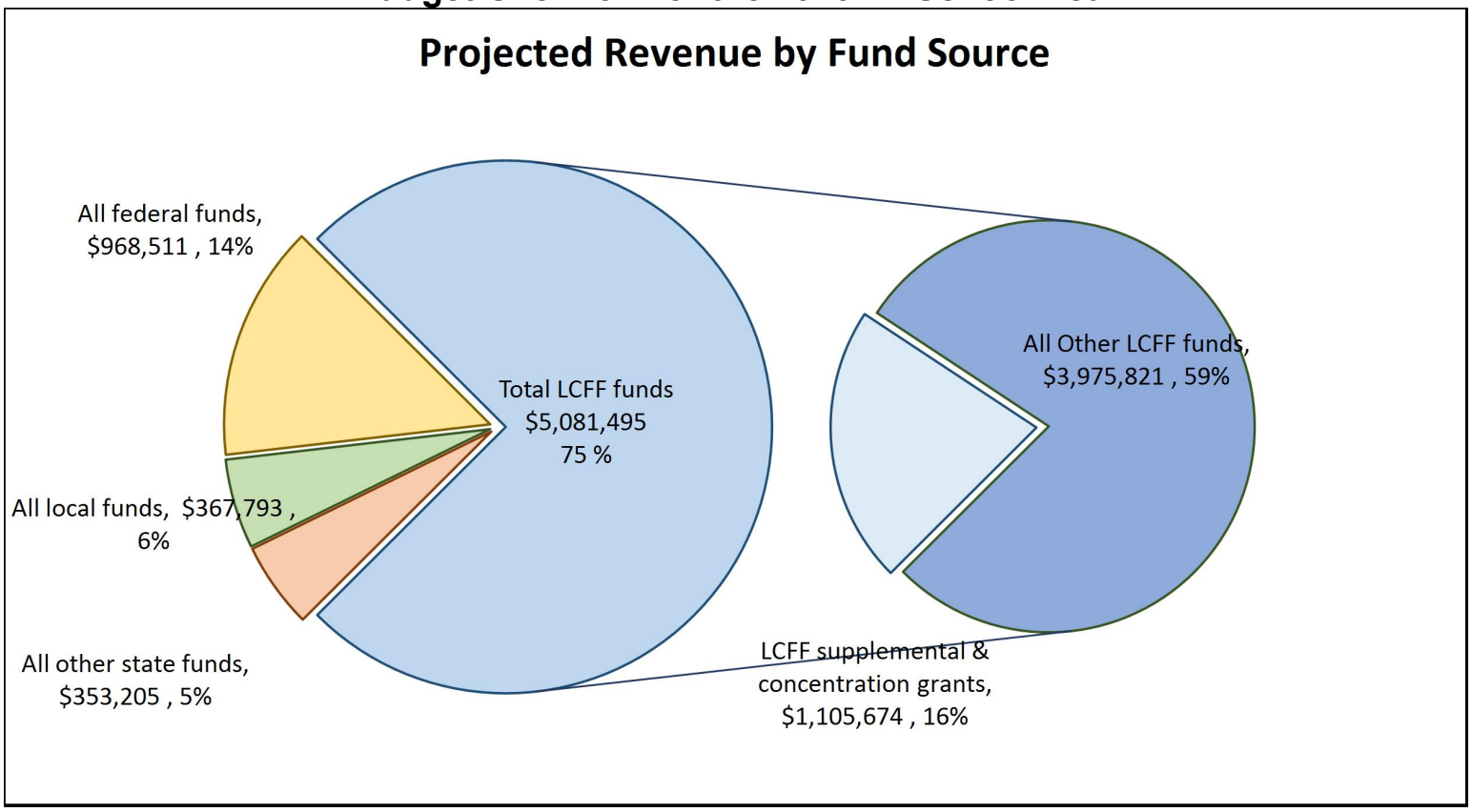
408-573-3206

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

Budget Overview for the 2026-27 School Year

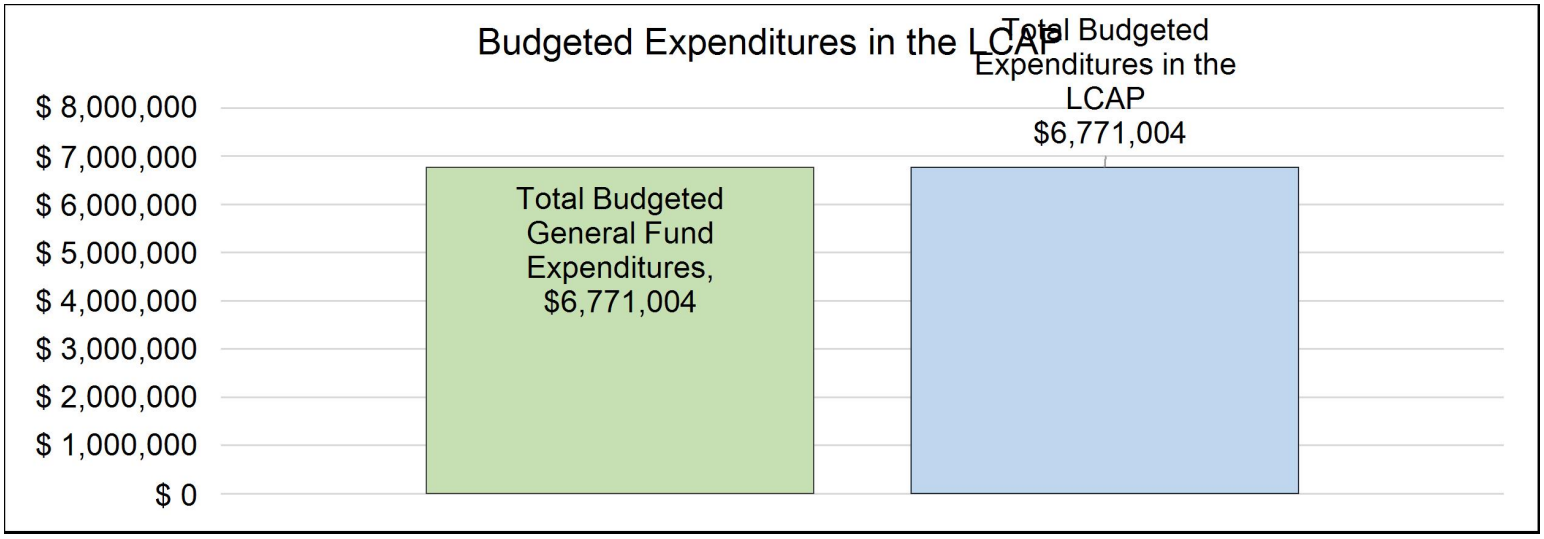


This chart shows the total general purpose revenue Opportunity Youth Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunity Youth Academy is $6,771,004, of which $5,081,495 is Local Control Funding Formula (LCFF), $353,205 is other state funds, $367,793 is local funds, and $968,511 is federal funds. Of the $5,081,495 in LCFF Funds, $1,105,674 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Opportunity Youth Academy plans to spend $6,771,004 for the 2026-27 school year. Of that amount, $6,771,004 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

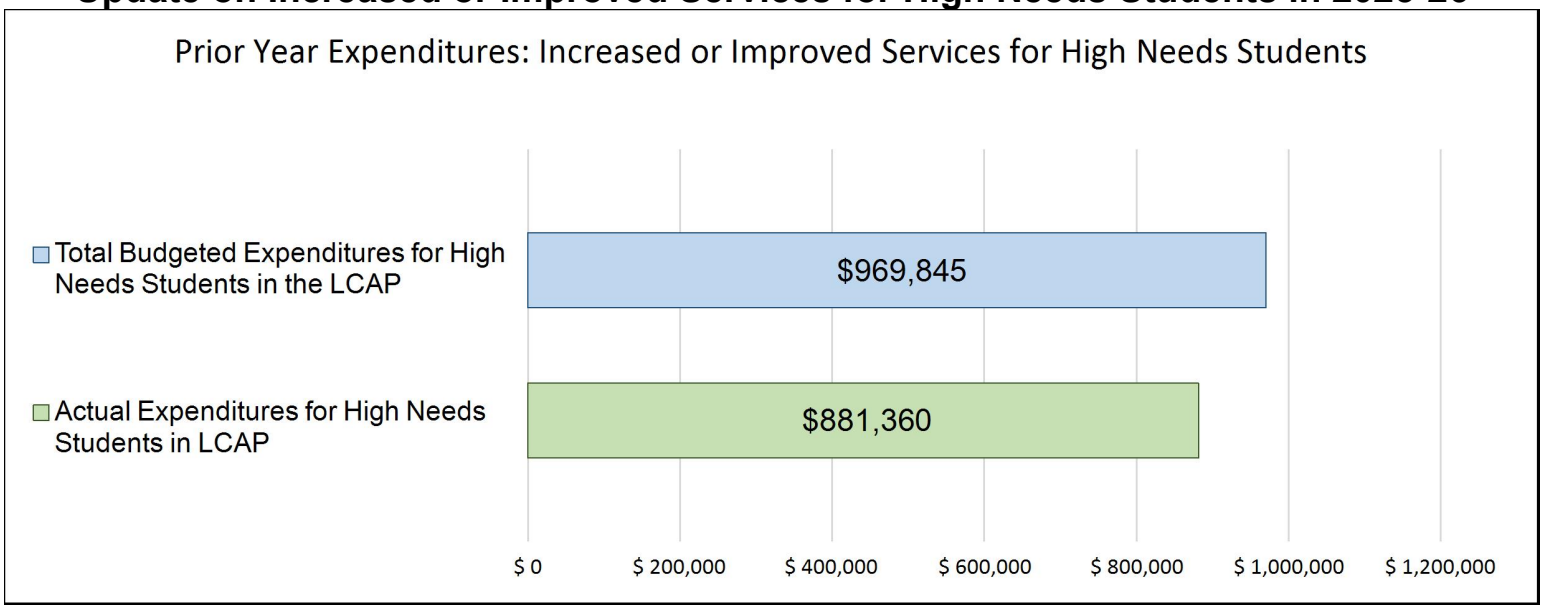
Funds not budgeted include carryover funds which will be used to provide services to students under LCAP Action 1.14.

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

In 2026-27, Opportunity Youth Academy is projecting it will receive $1,105,674 based on the enrollment of Foster Youth, English learner, and low-income students. Opportunity Youth Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunity Youth Academy plans to spend $1,105,674 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Opportunity Youth Academy's LCAP budgeted $969,845 for planned actions to increase or improve services for high needs students. Opportunity Youth Academy actually spent $881,360 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $88,485 had the following impact on Opportunity Youth Academy’s ability to increase or improve services for high needs students:

The total actual expenditures were lower than budgeted due to several factors, including contracts that were not fully executed, services that were not implemented as originally planned, and shifts in priorities throughout the year. In some cases, vendor capacity limitations or changing program needs resulted in adjustments to planned activities and reduced spending.
Despite these differences, the overall level of increased or improved services for high-need students was not negatively impacted. Other contracts and services were in place and implemented to ensure that increased supports for unduplicated pupils continued without interruption. The LEA maintained a strong focus on prioritizing essential actions and reallocating resources as needed to meet student needs.
As a result, high-need students continued to benefit from targeted academic, engagement, and social-emotional supports aligned to LCAP goals, ensuring that the intended increase or improvement in services was sustained.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunity Youth Academy	Eugene Santillan Director Alternative Education	ESantillan@sccoe.org 408-573-3206

Plan Summary [2026-27]

General Information

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

Opportunity Youth Academy is a dependent charter school of Santa Clara County Office of Education that serves between 300-342 students ranging from 16 to 24 years of age. OYA operates five sites throughout Santa Clara County area. Established in the fall of 2016 and becoming a dependent charter of the Santa Clara County Office of Education in 2017, Opportunity Youth Academy (OYA) strives to break the cycle of poverty by providing disengaged high school students the opportunity to obtain a high school diploma, dual enrollment college credits, certificates, and work-based skill development. OYA views disengaged students as ‘At-Promise' and focuses on providing a premier high school program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in students and graduates being Ready to Learn, Ready to Work, Ready to Live.

The OYA standards-based curriculum is designed to prepare students for fulfilling lives in a global economy with a strong emphasis on real life skills which can be transferred to the world of work and/or higher education. Through the creation of student, school, business, and community partnerships focused on a highly relevant and research-based curriculum model applied to real-world situations, OYA prepares students to be lifelong learners who are well-prepared to be contributing members of society. Opportunity Youth Academy enrolls students with diverse backgrounds, challenges, and experiences. Most of the students we serve are socio economically disadvantaged, receive foster care services, are unhoused, are pregnant or parenting, work full time, or are probation involved. Additionally, the number of students receiving courses as English learners or students with disabilities has remained statistically significant over the past four years.

The Opportunity Youth Academy Local Control and Accountability Plan meets the ESSA school planning requirements and educational partner requirements in EC Section 52062[a], with inclusion of Title I, Part A funded expenditures, and therefore serves as the Opportunity Youth Academy School Plan for Student Achievement.

Reflections: Annual Performance

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

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.
The Opportunity Youth Academy strives to improve local and state indicators for success related to student outcomes and Local Control Accountability Plan goals. The 2024 CA Dashboard reflects OYA's progression in improving student outcomes. Overall OYA saw improvement in the majority of CA Dashboard local indicators. Opportunity Youth Academy continues to work on improving English Learner Progress, graduation rate, college/ career readiness and English Language Arts and Math scores.

2023 CA Dashboard English Learner Progress, Graduation Rate and College/ Career indicator received the lowest performance. OYA has incorporated action items in the Local Control Accountability Plan (LCAP) to address these areas. Though these were the lowest performing indicators OYA did see improvement overall from prior years. The graduation rate increased by 11.1%, English Language Arts Scores improved by 16.8 points and Math scores improved by 20.2 points. 2023 Dashboard indicators in red for specific student groups at the Charter level include ELPI: All (Red) 17.9 (56), EL (Red) 17.9 (56); Graduation: All (Red) 33.6 (214), EL (Red) 29.6 (54), SED (Red) 33.5 (200), SWD (Red) 25.9 (58), HI (Red) 33.2 (187); College/Career (Very Low): All 0.5 (184), EL 0 (47), HOM 0 (40), SED 0.6 (172), SWD 0 (51), HI 0.6 (160).

2024 CA Dashboard graduation rate and college and career indicator received the lowest performance indicators and OYA has incorporated action items in the Local Control Accountability Plan (LCAP) to address these areas. Though these were the lowest performing indicators OYA did see improvement in all indicators with the exception of the graduation rate from the prior year. The graduation rate decreased by 2.6%, English Language Arts Scores increased by 61.1 points, Mathematics scores increased by 47.5 points, English Learner Progress increased by 12.7%, and College and Career maintained at 0%. 2024 Dashboard indicators in red for specific student groups at the Charter level include ELPI: All (Red) 30.5 (59), EL (Yellow) 30.5 (59); Graduation: All (Red) 31.1% (206), EL (Red) 26.0 (73), SED (Red) 31.0 (197), SWD (Red) 26.6 (64), HI (Red) 31.6 (177); College/Career (Very Low): All 1.1 (180), EL 0 (66), HOM 0 (0), SED 0.6 (173), SWD 0 (57), HI 1.3 (155).

In the 2025 CA Dashboard graduation rate and college and career indicator continued to receive the lowest performance indicator. Even though OYA indicators are red, graduation rate increased by 15%. English Language Arts score increased by 44.4 points, Mathematics scores increased by 31.2 points, English Learner Progress increased by 8.8%, and College and Career readiness maintained at 1.5%. 2025 Dashboard indicators in red for specific student groups at the Charter level include Graduation: English Learners, Hispanics, Homeless, Long Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities; College/Career: Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities.

Opportunity Youth Academy did not qualify for the Equity Multiplier.

Although Opportunity Youth Academy does have a level 1 CEEB code, which allows students to take AP exams at level 2 CEEB schools, Opportunity Youth Academy does not offer AP courses as part of its curriculum due to the lack of qualified teaching staff. Students do have access to college level courses through dual enrollment with the local community colleges.

Learning Recovery Emergency Block Grant Funds will be allocated to address action 1.14. This action will provide support for students to meet graduation requirements as indicated on the needs assessment.
Student Support and Enrichment funds will also support action 1.14.

Reflections: Technical Assistance

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

Charter Technical Assistance provided by Placer County Office of Education in the areas of English learner instructional strategies, ELA reading and writing PD, and Mathematics instructional strategies progress and grad rate; Hispanic academics and grade rate; Students with Disabilities academics and grad rate. Work underway takes a continuous improvement approach and includes work toward understanding the problems and the systems that produced the areas of needed improvement; using an aim statement and driver diagram to focus efforts; generating ideas for change; testing and building evidence using PDSA cycles; and scaling up those efforts that have a positive result toward improving targeted areas for improved student outcomes.

Action 1.2 provides support to professional learning communities in the design and support of math and English learning labs to improve teaching skills and the academic performance of students to address the English Language Arts and Math CAASP scores.
Action 1.3 focuses on development of a system to track and reward student positive progress toward goals to include review of formative and state assessment, academic progress, engagement, credit status, and post-secondary transition goals to address the graduation rate and English Language Arts and Math CAASPP scores.
Action 1.4 creates contracts to support learning and improve student outcomes through district level coordinator and support team training and program support to address the graduation rate.
Action 1.7 provide support for standards-based instruction in the area of English Language Development for English learners and Long-Term English learners to address English Learner Progress.

These actions will be targeted under Differentiated Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Opportunity Youth Academy facilitate the Comprehensive Support and Improvement (CSI) Plan to support student needs in all classrooms located at different geographical locations as determined by analysis of: (a) the California Dashboard Alternative School Status (DASS) data, (b) local surveys and needs assessments, and (c) information obtained during stakeholder engagement processes.

Support for Identified Schools

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

Comprehensive Support and Improvement (CSI) planning is aligned with OYA's annual update to the Local Control Accountability Plan (LCAP). As a dependent charter school of the SCCOE, OYA also benefits from support from the SCCOE Division of Continuous Improvement and Accountability. Areas of support include: (a) a focus on student engagement and climate, (b) processes to support a well-rounded academic program with an emphasis on Career Technical Education and college and career readiness, (c) processes to support student graduation and transition, and (d) supports for student's mental and socioemotional health. Although funding supports all students, programming to support: (a) Students with Disabilities (Academics; Grad Rate), (b) English Learners (EL Progress; Grad Rate), and (c) Hispanic students (Academics; Grad Rate).

Monitoring and Evaluating Effectiveness

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

Opportunity Youth Academy will monitor the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan through identified quarterly monitoring cycles and provide an annual analysis for implementation progress and impact on student learning.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Community Based Organizations	Community Based Organization provided feedback through the LCAP Survey. The LCAP survey was distributed November 21, 2025- January 20, 2026 Meetings to review program and contract deliverables to provide services for students. Meetings were held on April 23, 2026; April 24, 2026
OYA Staff	The site held almost monthly meetings to review and provide feedback. Meetings were held on August 1, 2025; September 5, 2025; November 7, 2025; November 14, 2025; February 6, 2026; March 6, 2026; April 22, 2026; May 1, 2026; May 12, 2026; June 5, 2026. Staff were invited to participate in the LCAP Survey.
Parents	Parents formed part of OYA's Community Engagement Initiative and Peer Leading and Learning Network. Parents were also invited to participate in the School Site Council and provide feedback through the LCAP Survey. The LCAP survey was distributed November 21, 2025- January 20, 2026
OYA Governance Council	The OYA Governance Council met quarterly to review and provide feedback. The Governance Council met on September 18, 2025; November 20,2025; and March 19, 2026. The Governance Council was also able to provide feedback through the LCAP Survey
School Site Council	The School Site Council is comprised of certificated staff, classified staff, administrators, parents and students. The School Site Council met at least quarterly to review and provide feedback on development

Educational Partner(s)	Process for Engagement
	of the LCAP. School Site Council met on August 14, 2025, January 26, 2026,March 9, 2026, April 9,2026, April 20,2026, May 4, 2026, May 19, 2026 and June 8, 2026. School Site Council was also invited to provide feedback via the LCAP Survey.
Students	Students provided feedback through the LCAP Survey and Healthy Kids Survey. The surveys were administered to students in grades 6-12 in the Fall of 2025 and Spring of 2026. The LCAP Survey was distributed November 21, 2025- January 20, 2026. The Healthy kids survey was distributed February 25, 2026 to May 15, 2026. Students indicated that they appreciate their teachers, their school programs and believe they have adults at school who care about their well-being.
Local Bargaining Units	Bargaining unit members, both classified and certificated, are included in the LCAP survey. The LCAP Survey was distributed November 21, 2025- January 20, 2026. Anyone who indicated on the survey that they would like to provide additional input was contacted via email and given an opportunity to review the LCAP and provide input. In addition, classified and certificated staff are invited to the School Site Council as a means of including bargaining unit representation and input. Responses are disaggregated by participant type.
Special Education Local Plan Area	The Special Education Local Plan Area reviewed the LCAP on June 10, 2026 and provided input.

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

Opportunity Youth Academy provides opportunities for educational partner engagement in conjunction with the LCAP planning. Educational partner meetings are held throughout the year and constant collaborative feedback is sought out as a means to share data with parents, students, staff and community partners and obtain input into goals and needs for students. The primary source of educational partner engagement is supported through the annual LCAP Survey. This survey is distributed via email and flyers to: (a) parents and guardians, (b) classified and certificated staff, (c) students, and (d) community partners. The Fall 2025 survey garnered 132 responses which included 102 students, 2 staff, and 1 parent. The survey results indicated the top five priorities for the LCAP should be 1) Career Readiness, 2) Credit Recovery, 3) Career Technical Education, 4) College Readiness, and 5) Student Mental Health and Wellness.

Aspects of the LCAP influenced by educational partner input include a focus on supports in career and college pathways, increasing attendance, improve areas of Math and Reading proficiency, reclassification of English Learners, and social and emotional support for

students which contribute to a positive and quality learning environment and career transition. The 2026-27 LCAP also includes support for students who receive services for English language acquisition, students receiving services as foster youth, and students experiencing economic hardship in the areas of acquisition of materials, services, and quality instruction.

Based upon input from educational partners:
Teachers requested additional opportunities for conferences and professional development focused on new technologies and anticipated growth of career technical education, and in the area of English Language Development for English Learners.
Action 1.4 allocates funding to support conferences and additional professional development

Students expressed continued support in the area of experiential learning, dual enrollment and college courses, and transportation.
Action 2.1 allocates funding to support a college and career liaison to support student enrollment in college and dual enrollment courses
Action 2.5 allocates funding to support student participation in civic engagement and service learning opportunities, Arts, Media, and Entertainment career technical education pathways, and mental health leadership internship.
Action 1.6 and 2.3 provides public transportation daily tokens and monthly bus passes to students as needed

Parents expressed continued interested in Navigator support with sustaining and increasing student success academically and personally.
Action 1.14 allocates funding to support three program Navigators to support students academically and personally in all areas of student life.

Community Partners requested continued involvement with Opportunity Youth Academy as partners in meeting the needs of students. These areas include but are not limited to civic engagement and service learning, job-skills development, food distribution, parenting support, housing, and mental health services.
Action 2.2 (no cost) continues the San Jose Works Program
Action 2.5 allocates funding to increase and improve services for students in the area of career technical education through community partnerships.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal One is developed in order to ensure that students are provided a well-rounded academic program which leads to high school graduation and students being prepared for college and career. Goal One addresses the basic academic needs of all students and also specifies services to support and assess the needs of students who receive English Learner services, students with special needs, students experiencing economic hardship, and students who receive foster youth services. Goal One addresses support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and training for teaching and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Reading Assessments	2023-2024 Ranaissance STAR Reading Assessment Grade Equivalency 6.4	2024-2025 Renaissance STAR Reading Assessment Grade Equivalency 7.9	2025-2026 Renaissance STAR Reading Assessment Grade Equivalency 7.5	Projected Grade Equivalency Reading is 8.0 on Renaissance STAR Reading Assessment	1.1 grade equivalency increase
1.2	Local Math Assessments	2023-2024 Renaissance STAR Math Assessment Grade Equivalency 6.2	2024-2025 Renaissance STAR Math	2025-2026 Renaissance STAR Math	Projected Grade Equivalency Math is 8.0 on Renaissance	.71 grade equivalency increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Assessment Grade Equivalency 6.9	Assessment Grade Equivalency 6.91	STAR Math Assessment	
1.3	School Accountability Report Card (SARC) Williams Act Report	2023-2024 100% of OYA teachers are fully credentialed	2024-2025 100% of OYA teachers are fully credentialed	2025-2026 100% OYA teachers are fully credentialed	100% of OYA teachers are fully credentialed	Maintained
1.4	Facilities Inventory Report	2023-2024 100% of materials are compliant. All facilities maintain a FIT rating of good	2024-2025 100% of materials are compliant. All facilities maintain a FIT rating of good.	2025-26 100% of materials are compliant. All facilities maintain a FIT rating of good.	100% of materials are compliant. All facilities maintain a FIT rating of good	Maintained
1.5	California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA)	2022-2023 CAASPP ELA Standard Met or Exceeded 10.12%	2023-2024 CAASPP ELA Standard Met or Exceeded 14.71%	2024-25 CAASPP ELA Standard Met or Exceeded 14.71%	Increase by 15% to meet Standard Met or Exceeded	Increase 4.59%
1.6	California Assessment of Student Performance and Progress (CAASPP) in Math	2022-2023 CAASPP Math Standard Met or Exceeded 1.35%	2023-2024 CAASPP Math Standard Met or Exceeded 1.03%	2024-25 CAASPP Math Standard Met or Exceeded 5%	Increase by 15% to meet Standard Met or Exceeded	Increased 3.68%
1.7	California Assessment of Student Performance and Progress (CAASPP) in Science	2022-2023 CAASPP Science Standard Met or Exceeded 11.32%	2023-2024 CAASPP Science Standard Met or Exceeded 10.20%	2024-25 CAASPP Science Standard Met or Exceeded 2.44%	Increase by 15% to meet Standard Met or Exceeded	Decrease 8.88%
1.8	Student Credits Earned Annually	2022-2023 72.5% of Long term students (one full academic year) earn 30+ credits per year	2023-2024 31.3% of Long term students (one full academic year) earn 30+ credits per year	2024-2025 45.5% of Long term students (one full academic year) earn 30+ credits per year	100% of Long term students (one full academic year) earn 30+ credits per year	decrease of 27%
1.9	English Language Learners Progress	2022-2023 45% of English Learners tested showed	2023-2024 48.6% of English Learners tested showed growth in	2024-25 57.5% of English Learners tested showed growth in	20% of students tested will show growth in at least one level of	Increase of 12.5% Increase of 5.8 % for LTELs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		growth in at lease one ELPI level	at least one ELPI level 32.1% of Long-Term English Learners made overall progress.	at least one ELPI level 37.9 % of Long-Term English Learners made overall progress.	proficiency on the ELPAC	
1.10	Re-Classification of English Learners	2023-2024 Reclassification Rate 4.5%	2024-2025 Reclassification Rate 2.4%	2025-2026 Reclassification Rate 20.4%	Reclassification rate increase to 15%	Increase 15.9%
1.11	CA Dashboard	2022-2023 English Learner Progress 17.9% making progress ELA 240.7 points below standard Math 290 points below standard College/Career 0.5% prepared Graduation Rate: 4-5 year cohort at 33.6% 1 year DASS cohort at 66.5%	2023-2024 48.6% English Learner progress ELA 179.6 points below standard Math 242.5 points below standard College/Career 1.1% prepared Graduation Rate: 4-5 year cohort: 31.1% 1yr DASS cohort: 48.5%	2024-25 39.3% English Learner progress ELA 135.2 points below standard Math 211.3 points below standard College/Career 1.5% prepared Graduation Rate: 4-5 year cohort: 46.1% 1yr DASS cohort: 65.8%	English Learner Progress 20.7% making progress ELA improve 10% annually Math improve 10% annually College/Career 15% prepared Graduation Rate: 4-5 year cohort 50% 1 year DASS cohort 82%	English Learner Increase 21.4% ELA improved by 105.5 points Math improved by 78.7 points College/Career increased 1% Graduation Rate 4-5 year cohort improved by 12.5% 1 year DASS cohort decrease 0.7%
1.12	Number of total graduates of 18 years or older					25-26 baseline established

Goal Analysis [2025-26]

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

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

Opportunity Youth Academy demonstrated a strong commitment to providing rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. The majority of actions within Goal 1 were fully implemented during the 2025-26 school year.

Fully Implemented Actions: Actions 1.1 (Program and materials to support student learning), 1.3 (Provide quarterly meetings for student support and regular positive progress reporting), 1.6 (Provide bus tokens for student transportation), 1.8 (Support learning and improve student outcomes for students with disabilities), 1.9 (Access to a Broad Course of Study), 1.13 (Arts education program instruction), and 1.14 (Support for school re-engagement to build positive and productive relationships needed to ensure academic success) were all fully implemented as planned with no substantive differences in implementation. Notable successes included students being able to obtain bus tokens to support transportation needs (Action 1.6) and increased student engagement through arts education experiences (Action 1.13).

Partially Implemented Actions: Actions 1.2 (Improve teaching skills and the academic performance of students), 1.4 (Create contracts to support learning and improve student outcomes), 1.5 (Resource Link Contract/Navigator assessment process), 1.10 (Provide small group learning supports), and 1.11 (Intercessional and after school instruction) were partially implemented. Actions 1.2, 1.4, and 1.5 experienced substantive differences due to a change in administration, which impacted the ability to fully carry out planned activities. Action 1.10 experienced a change in funding sources, and Action 1.11 was partially implemented as some intersessional instruction was offered, though not all planned sessions took place and alternative funding sources were utilized.

Not Implemented Actions: Actions 1.7 (Create contracts and supports to improve English learner and Long-Term English Learner student outcomes) and 1.12 (Increase access to timely progress monitoring) were not implemented during the 2025-26 school year. Action 1.7 was not implemented due to a change in administration, which is a notable concern given that English Learner progress is a focus area under Differentiated Assistance.

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

There were material differences between the Budgeted Expenditures and the Estimated Actual Expenditures due to several actions being partially implemented, not implemented, or underspent. Specifically, Action 1.2 had approximately 68% of its planned funds unspent, while Actions 1.3 and 1.5 were not implemented, resulting in no expenditures for those activities. Action 1.4 also reflected significant underspending, with 71.73% of allocated funds remaining unspent. Similarly, Action 1.7 had 68.8% of funds unspent, and Action 1.11 showed 48.8% of its budget not expended.
In contrast, some actions exceeded their original allocations. Action 1.6 experienced a 29.53% increase in allocated funding, and Action 1.10 had an 18% increase in funding allocation compared to the budget.
These variances are primarily attributable to changes in implementation status, shifts in priorities, and adjustments in funding allocations throughout the year, which led to differences between planned and actual expenditures and impacted the overall percentage of improved services delivered.

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

To date, the actions implemented have been generally effective in supporting progress toward the goal. Efforts to shift focus toward increasing staff understanding and buy-in have strengthened engagement and collaboration, which are critical to sustainable implementation. While Action 1.2 was less effective in terms of materials acquisition, this adjustment allowed for a more strategic emphasis on capacity-building among staff. As a result, the actions taken have contributed positively to progress, though continued attention to balancing resources and supports will be important to ensure full implementation moving forward.

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

Based on reflection of prior practice, several changes were made to improve clarity, alignment, and implementation of the planned goal and actions for the coming year.
Action 1.1 was revised with an updated title, “Supplemental Programs to Support Core Instruction,” and expanded description to better reflect the scope and purpose of the services provided. Action 1.3 was enhanced with additional detail to more clearly describe the services and supports to be implemented.
For Action 1.4, language was added to indicate that the action will be supported through Differentiated Assistance, ensuring alignment with identified needs and technical support structures. Action 1.6 was refined to provide clearer description and justification, strengthening the connection between the action and intended outcomes.
Additional clarifications and enhancements were made across several actions to improve specificity and transparency. Action 1.7 and Action 1.10 include expanded language to better articulate planned activities and expected impact. Finally, Action 1.13 was updated to include a more detailed description of the services to be provided.
These revisions were made to strengthen coherence, improve clarity of implementation, and ensure that actions are more effectively aligned with identified needs and expected outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Programs to support Core Instruction	This action provides culturally relevant supplemental programs for all students OYA including low income, Special Education, Foster/Unhoused Youth educational applications, and supplemental online program subscriptions for math, reading, and literacy to support student-centered learning and critical thinking. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey	$27,603.00	No
1.2	Improve teaching skills and the academic performance of students.	This action supports professional learning communities for teachers to share content expertise and work collaboratively to develop Math and English lesson plans that provide congruence in teaching similar concepts across all OYA sites. PLCs also drive the blended learning model where students are engaged with both individual and collaborative learning opportunities. Teachers meet regularly, share expertise, and work	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboratively to improve teaching skills and the academic performance of students. PLCs tend to serve two broad purposes: 1. Design Math and English lessons that engage students 1:1 and in small group instruction to strengthen basic skills and increase success in core subjects. 2. Discuss how to best support students with disabilities, students who receive English language development instruction, students who receive foster youth services, and students who experience economic hardship. this action will support increasing the graduation rate for student with exceptional needs and unduplicated students who make up 85% of the student population. This action will be supported through Differentiated Assistance. Metric used: graduation rate and CAASPP scores, RenStar Math and Reading scores and Attendance		
1.3	Provide quarterly meetings for student support and regular positive progress reporting	This action focuses on developing a system to track and reward student positive progress toward goals to include review of assessment results, grades, attendance, overall academic performance, engagement, credit status, and post-secondary transition goals for all students including students with disabilities, English learners, foster and low income youth. Enrichment activities and elective classes will provide supplemental opportunities for students in OYA. Supports including but not limited to art, sports, gardening/horticulture, Youth leadership events and trainings, PBIS incentive supplies. This action provides additional support to student with exceptional needs and all students since 85% of students are unduplicated. This action will be supported through Differentiated Assistance. Metric used: This action will be measured by in class attendance, student/ staff feedback, and graduation rate. Student engagement will also be measured by student responses and increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey.	$11,041.00	No
1.4	Create contracts to support learning and improve student outcomes	Contracts or Inter-Office Service Agreements through District Support Team and Differentiated Assistance Provide training and support for OYA in Multi-Tiered System of Supports (MTSS), data display and use, and identify problems of practice and root	$42,508.00	No

Action #	Title	Description	Total Funds	Contributing
		cause analysis best on California School Dashboard results and state/local assessments. Provide professional development, training, and support with implementation of Ethnic and Environmental Studies, and State Seal of Civic Engagement, Language acquisition programs Professional development for teachers. Supports staff through professional learning activities in the areas of blended learning strategies and collaborative planning and problem solving. Professional Development to include: coaching and support for staff delivered to the site Professional Learning Community (PLC) focused on the design of blended learning experiences which focus on differentiation strategies to be used with all students. This action will be supported through Differentiated Assistance. Metric used: students awarded the State Seal of Civic Engagement, ELA/Math CAASPP scores, course progress and learning areas for improvement		
1.5	Resource Link Contract (Resource Link has closed down, but Navigators will develop an assessment process)	Facilitates school re-engagement for students who have not completed a high school credential. This action includes but is not limited to personnel, contracts, materials, tools and supplies. This action will support intakes, assessments, work with students and parents/guardians, development of plans and strategies for successful school re-engagement, personalized, proactive support aimed at removing barriers to student success. It emphasizes relationship building, coordinated services, goal setting and future planning, along with consistent accountability and follow up. (Resource link has closed but Navigators will develop assessment process) Metric: attendance and graduation rate		No
1.6	Provide bus tokens for student transportation	This action provides tokens for public bus transportation to and from school. 80%of students in OYA are low income and struggle to have access to reliable transportation to attend school. This action aims to remove the transportation barrier by providing students access to bus tokens. Students will benefit from transportation to and from school to enhance student engagement for all students including students with disabilities, English learners, foster and low income youth. Metrics used: will be in class attendance, chronic absenteeism, edgeneuity login information	$4,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Create contracts and supports to improve English learner and Long-Term English Learner student outcomes	This action will provide supplemental intervention support for English Learners and Long Term English Learners. This can include but is not limited to costs associated with staff contracts, trainings, conferences, professional development, materials, and supplies. This work is supportive of building capacity in the learning environment for positive achievement of the English learner students and Long-Term English learners (the majority of our EL students are LTELs), through providing instructional expertise, enabling collaboration, and fostering engagement of all stakeholders. This is a combined action since the majority of our English Learners are Long Term English Learners. This action will be supported through Differentiated Assistance. Working on implementing intervention supports for students. Metric Used: English Learner Progress Indicator, reclassification to Fluent English Proficient and ELPAC scores	$7,039.00	Yes
1.8	Support learning and improve student outcomes for students with disabilities	This action will provide support for students with disabilities by services, materials, and program monitoring. Metric used: attendance and course work progress and/or mastery of courses/subject of students with disabilities	$359,326.00	No
1.9	Access to a Broad Course of Study	The LCFF Base will contribute to operations and personnel costs to support broad course of study for all students including students with disabilities, English learners, foster and low income youth and to provide support for standards-based instruction as requested in the area of English Language Development for English Learners and Long Term English Learners. Metric used: graduation and attendance rate	$4,159,510.00	No
1.10	Provide small group learning supports	Provide classroom support in the form of supplemental paraprofessionals (not required by students IEPs) and extended support to include but not limited to extra hours for paraprofessionals during their non-contract days. Metric Used: student and staff feedback, graduation rate	$440,030.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Intercessional and after school instruction	Increase the number of instructional minutes by providing after-school and intersessional instruction to close student learning gaps and increase learning recovery during the academic year. This action includes, but is not limited to, contracts, extra hours, and instructional materials. Metric Used: course progress, course completion, graduation rate		No
1.12	Increase access to timely progress monitoring	Develop a system to increase timely access to grades and credits allowing students and parents to more effectively track student progress toward graduation. Staff training to include data entry and student and parent instruction and support on the use of the Student Management System parent/adult student portal. Metric Used: graduation and attendance rate		No
1.13	Arts education program instruction	Provide Visual and Performing Art experiences for students in the classroom. This action can include but not limited to staffing, contracts, materials/supplies and excursions. This action is supported by Proposition 28 funds. Metric used: attendance	$51,737.00	No
1.14	Support for school re-engagement to build positive and productive relationships needed to ensure academic success.	Facilitates school re-engagement for students who have not completed a high school credential. This action includes but is not limited to personnel, contracts, materials, tools and supplies. This action will support intakes, assessments, work with students and parents/guardians, development of plans and strategies for successful school re-engagement. This action is supported with LREBG and Student Support and enrichment funds. Research on school re-engagement and dropout recovery supports the importance of personalized interventions, relationship-building, and comprehensive support systems in re-engaging disconnected youth. Studies indicate that effective re-engagement programs include individualized learning plans, intensive case management, family involvement, and flexible learning options that address both academic and non-academic barriers to participation. Additionally, research on learning	$496,498.00	Yes

Action #	Title	Description	Total Funds	Contributing
		recovery emphasizes targeted support, diagnostic assessment, and integrated academic and social-emotional services as critical to re-engaging students and improving outcomes following periods of disengagement. Metric: attendance and graduation rate		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal two is developed in order to ensure students complete a high school diploma and are prepared to transition to college, trade school, or career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	# of students have a post-secondary plan	2023-2024 280 Students	2024-2025 281 Students	2025-2026 272 Students	100% of Seniors and Juniors will have a post-secondary plan	Decrease of 8 students
2.2	# of students enrolled and completing dual enrollment or articulation	2023-2024 34 students enrolled 23 students completed	2024-2025 20 students enrolled 12 students completed	2025-2026 16 Students Enrolled 16 Students completed	50 students annually will complete a course at a community college or trade school	Decrease of 18 student enrollments 7 student completers
2.3	% of students meet A-G eligibility	2023-2024 0% of students met A-G eligibility	2024-2025	2025-26	100% of eligible students will meet A-G eligibility	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% of eligible students met A-G eligibility	0% of eligible students met A-G eligibility		
2.4	% of Early Academic Progress (EAP) via CAASPP Grade 11	2022-2023 ELA 10.12% Math 1.35%	2023-2024 ELA 17.75% Math 1.03%	2024-25 ELA 14.71% Math 5%	Grade 11 students will increase by 15% in ELA and Math on the EAP	Increased ELA by 4.59% Increased Math by 3.65%
2.5	% participation in exit survey	2022-2023 80% of students completed an exit survey	2023-2024 24% of students completed an exit survey	2024-25 16% of students completed an exit survey	80% of students will complete an exit survey prior to graduation or end of the school year	Decrease of 64%

Goal Analysis [2025-26]

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

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

Opportunity Youth Academy continued its commitment to ensuring all students leave prepared for a successful transition to college and/or career as a result of premier programs, services, and curriculum. During the 2025-26 school year, the implementation of Goal 2 actions reflected a mix of full, partial, and non-implementation.

Fully Implemented Actions: Actions 2.1 (College and Career Support) and 2.2 (San Jose Works Program) were fully implemented as planned with no substantive differences in implementation.

Partially Implemented Actions: Actions 2.3 (Work Based Learning Support) and 2.5 (College, Career, and Technical Education programs for students) were partially implemented. Action 2.3 experienced a substantive difference in implementation as the Work-Based Learning Coordinator transitioned into the role of interim principal during the second semester, which resulted in work-based learning services not being rendered during that time. Action 2.5 was partially implemented as some career technical education programs were started and are in progress; however, a major contract did not materialize as planned, requiring the team to seek alternative options.

Not Implemented Actions: Action 2.4 (Career Launch Program) was not implemented during the 2025-26 school year. The change in administration was identified as the primary factor that prevented this action from being carried out.

Overall, the change in administration during the school year had a significant impact on the implementation of Goal 2 actions, particularly those related to work-based learning and career readiness programming. Despite these challenges, the college and career liaison and the San Jose Works Program continued to provide students with valuable support and opportunities.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures due primarily to delays in implementing planned Career Technical Education (CTE) activities and transitions in staffing. Several anticipated contracts and partnerships did not move forward as originally planned, resulting in lower-than-expected expenditures during the reporting period.
Specifically, Action 2.4 experienced significant underspending, with 87.9% of budgeted funds remaining unspent, and Action 2.5 had 47.5% of its allocated funds unexpended. These variances reflect the impact of implementation delays and the time required to establish and finalize partnerships necessary to support planned services.
Despite the underspending, the need for CTE programming and career-connected learning opportunities remained a priority. During this period, OYA focused on identifying new partners, strengthening existing relationships, and refining implementation plans. Contracts and partnerships have since begun to be established, and efforts are ongoing to expand career pathway opportunities, work-based learning experiences, and workforce readiness supports for students. Remaining funds will be utilized to support these activities and to further advance college and career readiness goals outlined in the action.
Additionally, while expenditures were lower than planned, the overall percentage of improved services slightly exceeded projections by approximately 1.5%. This increase was achieved by providing students with CTE opportunities funded outside of the LCAP, including access to Artificial Intelligence training and other CTE capacity-building experiences. The value of these services is estimated to be equivalent to an additional 1.5% Minimum Proportionality Percentage (MPP), demonstrating continued progress toward expanding high-quality career-connected learning despite implementation delays.

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

The College and Career Liaison action has been moderately effective in increasing college and career readiness opportunities for students, particularly those in grades 11 and 12. During the 2025–26 school year, students benefited from post-secondary transition planning and individualized support that contributed to positive outcomes in several key areas, including participation in dual enrollment courses, FAFSA completion, career pathway exploration, internship placement, and the development of college access partnerships with the San Jose Evergreen Community College District.

Review of implementation data indicates that several practices have been particularly effective in supporting student success in dual enrollment courses. Regular communication between high school teachers and college professors helped ensure alignment and timely intervention when concerns arose. Teacher-led weekly cohort meetings provided students with structured academic support and accountability, while targeted mentoring helped students navigate college systems, communicate with instructors, and access resources such as Canvas and virtual office hours. These practices contributed to improved student participation and persistence and will continue in future years.

While progress has been made, some aspects of the action have been less effective than anticipated. Students participating in dual enrollment experienced challenges related to time management, understanding college-level expectations, and maintaining communication

with college professors. In addition, implementation of Career Technical Education (CTE) opportunities was delayed due to challenges associated with establishing contracts and changes in staffing. These factors limited the availability of some planned experiences during the first part of the school year. However, contracts were finalized during the second semester, allowing implementation efforts to begin moving forward. OYA has continued to strengthen partnerships and establish systems that will support expanded college and career opportunities during the 2026–27 school year. The momentum developed through these efforts is expected to improve access to career pathways, work-based learning experiences, and post-secondary transition supports for students.

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

No significant changes were made to the goal, metrics, target outcomes, or overall actions for the coming year. Review of implementation and outcome data indicates that the existing goal and actions remain aligned to identified student needs and continue to support progress toward college and career readiness outcomes.

Based on reflections from prior practice, additional resources will be invested in Career Technical Education (CTE) opportunities to strengthen career pathway exploration and workforce preparation for students. During the 2025–26 school year, implementation of some CTE activities was impacted by contract development timelines and staffing transitions. As a result, OYA has prioritized expanding CTE programming, strengthening partnerships, and increasing access to career-connected learning opportunities for students in the coming year. These investments are intended to build on the progress already made in college and career readiness and provide students with additional pathways to postsecondary success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and Career Support	College and Career Support includes but is not limited to the College/Career Liaison to provide services to students with college and career consultation, assistance with college applications, financial aid/scholarship applications, college campus tours, and bridge all students, including students with disabilities, English learners, foster and low income youth, to counselors and/or advocates at post secondary institutions. Metric used: increased number of students participated in dual enrollment	$165,396.00	No
2.2	San Jose Works Program	This action is a work study program. Students, including students with disabilities, English learners, foster and low income youth, will progress through individual academic subjects, which include English Language	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Arts, Algebra I and II, Science, and History. Students can earn up to 5 academic credits within a 5-week period by completing 20 assignments per week (equaling 20 work-week hours). All courses being monitored and assessed for this period are core content courses, in addition to assigned San Jose Works job coaches assisting youth with financial literacy, work readiness, and job search assistance. Metric used: increased attendance and graduation rate There are no costs associated with this program.		
2.3	Work Based Learning Support	Work-Based Learning Support for all students, including students with disabilities, English learners, foster and low income youth, who make up 85% of the student population. The action includes but is not limited to the Work-Based Learning Coordinator and will combine and coordinate the efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into post-secondary opportunities. The Work-Based Learning Coordinator will work with community partners to create work based learning opportunities for students and support increasing the college and career readiness indicator. This action supports student groups Hispanic, homeless, socioeconomically disadvantaged and student with disabilities in meeting the college and career indicator. Metric used: college and career indicator	$239,947.00	Yes
2.4	Career Launch Program	Professional skills training program equips students, including students with disabilities, English learners, foster and low income youth, to build the competencies and mindsets needed to succed in their careers. Metric Used: post-secondary planning		No
2.5	College, Career, and Technical Education programs for students	This action provides increased and improved services for students, including students with disabilities, English learners, foster and low income youth, in the area of college and career readiness. Metric used: Post-secondary transition plans, grad rate, and attendance	$362,665.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal three is developed to ensure the the OYA community, including staff, students and parents, establish community outreach and support for student work production as two main areas to be addressed that will increase student achievement levels and create a more culturally responsive school program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School attendance/engagement rates	2023-2024 Student attendance at 68%	2024-2025 Student attendance at 70.46%	2025-2026 Student attendance at 76.31% per DataZone	Increase student attendance/engagement by 10%	Increased 8.3%
3.2	High school dropout rates	2022-2023 Per Data Quest 30% of the senior cohort did not	2023-2024 Per CDE 48% of the senior cohort did not graduate or	2024-25 Per CDE 22% of the senior cohort did not graduate or	15% Drop out Rate	8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		graduate or complete high school on time.	complete high school on time.	complete high school on time.		
3.3	High school graduation rates	2022-2023: Graduation rate as indicated on California Dashboard Alternative School Status is 70% Note: One-year graduation rate for information purposes. The DASS one-year rate is not a measure that the state is permitted to use for accountability purposes, CDE realizes that the measure is a more appropriate graduation measure for DASS schools.	2023-2024 Graduation rate as indicated on California Dashboard Alternative School Status is 48.5% Note: One-year graduation rate for information purposes. The DASS one-year rate is not a measure that the state is permitted to use for accountability purposes, CDE realizes that the measure is a more appropriate graduation measure for DASS schools.	2024-25 Graduation rate as indicated on California Dashboard Alternative School Status is 65.8% Note: One-year graduation rate for information purposes. The DASS one-year rate is not a measure that the state is permitted to use for accountability purposes, CDE realizes that the measure is a more appropriate graduation measure for DASS schools.	85% Graduation Rate	Decreased 4.2%
3.4	Student suspension and expulsion rates	2022-2023 Suspension and expulsion rates 0.0% as indicated in Data Quest	2023-2024 Suspension and expulsion rate 0.0%	2024-25 Suspension and expulsion rate 0.0%	0.0% Suspension and Expulsion Rate	Maintained
3.5	California Healthy Kids Survey	2022-2023 Survey participation for spring 2023 was 17%	2023-2024 Survey participation for spring 2024 was 27%	2025-26 Survey participation for spring 2026 was 22%	90% student participation	Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Student, staff, and parent (LCAP) survey	2023-2024 59 participants 22 students 16 parents 19 staff	2024-2025 73 participants 53 students (19.9%) 7 parents (8%) 12 Staff (46%) 1 community member	2025-26 103 Participants 100 Students 1 Parents 2 Staff 0 Community Member(s) Top five priorities identified: College Access Career Access Credit Recovery Career Technical Education Student Mental Health and Wellness	70% student participation 60% parent participation 100% staff participation	Increased Students Decreased Parents Staff
3.7	Increase parent participation in school events such as School Site Council Meetings	2023-2024 1 parent attended School Site Council Meetings and 2-3 parents attended the Parent Advisory Committee Meetings	2024-2025 0 parent participation in School Site Council 0 parent participation in Parent Advisory Committee	2025-26 1 parent participation in School Site Council	Increase participation to 2 parents School Site Council Meetings 5-6 parents Parent Advisory Committee Meetings	slight increase, not consistent
3.8	Increase parent participation in English Learner Advisory Committee Meetings	2023-2024 0-1 parent	2024-2025 0 parent participation in English Learner Advisory Committee	2025-26 1 parent participation in English Learner Advisory Committee	Increase ELAC meeting participation to 2 parents	maintained

Goal Analysis [2025-26]

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

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

Opportunity Youth Academy continued its efforts to increase achievement levels by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe, in partnership with community organizations and family members. During the 2025-26 school year, the majority of Goal 3 actions were fully implemented.

Fully Implemented Actions: Actions 3.1 (Support transition of youth experiencing homelessness and youth who receive foster youth services), 3.2 (Contract to improve student access to mental health and wellness services), 3.3 (Contract to improve student access to mental health and wellness services for students with disabilities), No specific successes or challenges were reported for these actions.

Not Implemented Actions: Action 3.4 (Community and Parent Engagement) was not implemented during the 2025-26 school year. There were a lot of factors to this implementation not being done including staffing and transitions and building up partnerships with parents.

Overall, Opportunity Youth Academy demonstrated strong implementation of actions related to mental health and wellness services, foster youth support, and charter oversight. The area of community and parent engagement remains an area of need, as the change in administration impacted the ability to carry out outreach and engagement events. Moving forward, re-establishing community and parent engagement efforts will be an important focus to support the goal of creating a culturally responsive and safe learning environment.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures, as well as between planned and actual percentages of improved services, due to several implementation challenges. Parent engagement activities were conducted at a lower level than anticipated, resulting in reduced expenditures and a corresponding decrease in the percentage of improved services delivered. Additionally, certain IOSA-related charter costs were not expended as originally reflected in the LCAP. Although these fees are required expenditures, they are not allowable uses of supplemental or concentration funds, which contributed to the variance between budgeted and actual spending.
Further variances occurred due to incomplete implementation of planned mental health service contracts. Staffing shortages and provider limitations prevented vendors from delivering the full scope and number of contracted hours, leading to lower-than-expected expenditures and reduced levels of service delivery.
In contrast, some actions required increased investment to meet emerging needs. Action 3.1 reflected an 11% increase in allocation spending, and Action 3.2 showed a 26.4% increase in allocation spending compared to the original budget.
Overall, these differences reflect a combination of reduced participation in certain activities, funding restrictions, implementation barriers, and strategic adjustments in resource allocation to better meet student and family needs.

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

Overall, the majority of the actions implemented to support this goal have been effective and have contributed to positive progress toward desired outcomes. Actions focused on academic support, student services, staff collaboration, and program implementation have demonstrated success and continue to support student achievement and program objectives.

While most actions have been effective, student and family engagement efforts have not yet produced the level of participation and outcomes anticipated. As a result, strengthening engagement will be a primary focus area for OYA during the 2025–26 school year. OYA will evaluate current engagement strategies, identify barriers to participation, and implement targeted approaches designed to increase meaningful student and family involvement. These efforts are expected to further support progress toward the goal and improve overall program effectiveness.

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

Based on reflection on prior practice, several updates were made to strengthen clarity, alignment, and accountability within the planned goals, metrics, target outcomes, and actions for the coming year.
For Action 3.4, the description was revised to provide greater specificity regarding engagement efforts. These updates more clearly define expectations and the scope of work. In addition, elements of continuous improvement and accountability were intentionally incorporated to ensure ongoing monitoring of progress and effectiveness. This refinement supports stronger implementation and allows for more measurable and actionable outcomes.
For Action 3.1, the focus was broadened from Foster Youth Transition Support to a more comprehensive emphasis on Targeted Student Support and Intervention Services. The updated description reflects a more inclusive framework designed to address the diverse needs of a wider range of students. This shift improves alignment with overall goals and enhances responsiveness to student data, ultimately supporting more strategic decision-making and improved outcomes.
We combined Actions 3.2 and 3.3 to avoid repetition. Action 3.2 will encompass Student mental health and wellness for all students.
Action 3.5 (Charter School Oversight) was removed, as this work is more appropriately supported through base funding rather than included as a targeted action within this plan. This adjustment ensures clearer alignment of resources and avoids duplication of efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Targeted Student Support & Intervention Services	This action provides coordinated Targeted Student Support & Intervention Services to include but not limited to staffing, contracts and supplies to implement multi-tiered systems of support to improve student engagement, access, and academic success. The role includes facilitating SST processes, monitoring and supporting 504 plan implementation,	$52,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaborating on IEP-aligned services, and delivering integrated interventions that address academic, behavioral, and social-emotional needs. By strengthening case management, coordinating services, and ensuring timely communication with families and staff, this action enhances equitable access to supports and reduces barriers to learning for at promise students. Metrics used: graduation rate, attendance,		
3.2	Contract to improve student access to mental health and wellness services	Service agreement to provide mental health and wellness services. This action will provide students, including English learners, foster and low income youth, with access to counseling and therapy services, and wellness exercises. Metric Used: attendance and engagement, Healthy Kids Survey	$275,804.00	No
3.3	Support for continuous improvement processes and Community and Parent Engagement	This action supports supports continuous improvement activities and engagement for OYA by analyzing data to provide targeted, additional interventions for high-need students, build partnerships, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and student and parent engagement to support students to include 85% unduplicated and student with exceptional needs. This action will be measured by staff and student feedback, and participation in school events such as DELAC, ELAC, SSC, and Parent meetings/trainings, events, partnerships formed and parent engagement opportunities. Metric used: staff and student feedback, increased participation in School Site Council and advisory committees	$66,485.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,105,674	$0.0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.810%	0.982%	$35,004.71	28.792%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Improve teaching skills and the academic performance of students. **Need:** Low reading and math scores restrict access to grade level standards and course content **Scope:**	This action addresses the needs of unduplicated pupils English learners, foster youth, and students experiencing economic hardship by strengthening the quality and consistency of core instruction in Math and English across all OYA sites. Through Professional Learning Communities (PLCs), teachers collaborate to design standards-aligned lessons that incorporate both 1:1 and small group instruction, which are critical for addressing gaps in foundational skills and accelerating academic	graduation rate and CAASPP scores, RenStar Math and Reading scores and Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	progress for students who require additional support. PLCs also provide a structured forum for educators to analyze student data, share effective instructional strategies, and collectively plan targeted interventions. This ensures that unduplicated pupils receive differentiated instruction tailored to their specific learning needs, including language development supports for English learners, trauma-informed practices for foster youth, and scaffolded instruction for students affected by economic hardship. Additionally, PLCs support the implementation of a blended learning model, increasing access to personalized learning opportunities that allow students to progress at their own pace while also benefiting from collaborative learning experiences. This action is provided on an LEA-wide basis because all OYA sites serve a high concentration of unduplicated pupils, and consistent, high-quality instruction across sites is essential to ensuring equitable access to rigorous academic programs. By building teacher capacity and aligning instructional practices systemwide, this action maximizes the impact of services for unduplicated pupils and supports improved academic outcomes.	
1.6	**Action:** Provide bus tokens for student transportation **Need:** Unduplicated students in our program frequently face significant barriers to academic success, including limited access to guidance, housing instability, transportation and childcare challenges, and reduced engagement with school. These factors	Provides bus tokens to students to support with transportation needs. This action is provided schoolwide since 80% of our student population is unduplicated.	in class attendance, chronic absenteeism, edgeneuity login information

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	contribute to an increased risk of dropping out and difficulty navigating essential social services. **Scope:** LEA-wide Schoolwide		
1.10	**Action:** Provide small group learning supports **Need:** Unduplicated students in our program frequently face significant barriers to academic success, including limited access to guidance, resources, scheduling challenges, and reduced engagement with school. These factors contribute to an increased risk of dropping out and difficulty obtaining credits. **Scope:** LEA-wide Schoolwide	Provide increased 1:1 supports for students to reach graduation requirements. This action is schoolwide since 80% of our student population is unduplicated.	graduation and attendance rate
1.14	**Action:** Support for school re-engagement to build positive and productive relationships needed to ensure academic success. **Need:** Unduplicated students in our program frequently face significant barriers to academic success, including limited access to guidance, housing instability, transportation and childcare challenges, and reduced	This action delivers personalized, proactive support aimed at removing barriers to student success. It emphasizes relationship building, coordinated services, goal setting and future planning, along with consistent accountability and follow up. This action is provided schoolwide since 79% of our student population is unduplicated.	Attendance and graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement with school. These factors contribute to an increased risk of dropping out and difficulty navigating essential social services. **Scope:** Schoolwide		
2.3	**Action:** Work Based Learning Support **Need:** access to work study and experience opportunities **Scope:** LEA-wide	effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into post-secondary opportunities	college and career readiness indicator, WIOA contracts,
2.5	**Action:** College, Career, and Technical Education programs for students **Need:** transportation needs for access to college and career opportunities **Scope:** LEA-wide	Increased and improved services for students who identify as low income in the area of college and career readiness.	attendance, grad rate, post-secondary plans
3.1	**Action:** Targeted Student Support & Intervention Services **Need:**	emotional needs of unduplicated students particularly foster youth, probation referred students, English learners, homeless youth, and low-income students who make up the majority of	Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils in Opportunity Youth Academy including foster youth, students experiencing homelessness, English learners, low-income youth, and students on probation demonstrate significantly elevated academic, social-emotional, and behavioral needs that exceed the capacity of a single counselor. These students experience high rates of trauma, mobility, credit deficiency, chronic absenteeism, and system involvement, requiring intensive Tier 2–3 counseling, case management, and transition planning. They also need individualized support for credit recovery, re-entry to comprehensive schools, mental-health stabilization, and coordination with probation, child welfare, and community agencies. Because these students face barriers far greater than those in traditional settings, they require increased access to counseling services, including crisis response, academic planning, attendance interventions, and college-career guidance. Current staffing levels cannot meet mandated supports for foster youth, English learners, and probation supervised students, nor can they provide the frequency and depth of services needed to improve outcomes. A second supplemental counselor is necessary to ensure unduplicated pupils receive equitable, timely, and legally compliant support that directly addresses their heightened academic and social-emotional needs. **Scope:**	the OYA population. Th students require frequent, individualized Tier 2–3 interventions, including crisis response, credit recovery planning, attendance re-engagement, transition support, and multi-agency case management. Supplemental supports and staff increases access to timely services, reduces caseloads to manageable levels, and ensures students receive the targeted, high-touch support necessary to stabilize, re-engage, and make academic progress.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Support for continuous improvement processes and Community and Parent Engagement **Need:** Providing a staff member to monitor LCFF processes, assessment, and parent engagement enables OYA to ensure that services are aligned with a through line of emphasis on student needs that begins with needs assessment and continues through LCAP engagement processes to include advisory groups, input sessions and surveys, budget alignment, and continuous improvement of the Local Control Accountability Plan. Having staff enables the ability to align site plans with SCCOE plans as a systemic process of addressing state and local indicators and local data from the needs assessment to ensure that students who identify as socioeconomically disadvantaged (87%) and their peers receive increased and improved services. These student often face systemic challenges that impact both educational equity and family engagement. These include: Inconsistent access to high-quality programs and services, often due to fragmented systems or insufficient monitoring. Limited parent/caregiver engagement, often caused by language barriers, housing insecurity, trauma, or a lack of familiarity with school systems. Gaps in compliance, implementation fidelity,	A centralized role enables coherence and accountability across multiple campuses, which is critical given student mobility and the specialized needs of this population. LEA-wide leadership ensures that best practices are shared, data systems are streamlined, and services are aligned with legal mandates and equity goals. Investing in this role reflects a commitment to sustained, systemic support rather than isolated compliance, promoting deeper and more measurable improvements in student achievement and parent involvement. This position supports continuous improvement activities and parent engagement for Educational Services by developing the Parent Engagement Plan, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 80% low income.	staff and student feedback, increased participation in School Site Council and advisory committees

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and alignment of site-level practices with LCAP goals and legal requirements that directly impact unduplicated student outcomes. A need for sustained, data-informed improvement processes that elevate student voice, ensure access to services, and respond to the needs of historically underserved populations. These needs call for dedicated leadership to ensure that improvement efforts and parent engagement strategies are both intentional and effective. This position is included to ensure that student needs are addressed and parent and family engagement supports family needs. Feedback from educational partners suggested a continuous improvement in parent engagement and is needed. Surveys have shown that parent engagement is an LCAP priority, and students feel more engaged in school when their parents also participate. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Create contracts and supports to improve English learner and Long-Term English Learner student outcomes **Need:** English Learner support has been identified as an area of need through Differentiated Assistance and California School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide intervention support for English Learners and Long Term English Learners, reviewing and clarifying process and procedures for monitoring English Learners, reclassification process and intervention recommendation.	English Learner Progress Indicator, reclassification to Fluent English Proficient and ELPAC scores, and evaluation through Differentiated Assistance.

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

OYA's needs assessment, differentiated assistance determined English Learners need additional intervention and supports. To address this need, OYA has decided to provide 0.25 fte of a teacher to provide English Learner intervention support. The cost of the .25 fte would be $70, 581. This contribution would be 1.77% of OYA's MPP.

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,975,821	1,105,674	27.810%	0.982%	28.792%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,081,495.00	$353,205.00	$367,793.00	$968,511.00	$6,771,004.00	$4,938,269.00	$1,832,735.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Programs to support Core Instruction	All	No			All Schools	Ongoing	$0.00	$27,603.00				$27,603.00	$27,603.00	
1	1.2	Improve teaching skills and the academic performance of students.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.3	Provide quarterly meetings for student support and regular positive progress reporting	All	No			All Schools	Ongoing	$0.00	$11,041.00				$11,041.00	$11,041.00	
1	1.4	Create contracts to support learning and improve student outcomes	All	No			All Schools	Ongoing	$0.00	$42,508.00				$42,508.00	$42,508.00	
1	1.5	Resource Link Contract (Resource Link has closed down, but Navigators will develop an assessment process)	All	No												
1	1.6	Provide bus tokens for student transportation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,699.00	$2,757.00			$1,942.00	$4,699.00	
1	1.7	Create contracts and supports to improve English learner and Long-Term English Learner student outcomes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$7,039.00				$7,039.00	$7,039.00	1.77
1	1.8	Support learning and improve student outcomes for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	$359,326.00	$0.00			$275,572.00	$83,754.00	$359,326.00	
1	1.9	Access to a Broad Course of Study	All	No			All Schools	Ongoing	$3,073,108.00	$1,086,402.00	$3,975,821.00	$91,468.00	$92,221.00		$4,159,510.00	
1	1.10	Provide small group learning supports	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$440,030.00	$0.00	$440,030.00				$440,030.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Intercessional and after school instruction	All	No				2 years								
1	1.12	Increase access to timely progress monitoring	All	No			All Schools	1 year								
1	1.13	Arts education program instruction	All	No			All Schools		$51,737.00	$0.00		$51,737.00			$51,737.00	
1	1.14	Support for school re-engagement to build positive and productive relationships needed to ensure academic success.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$496,498.00	$0.00	$286,498.00	$210,000.00			$496,498.00	
2	2.1	College and Career Support	All	No			All Schools	Ongoing	$165,396.00	$0.00				$165,396.00	$165,396.00	
2	2.2	San Jose Works Program	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Work Based Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$235,447.00	$4,500.00	$239,947.00				$239,947.00	
2	2.4	Career Launch Program	All	No			All Schools	Ongoing								
2	2.5	College, Career, and Technical Education programs for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$362,665.00	$11,595.00			$351,070.00	$362,665.00	
3	3.1	Targeted Student Support & Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,716.00	$0.00	$52,716.00				$52,716.00	
3	3.2	Contract to improve student access to mental health and wellness services	All	No			All Schools	Ongoing	$0.00	$275,804.00				$275,804.00	$275,804.00	
3	3.3	Support for continuous improvement processes and Community and Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$64,011.00	$2,474.00	$64,131.00			$2,354.00	$66,485.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,975,821	1,105,674	27.810%	0.982%	28.792%	$1,105,674.00	1.770%	29.580 %	**Total:**	$1,105,674.00
								LEA-wide Total:	$755,045.00
								Limited Total:	$0.00
								Schoolwide Total:	$801,416.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Improve teaching skills and the academic performance of students.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	**1.6**	Provide bus tokens for student transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,757.00	
1	**1.7**	Create contracts and supports to improve English learner and Long-Term English Learner student outcomes	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		1.77
1	**1.10**	Provide small group learning supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$440,030.00	
1	**1.14**	Support for school re-engagement to build positive and productive relationships needed to ensure academic success.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$286,498.00	
2	**2.3**	Work Based Learning Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$239,947.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	College, Career, and Technical Education programs for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,595.00	
3	**3.1**	Targeted Student Support & Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,716.00	
3	**3.3**	Support for continuous improvement processes and Community and Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$64,131.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,878,035.66	$6,512,221.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Program and materials to support student learning.	No	4,684.00	4684
1	**1.2**	Improve teaching skills and the academic performance of students.	Yes	$10,000.00	3193
1	**1.3**	Provide quarterly meetings for student support and regular positive progress reporting	No	$12,805.00	
1	**1.4**	Create contracts to support learning and improve student outcomes	No	$31,698.00	8960
1	**1.5**	Resource Link Contract (Resource Link has closed down, but Navigators will develop an assessment process)	Yes	$12,000.00	
1	**1.6**	Provide bus tokens for student transportation	Yes	$2,374.00	3075
1	**1.7**	Create contracts and supports to improve English learner and Long-Term English Learner student outcomes	Yes	$27,930.00	8716
1	**1.8**	Support learning and improve student outcomes for students with disabilities	No	$314,988.00	330,065
1	**1.9**	Access to a Broad Course of Study	No	$4,686,834.00	4,686,834
1	**1.10**	Provide small group learning supports	Yes	$107,926.00	127869

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Intercessional and after school instruction	Yes	$89,298.00	45,728
1	1.12	Increase access to timely progress monitoring	No	$5,513.00	
1	1.13	Arts education program instruction	No	$63,374.47	63374.47
1	1.14	Support for school re-engagement to build positive and productive relationships needed to ensure academic success.	Yes	$441,667.00	443709
2	2.1	College and Career Support	No	$149,869.03	149869.03
2	2.2	San Jose Works Program	No	$0.00	
2	2.3	Work Based Learning Support	Yes	$223,959.16	223959.16
2	2.4	Career Launch Program	No	$47,945.00	5800
2	2.5	College, Career, and Technical Education programs for students	Yes	$379,670.00	199130.10
3	3.1	Support transition of youth experiencing homelessness and youth who receive foster youth services	Yes	$57,815.00	63790
3	3.2	Contract to improve student access to mental health and wellness services	Yes	$142,202.00	104,749
3	3.3	Contract to improve student access to mental health and wellness services	No	$43,076.00	38,717
3	3.4	Community and Parent Engagement	No	$2,408.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	IOSA for Charter Oversight	Yes	$20,000.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
969,845	$969,845.00	$881,360.00	$88,485.00	0.000%	1.500%	1.500%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Improve teaching skills and the academic performance of students.	Yes	$10,000.00	3193		
1	1.5	Resource Link Contract (Resource Link has closed down, but Navigators will develop an assessment process)	Yes	$12,000.00	0		
1	1.6	Provide bus tokens for student transportation	Yes	$500.00	2265		
1	1.7	Create contracts and supports to improve English learner and Long-Term English Learner student outcomes	Yes	$18,000.00	0		
1	1.10	Provide small group learning supports	Yes	$70,000.00	89943		
1	1.11	Intercessional and after school instruction	Yes	$12,123.00	12,123		
1	1.14	Support for school re-engagement to build positive and productive relationships needed to ensure academic success.	Yes	$441,667.00	443709		
2	2.3	Work Based Learning Support	Yes	$230,189.00	236814		
2	2.5	College, Career, and Technical Education programs for students	Yes	$28,215.00	4548		1.5

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Support transition of youth experiencing homelessness and youth who receive foster youth services	Yes	$57,815.00	57749		
3	3.2	Contract to improve student access to mental health and wellness services	Yes	$69,336.00	31016		
3	3.5	IOSA for Charter Oversight	Yes	$20,000.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,565,353	969,845	0	27.202%	$881,360.00	1.500%	26.220%	$35,004.71	0.982%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024