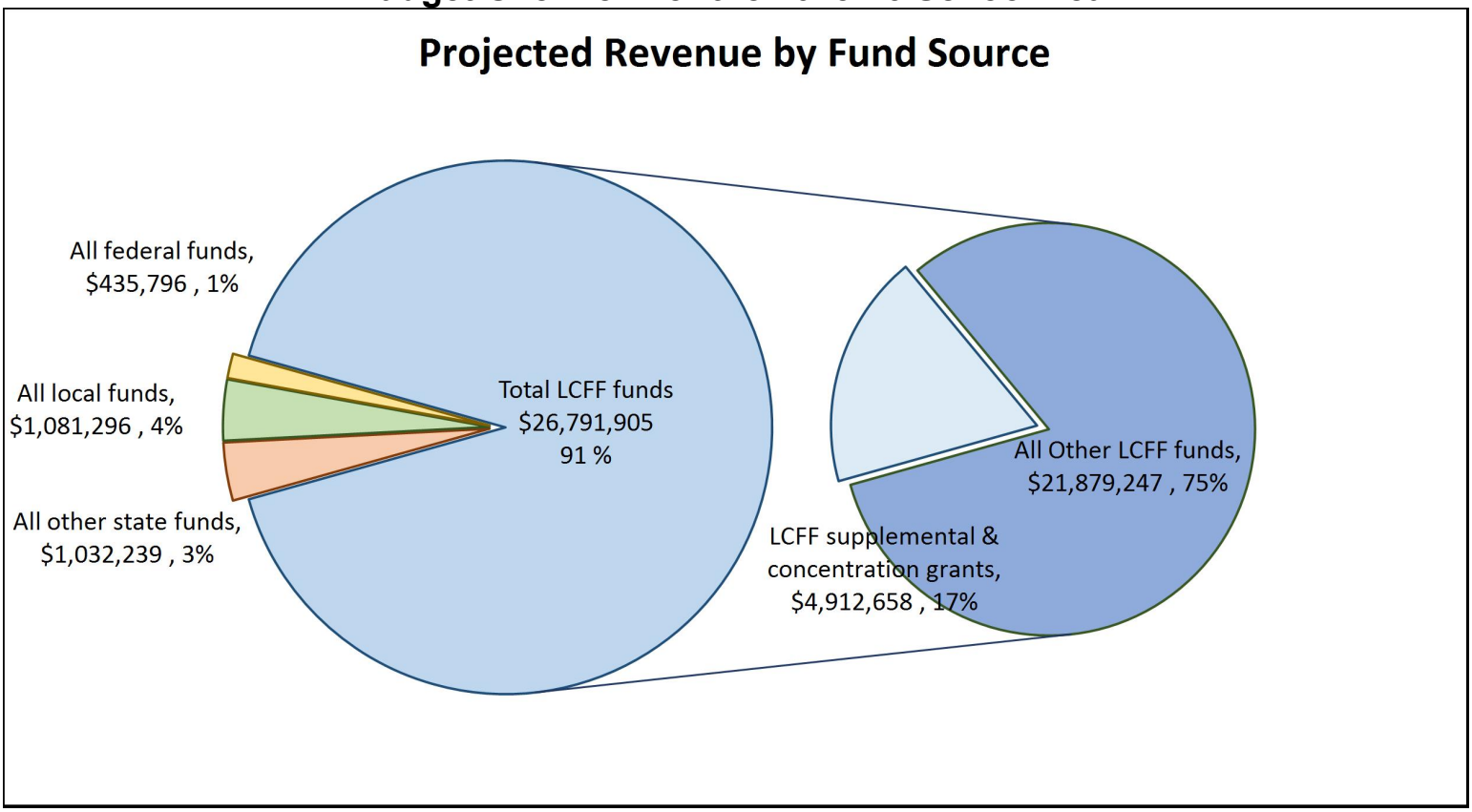
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Venture Academy
CDS Code: 39-10397-3930476
School Year: 2025-26
LEA contact information:
Amy Thompson
Director

209.468.4972

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue Venture 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 Venture Academy is $29,341,236, of which $26,791,905 is Local Control Funding Formula (LCFF), $1,032,239 is other state funds, $1,081,296 is local funds, and $435,796 is federal funds. Of the $26,791,905 in LCFF Funds, $4,912,658 is

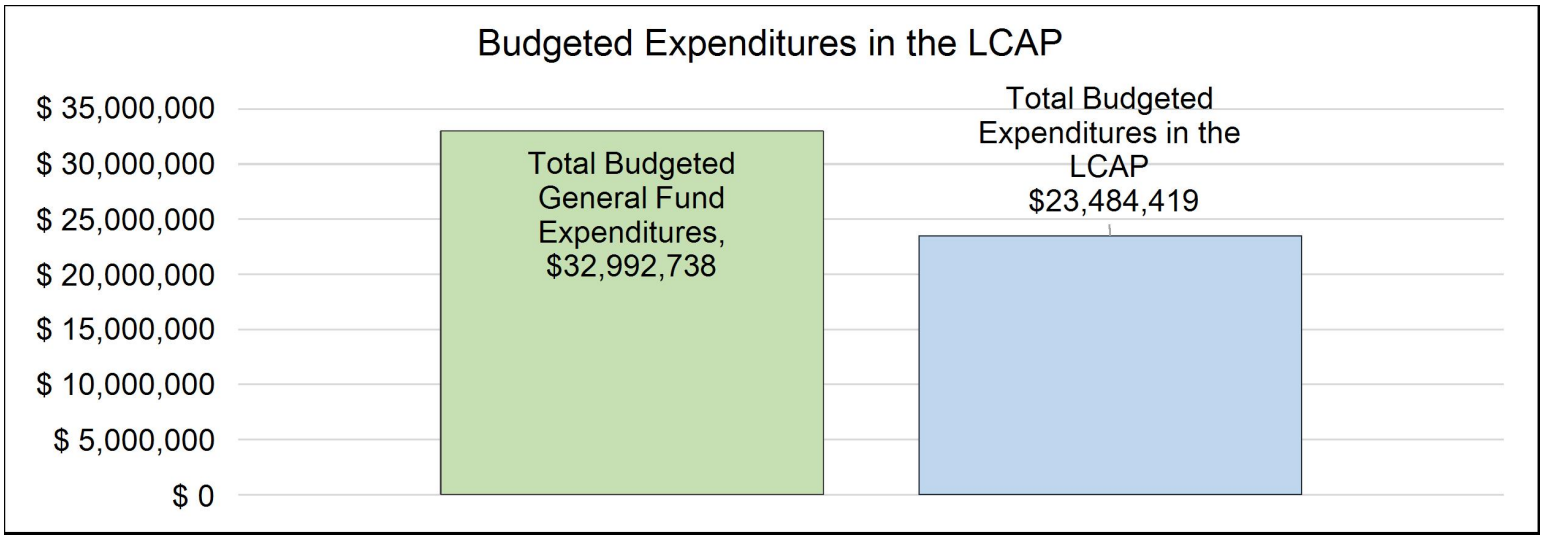
generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Venture Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Venture Academy plans to spend $32,992,738 for the 2025-26 school year. Of that amount, $23,484,419 is tied to actions/services in the LCAP and $9,508,319 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

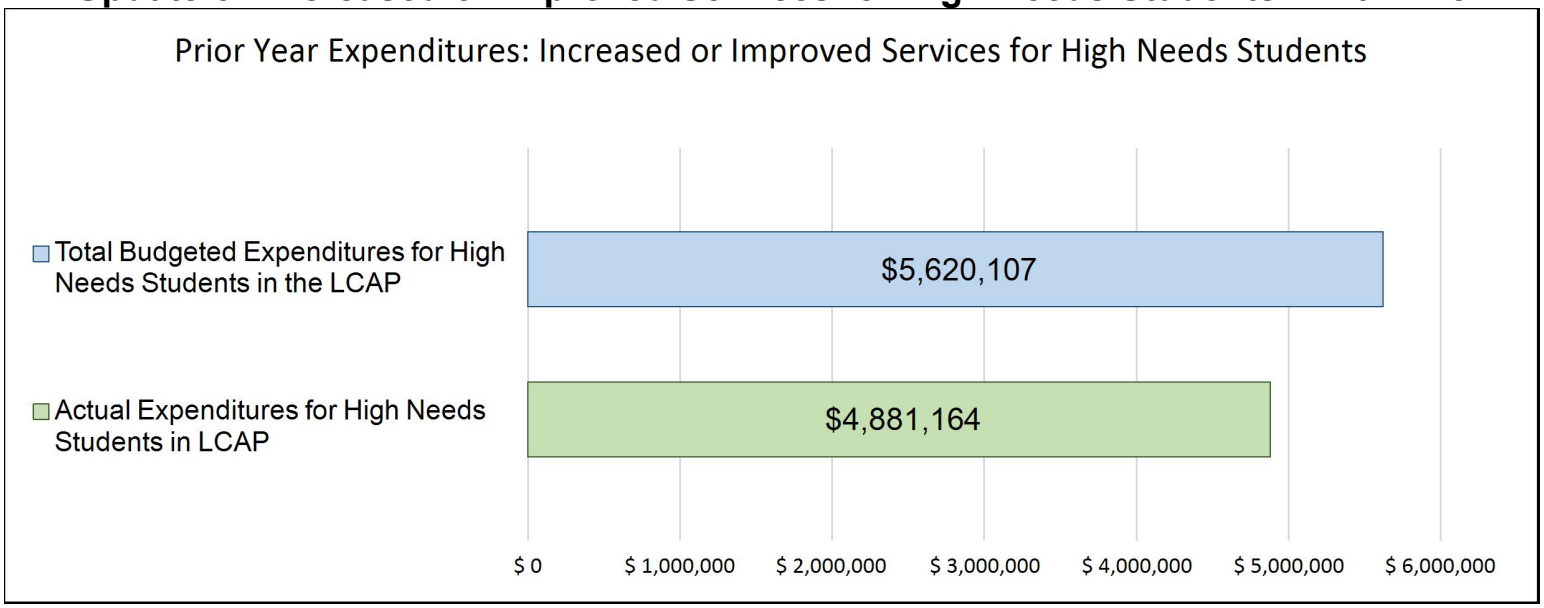
The budgeted expenditures that are not included in the LCAP will be used for the following: Other General Fund budget expenditures include those for cost of core services, overhead, restricted programs and grants, some one-time and multi-year in nature allocated to the charter.

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

In 2025-26, Venture Academy is projecting it will receive $4,912,658 based on the enrollment of foster youth, English learner, and low-income students. Venture Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Venture Academy plans to spend $8,673,645 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Venture Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Venture 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 2024-25, Venture Academy's LCAP budgeted $5,620,107 for planned actions to increase or improve services for high needs students. Venture Academy actually spent $4,881,164 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $738,943 had the following impact on Venture Academy’s ability to increase or improve services for high needs students:

While the actual expenditures for increased or improved services for high needs students were less than the budgeted amount, this difference did not impact the actions and services and the overall increased or improved services for high needs students. We still implemented all our goals and actions. The reason for the difference between the actual expenditures and the budgeted expenditures is that we spent one-time money on some of the increased or improved services.

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
Venture Academy	Amy Thompson Director	amthompson@sjcoe.net 209.468.4972

Plan Summary [2025-26]

General Information

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

Venture Academy Family of Schools (VAFS) is a WASC accredited charter school of choice authorized by the San Joaquin County Office of Education, located primarily in Stockton, California, with one satellite campus in Manteca, California. Venture Academy serves students from Transitional Kindergarten through twelfth grade. The mission of Venture Academy Family of Schools is to awaken the imagination, passion, dreams and curiosity of TK-12 students by providing rich, standards-based educational opportunities for those who seek innovative, unique approaches to learning. Venture Academy students will become literate, lifelong learners empowered to embrace challenge, think critically, play passionately, live responsibly, and imagine possibilities. Venture Academy provides rich, standards-based educational opportunities that contain innovative, various approaches to teaching and learning. This is reflected in the breadth, depth, and diversity of the school's curriculum and instructional methods, as well as in the variety of learning environments. Instructional materials, strategies, and activities at all grade levels are aligned to the CCSS.

Venture academy serves the greater population of California's Central Valley. The majority of students are coming from the cities of Stockton and Manteca, but students from all adjacent counties to San Joaquin are able to be in attendance. Students who enroll in Venture Academy may enroll in one of several academies, each with a unique focus. These academies are developed and maintained through small teaching communities. Venture Academy students enrolled in any of the academies are allowed to participate in sports and extra-curricular activities as a student of Venture Academy Family of Schools.

Venture Academy also offers a variety of learning approaches from students attending school in-person four days per week, to home-based programs that are enhanced through a variety of classes and workshops offered to those enrolled. In the model where students attend school

in-person four days per week, students are assigned to one of the school's academies staffed by credentialed teachers. Students receive regularly scheduled instruction, have opportunities to focus on areas of personal interest, and are held responsible for completing off campus educational assignments. All academies provide robust core curriculum, but bring a unique focus to learning that captivates and motivates students to explore, cultivate, develop, and more deeply dive into their interests.

When choosing a home-based program, parents become team teachers with credentialed VAFS teachers. Teachers provide an individualized academic plan, curriculum, and educational assessment of student work. Parents enrich this education plan with home and community projects and are encouraged to use the world as a classroom. Parents who choose this program for their children must be willing to provide the time to be partners in the education of their children. Students enrolled in a home-based academy may have the option to attend onsite classes and workshops. To address individual concerns, teachers may require students to attend specific classes. All students are expected to participate in state mandated assessments.

Below is local demographic data for Venture Academy from the 2024-25 School year:

Total enrollment: 1,657

American Indian/Alaskan Native: 0.12%
Asian: 3.98%
Black or African American: 6.10%
Filipino: 1.27%
Hispanic or Latino: 72.48%
Native Hawaiian or Pacific Islander: 0.42%
White: 11.41%
Two or more races: 3.74%
Not Reported: 0.48%

Female: 51.00%
Male: 49.00%
Non-Binary: 0.00%

English Learners: 12.07%
Foster Youth: 0.06%
Homeless: 0.84%
Identified low-income: 67.35%
Special Education students: 12.43%

Reflections: Annual Performance

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

Review of 2024 Venture Academy CA School Dashboard Performance

English Learner Progress Indicator (ELPI): Overall performance improved 13.1 percentage points and went from orange to green, with 49.5% of students making progress toward English language proficiency as compared to 36.4% in the prior year. Long-Term English Learners improved 15.7 percentage points with 51.7% making progress as compared to 36% in the prior year.

Graduation Rates: Overall performance improved 3.2 percentage points and went from orange to green. with 92.9% of students graduating as compared to 89.7% in the prior year. In addition, graduation rates for Hispanic, Socioeconomically Disadvantaged, White, African American and Students with Disabilities increased.

Chronic Absenteeism: Overall performance improved 4.8 percentage points and went from orange to yellow, with 10.9% of students identified as chronically absent as compared to 15.7% in the prior year. In addition, African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White, English Learners, Two or More Races, and Asians have improved, showing a decline in the percentage of students identified as chronically absent.

Suspension Rates: Overall performance improved 3.1 percentage points and went from orange to green, with 3.1% of students being suspended at least once as compared to 6.2% in the prior year. In addition, African American, English Learners, Long-Term English Learners, Asian, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups have improved, showing a decline in the percentage of students suspended at least once.

College/Career Readiness: Overall performance improved 4.9 percentage points with 25.4% of graduates meeting the dashboard requirements to be identified as "Prepared" as compared to 20.5% in the prior year. In addition, Hispanic, Socioeconomically Disadvantaged, Long-Term English Learners, Students with Disabilities and White student groups all showed increases in the percentage of students identified as “Prepared”.

English Language Arts (ELA): Overall performance as measured by percent of students proficient and above increased by 2.81 percentage points with 35.77% of students showing proficiency as compared to 32.96% in the prior year. When measuring performance by number of points below standard, overall performance declined 3.5 points and went from yellow to orange, with an average of 41.4 points below standard as compared to 37.9 points below standard in the prior year. English Learners, Long-Term English Learners, African American, Socioeconomically Disadvantaged and Asian students all increased, which means they are performing closer to meeting standard.

Mathematics: Overall performance as measured by distance from standard improved 2.0 points and maintained red, with an average 111.1 points below standard as compared to 113.1 in the prior year. When measuring performance by percent of students proficient and above, overall performance decreased 0.41% with 10.26% students proficient in math as compared to 10.67% in the prior year. In addition, Asian, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Two or More Races all increased, which means they are performing closer to standard.

Learning Recovery and Emergency Block Grant Funds (LREBG): Venture Academy has no unspent LREBG funds. All funds received by Venture were spent by June 30, 2025, to support student needs.

A requirement of this three-year LCAP is that we identify all student groups performing in the red on the 2024 CA Dashboard and identify which action addresses the performance. Review of the Venture 2024 California Dashboard by indicator shows the student groups performing in “red” below:

Chronic Absenteeism- Students with Disabilities, African American, Two or More Races (Actions 1.5, 2.3, 2.6, 3.1, 3.3, and 3.4)
Suspension- English Learners, Students with Disabilities, African American (Actions 1.5, 3.1, 3.3, and 3.4)
English Language Arts- English Learners (Actions 1.5, 2.1, 2.3, 2.4, and 2.5)
Math- All Students, English Learners, Socioeconomically Disadvantaged (Actions 1.5, 2.1, 2.3, 2.4, and 2.5)
CCI- English Learners (Actions 2.1 and 2.2)

In comparison to 2023, the 2024 California Dashboard shows notable improvements with the following student groups performing in red:
English Language Arts - Students with Disabilities
Mathematics - All students, Students with Disabilities, African American and White

Venture Academy will be using the LCAP as our Single Plan for Student Achievement.

Reflections: Technical Assistance

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

We successfully exited from Differentiated Assistance in December of 2024.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators, classified staff, counselors (other school personnel)	Held a series of meetings to analyze data, discuss root causes, discuss goals and develop the action plan. Meetings held on 8/23, 8/30, 9/20, 11/8, 11/15, 1/10, 1/31, 2/7, 3/7, 3/28, and 5/2. Staff surveys sent 5/9 and 5/27
Students	Student surveys sent 3/6 and met with student leaders on 3/26.
Parents	Held a series of meetings with both the ELAC and ASC groups. Meetings held on: ASC - 11/19, 1/21, 2/25, 5/13 ELAC - 1/15, 3/19, and 5/7 Parent surveys sent 4/25
SELPA	Met with SELPA on 3/10.
Administrators	Held a specific administrator meeting on 2/28 to define goals and actions based on review of our data.
Teacher leaders	Held a specific meeting to discuss goals and actions on 7/9, 7/10, 10/14, 11/1, 12/9, 3/19-21, 4/28 based on review of our data.
CTA	Held a specific meeting with CTA site leaders to discuss goals and actions on 5/15 based on review of our data.
Venture Board	Dashboard Data review 12/10, Mid-year update shared with the board on 2/11. LCAP posted online on 6/13. Public hearing held on 6/16. LCAP adopted on 6/18.

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

The feedback from our Educational Partners affirmed that the goals established are appropriate, and that we will continue implementing the actions as aligned with the goals.

Goal 1, Action 1.1 was reaffirmed by engagement with the Venture staff. After analyzing data and reflecting on school improvement initiatives, the Venture Academy staff identified that focusing on grade-level instruction, professional learning around grade level instruction, and time/support to work in content teams to develop high quality grade-level instruction will continue to be a priority.

Goal 2, Actions 2.3, 2.4, and 2.5 were reaffirmed by Venture staff. After analyzing data and reflecting on school improvement initiatives, the Venture Academy staff identified data collection, regular data analysis, training in the use of data, and building systems of academic intervention as a continued priority for Venture. The Venture Academy staff also indicated that increased college and career exploration should be a priority for the school. Engagement with students and parents highlighted the need for additional systems of intervention, with an emphasis on tutoring and academic supports for students who are struggling and for English learner.

Goal 3, and all its actions were reaffirmed by Venture Academy staff, students, and parents. The Venture Academy staff identified continued efforts to improve school safety as a priority, along with building systems of support for student behavior. Students and parents shared feedback that they feel continued efforts to improve school safety, additional mental health supports, and additional activities to promote parent engagement will continue to be a priority.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Venture Academy will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This comprehensive goal reflects the school's commitment to ensuring the conditions for learning are consistently offered and students are provided access to rich, standards-based instructional experiences that prepare all students for success. Current input received from educational partners through the LCAP development process indicates a desire to continue maximizing access to academic core for all students and continuing to provide the environment that supports improved student outcomes, which includes well-trained staff, grade level and supplemental materials, and safe, well-maintained facilities. The actions ensure that Venture Academy will recruit, hire and maintain a highly qualified staff and provide technology, curriculum, instructional materials, and facilities to support this goal. The metrics below provide multiple means to measure progress.

Abbreviations Key:
imp - Improved
dec - Declined
pbs - Points Below Standard
NC - No Change
NGSS - Next Generation Science Standards
pts - points

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Percentage of "misassigned"	Misassignments: 1.9%	Misassignments: 1.1%		Misassignments: 0%	Misassignments: imp 0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching assignments Percentage of teaching assignments under Ed Code 44865 (CalSass Report)	Ed Code 44865 assignments: 12.9% 2022-2023 CalSASS Report	Ed Code 44865 assignments: 9.5% 2023-2024 CalSASS Report		Ed Code 44865 assignments: 6% CalSASS Report	Ed Code 44865 assignments: imp 3.4%
1B	Percentage of students without access to standards aligned instructional materials (SARC)	0% 2022-23 SARC	0% 2023-24 SARC		0% SARC	0%
1C	Number of identified instances where facilities do not met the "good repair" standard (FIT report)	27 Feb, 2024 FIT report	15 Jan, 2025 FIT Report		10 FIT report	imp 12
2A	Rate of implementation of academic standards for all students. (As measured by Rating scale lowest to highest): 1 - Exploration and Research Phase, 2 - Beginning Development Phase, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability	Question #1: Professional Learning for teachers in the following academic content areas: English Language Arts: 4 English Language Development: 4 Mathematics: 4 Next Generation Science Standards: 4	Question #1: Professional Learning for teachers in the following academic content areas: English Language Arts: 4 English Language Development: 4 Mathematics: 4 Next Generation Science Standards: 4		Question #1: Professional Learning for teachers in the following academic content areas: English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 5	Question #1: Professional Learning for teachers in the following academic content areas: English Language Arts: NC English Language Development: NC Mathematics: NC NGSS: NC History/Social Science: NC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Performance Indicator Self-Reflection, Priority 2, Option 2, Question #1 & #2)	History/Social Science: 4 Question #2: Aligning Instructional Materials to the state standards in the following academic content areas: English Language Arts: 3 English Language Development: 3 Mathematics: 3 NGSS: 4 History/Social Science: 4 2024 Local Indicators	History/Social Science: 4 Question #2: Aligning Instructional Materials to the state standards in the following academic content areas: English Language Arts: 3 English Language Development: 3 Mathematics: 4 NGSS: 5 History/Social Science: 4 2025 Local Indicators		History/Social Science: 5 Question #2: Aligning Instructional Materials to the state standards in the following academic content areas: English Language Arts: 5 English Language Development: 5 Mathematics: 5 NGSS: 5 History/Social Science: 5 Local Indicators	Question #2: Aligning Instructional Materials to the state standards in the following academic content areas: English Language Arts: NC English Language Development: NC Mathematics: imp 1 NGSS: imp 1 History/Social Science: NC
2B	Rate of how the programs and services will enable English learner access to CCSS And ELD standards (As measured by Rating scale lowest to highest): 1 - Exploration and Research Phase, 2 - Beginning Development Phase, 3 - Initial Implementation, 4 - Full	Question #3: Implementing policies or programs to support staff in identifying areas where they can improve instruction in the following content areas: English Language Arts: 4	Question #3: Implementing policies or programs to support staff in identifying areas where they can improve instruction in the following content areas: English Language Arts: 4		Question #3: Implementing policies or programs to support staff in identifying areas where they can improve instruction in the following content areas: English Language Arts: 5	Question #3: Implementing policies or programs to support staff in identifying areas where they can improve instruction in the following content areas: English Language Arts: NC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation, 5 - Full Implementation and Sustainability (Local Performance Indicator Self-Reflection, Priority 2, Option 2, Question #3)	English Language Development: 4 Mathematics: 4 NGSS: 4 History/Social Science: 4 2024 Local Indicators	English Language Development: 4 Mathematics: 4 NGSS: 4 History/Social Science: 4 2025 Local Indicators		English Language Development: 5 Mathematics: 5 NGSS: 5 History/Social Science: 5 Local Indicators	English Language Development: NC Mathematics: NC NGSS: NC History/Social Science: NC
4A ELA	Percentage of students who met or exceeded standard in ELA on CAASPP Average distance from standard in ELA on CAASPP Points Below Standard (pbs.) Points Above Standard (pas) (CAASPP ETS and CA Dashboard)	Met or exceeded standard: All: 32.96% SED: 27.42% FY: N/A EL: 8.70% SWD: 15.12% Average distance from standard: All: 37.9 pbs SED: 51.2 pbs FY: N/A EL: 82.2 pbs SWD: 93.7 pbs 2023 CAASPP ETS 2023 CA Dashboard	Met or exceeded standard: All: 35.77% SED: 33.47% FY: N/A EL: 11.54% SWD: 11.92% Average distance from standard: All: 41.4 pbs SED: 48 pbs FY: N/A EL: 75.8 pbs SWD: 117.5 pbs 2024 CAASPP ETS 2024 CA Dashboard		Met or exceeded standard: All: 40% SED: 40% FY: N/A EL: 40% SWD: 40% Average distance from standard: All: 22.5 pbs SED: 22.5 pbs FY: N/A EL: 22.5 pbs SWD: 22.5 pbs CAASPP ETS CA Dashboard	Met or exceeded standard: All: imp 2.81% SED: imp 6.05% FY: N/A EL: imp 2.84% SWD: dec 3.2% Average distance from standard: All: dec 3.5 pts SED: imp 3.2 pts FY: N/A EL: imp 6.4 pts SWD: dec 23.8 pts
4A Math	Percentage of students who met or exceeded standard in Math on CAASPP	Met or exceeded standard: All: 10.67% SED: 7.21% FY: N/A EL: 2.61%	Met or exceeded standard: All: 10.26% SED: 7.28% FY: N/A EL: .96%		Met or exceeded standard: All: 20% SED: 20% FY: N/A EL: 20%	Met or exceeded standard: All: dec .41% SED: imp .07% FY: N/A EL: dec 1.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average distance from standard in Math on CAASPP (CAASPP ETS and CA Dashboard)	SWD: 2.33% Average distance from standard: All: 113.1 p SED: 125.8 pbs FY: N/A EL: 140.2 pbs SWD: 141.7 pbs 2023 CAASPP ETS 2023 CA Dashboard	SWD: 3.67% Average distance from standard: All: 111.1 pbs SED: 118.1 pbs FY: N/A EL: 136.5 pbs SWD: 158.8 pbs 2024 CAASPP ETS 2024 CA Dashboard		SWD: 20% Average distance from standard: All: 95 pbs SED: 95 pbs FY: N/A EL: 95 pbs SWD: 95 pbs CAASPP ETS CA Dashboard	SWD: imp 1.34% Average distance from standard: All: imp 2 pts SED: imp 7.7 pts FY: N/A EL: imp 3.7 pts SWD: dec 17.1 pts
4A Science	Percentage of students who met or exceeded standard in Science on CAST (CAASSP ETS)	Met or exceeded standard: All: 16.75% SED: 12.91% FY: N/A EL: 0.00 SWD: 5.17% 2023 CAASPP ETS	Met or exceeded standard: All: 16.66% SED: 11.71% FY: N/A EL: 1.89% SWD: 1.89% 2024 CAASPP ETS		Met or exceeded standard: All: 20% SED: 20% FY: N/A EL: 20% SWD: 20% CAASPP ETS	Met or exceeded standard: All: dec 0.09% SED: dec 1.2% FY: N/A EL: imp 1.89% SWD: dec 3.28%
7A	Percentage of students who have access to and are enrolled in a broad course of study (Course Catalog, Student 4-year plans)	All: 100% SED: 100% FY: 100% 2023-24 Course Catalog, Student 4 Year Plans	All: 100% SED: 100% FY: 100% 2024-25 Course Catalog, Student 4 Year Plans		All: 100% SED: 100% FY: 100% Course Catalog, Student 4 Year Plans	All: NC SED: NC FY: NC
7B	Percentage of students who are enrolled in programs and services	All: 100% SED: 100% FY: N/A	All: 100% SED: 100% FY: N/A		All: 100% SED: 100% FY: N/A	All: NC SED: NC FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	specific to their identified need (SIS, Course enrollment)	EL: 100% 2023-24 SIS/Course enrollment	EL: 100% 2024-25 SIS/Course enrollment		EL: 100% SIS/Course enrollment	EL: NC
7C	Percentage of students with disabilities who are enrolled in programs and services specific to their identified need (SIS, Course enrollment)	100% 2023-24 SIS, Course enrollment	100% 2024-25 SIS, Course enrollment		100% SIS/Course enrollment	NC

Goal Analysis [2024-25]

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

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

All actions were successfully implemented as planned with minimal challenges.
Notable successes were identified in the following actions:

Action 1.1 Qualified Staff - We started and have sustained the 2024-2025 school year without any teaching vacancies, allowing students to be taught by a team of credentialed teachers who instruct at grade level and use aligned core curriculum to prepare students for college and career.

Action 1.2 Instructional Materials - Venture Academy has sustained the curriculum adoption process that we established during the 2023-2024 school year. This has enabled us to provide our teachers PD to support their learning of the new curricular materials purchased for math and science. This process has allowed us to improve how we purchase and support instructional materials for the base program, including curriculum for all content areas. The challenges that we faced in building upon our curriculum adoption process is that we found that our implementation year could have benefitted from more training time and practice with the curricular materials prior to full implementation. In addition, some materials came later than anticipated, which resulted in teachers having less time to review and prep the new materials. Both challenges were met by modifying the PD offerings for '24-25 to include additional training time on the new curriculum purchased and improving our curriculum adoption timeline moving forward.

Action 1.5 Professional development, coaching, and training - Venture Academy was able to hire a Literacy Coordinator who has been able to provide professional development, coaching and data driven guidance to support teachers with high quality, research-based instruction intentionally designed to improve students' literacy needs and development, including a specific focus on EL students. In addition, our professional development was focused on grade level content instruction with embedded supports for students, use of data to inform instruction and intervention, and equity.

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.

Action 1.1 - We spent $645,218 under our budgeted amount because we used one-time funds to cover some of the salaries of qualified staff included in this action.

Action 1.5 - We spent $286,313 under our budgeted amount because we used one-time funds to cover our professional development contracts and services in addition to the cost for instructional coaching.

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

Actions 1.1, 1.2 and 1.4 are designed to provide students with access to a high-quality instructional program. This includes curriculum, instructional materials, technology devices, well-trained staff, and facilities. These actions are showing to be effective as the school maintained 100% students with access to standards aligned instructional materials (metric 1B), decreased our number of identified instances where facilities did not meet the good repair standard (metric 1C) and decreased our number of misassigned teaching assignments (metric 1A).

Actions 1.3 and 1.5 were designed to provide additional instructional materials and professional development, coaching and training to improve instruction using standards-based materials and aligned resources. These actions are showing to be effective as the percentage of ALL, SED and EL students who met or exceeded standard on the CAASPP ELA assessment improved (metric 4A ELA). The percentage for SED and SWD who met or exceeded standard on the CAASPP math assessment slightly improved (metric 4A Math). The percentage of EL students who met or exceeded standard on the CAST science assessment increased (metric 4A Science).

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.

An abbreviation key was added into the explanation of why we are implementing this goal.
Metrics descriptions were updated to include abbreviations.

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	Qualified Staff	Venture Academy students will be taught by a team of credentialed teachers who instruct at grade level and use aligned core curriculum to prepare students for college and career. Venture Academy students will be supported by credentialed administrators and a well-qualified support staff.	$11,477,449.00	No
1.2	Instructional Materials	Venture Academy will purchase and support instructional materials for the base program, including curriculum for all content areas, chromebooks for all students and teacher laptops to deliver and access instruction.	$755,480.00	No
1.3	Additional Instructional Materials	Venture Academy will purchase and support supplemental instructional materials, supplemental online curriculum; additional literature to enrich instruction, hot spots, additional chromebooks to be used as replacements for those lost/damaged and for younger grades to keep one at school and one at home, supplemental classroom technology such as promethean boards and doc cameras, and additional staff to support the implementation and use of these materials.	$215,560.00	Yes
1.4	Facilities to support learning	Venture Academy will provide classroom spaces and facilities for independent study students to receive additional support from teachers and staff. This includes maintaining staff to keep facilities in good condition as well as providing facilities that support the needs of specific types of learning.	$639,218.00	No
1.5	Professional development, coaching, and training	Venture Academy will provide professional development to support teachers with high quality, research-based instruction. The areas of focus for professional development will include, but will not be limited to, social/emotional learning, literacy, English Language Development (for ELs, including LTELs), Integrated English Language Development, Math,	$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Equity, AVID, and interventions for high-needs students. Venture Academy will also provide opportunities for instructional coaching as well as the development of teacher leaders within Venture Academy to provide coaching and support to their colleagues and plan professional development for staff members.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Venture Academy students will demonstrate continuous progress toward mastery of a core body of knowledge that will prepare them for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Venture Academy is committed to preparing students to be college and career ready, so they are able to pursue a post-secondary pathway of their choice, whether it leads to a career, the military, technical training, or an institution of higher learning. School data indicates this is an area where Venture Academy can improve for its students. Current input received from stakeholders through the LCAP development process indicates a desire to increase student proficiency in literacy and mathematics in addition to creating pathways to prepare students to be college and career. Venture Academy will offer additional college and career readiness support to students, with an emphasis on students who are English Learners, Foster youth, homeless youth, and those youth with low socio-economic status. Venture Academy will also use data to inform the additional supports and needed interventions, so all students have equitable opportunities for post-secondary success. Progress will be measured through the metrics below.

Abbreviations Key:
imp - Improved
dec - Declined
pbs - Points Below Standard
NC - No Change
NGSS - Next Generation Science Standards
pts - points

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A ELA	Percentage of students who met or exceeded	All: 32.96% SED: 27.42% FY: N/A	All: 35.77% SED: 33.47% FY: N/A		All: 40% SED: 40% FY: N/A	All: imp 2.81% SED: imp 6.05% FY: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard in ELA on CAASPP Average distance from standard in ELA on CAASPP (CAASPP ETS and CA Dashboard)	EL: 8.70% SWD: 15.12% Average distance from standard: All: 37.9 pbs SED: 51.2 pbs FY: N/A EL: 82.2 pbs SWD: 93.7 pbs 2023 CAASPP ETS 2023 CA Dashboard	EL: 11.54% SWD: 11.92% Average distance from standard: All: 41.4 pbs SED: 48 pbs FY: N/A EL: 75.8 pbs SWD: 117.5 pbs 2024 CAASPP ETS 2024 CA Dashboard		EL: 40% SWD: 40% Average distance from standard: All: 22.5 pbs SED: 22.5 pbs FY: N/A EL: 22.5 pbs SWD: 22.5 pbs CAASPP ETS CA Dashboard	EL: imp 2.84% SWD: dec 3.2% Average distance from standard: All: dec 3.5 pts SED: imp 3.2 pts FY: N/A EL: imp 6.4 pts SWD: dec 23.8 pts
4A Math	Percentage of students who met or exceeded standard in Math on CAASPP Average distance from standard in Math on CAASPP (CAASPP ETS and CA Dashboard)	All: 10.67% SED: 7.21% FY: N/A EL: 2.61% SWD: 2.3% Average distance from standard: All: 113.1 pbs SED: 125.8 pbs FY: N/A EL: 140.2 pbs SWD: 141.7 pbs 2023 CAASPP ETS 2023 CA Dashboard	All: 10.26% SED: 7.28% FY: N/A EL: 0.96% SWD: 3.67% Average distance from standard: All: 111.1 pbs SED: 118.1 pbs FY: N/A EL: 136.5 pbs SWD: 158.8 pbs 2024 CAASPP ETS 2024 CA Dashboard		All: 20% SED: 20% FY: N/A EL: 20% SWD: 20% Average distance from standard: All: 95 pbs SED: 95 pbs FY: N/A EL: 95 pbs SWD: 95 pbs CAASPP ETS CA Dashboard	All: dec .41% SED: imp .07% FY: N/A EL: dec 1.65% SWD: imp 1.37% Average distance from standard: All: imp 2 pts SED: imp 7.7 pts FY: N/A EL: imp 3.7 pts SWD: dec 17.1 pts
4A Science	Percentage of students who met or exceeded	All: 16.75% SED: 12.91%	All: 16.66% SED: 11.71%		All: 20% SED: 20%	All: dec 0.09% SED: dec 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard in Science on CAST (CAASSP ETS)	FY: N/A EL: 0.00 SWD: 5.17% 2023 CAASPP ETS	FY: N/A EL: 1.89% SWD: 1.89% 2024 CAASPP ETS		FY: N/A EL: 20% SWD: 20% CAASPP ETS	FY: N/A EL: imp 1.89% SWD: dec 3.28%
4B	Percentage of students who successfully completed the courses that satisfy the A-G requirements (CA School Dashboard additional reports)	All: 21.4% SED: 18.6% FY: N/A EL: 15.6% SWD: 3.6% 2023 CA School Dashboard	All: 22.6% SED: 22.9% FY: N/A EL: 10.9% SWD: 9.1% 2024 CA School Dashboard		All: 30% SED: 28% FY: N/A EL: 25% SWD: 13% CA School Dashboard	All: imp 1.2% SED: imp 4.3% FY: N/A EL: dec 4.7% SWD: imp 5.5%
4C	Percentage of students who successfully complete courses to satisfy a CTE Pathway requirement (CA School Dashboard additional reports)	All: 9.5% SED: 7.0% FY: N/A EL: 6.3% SWD: 7.1% 2023 CA School Dashboard	All: 16.3% SED: 15.0% FY: N/A EL: 19.6% SWD: 9.1% 2024 CA School Dashboard		All: 25% SED: 25% FY: N/A EL: 25% SWD: 25% CA School Dashboard	All: imp 6.8% SED: imp 8% FY: N/A EL: imp 13.3% SWD: imp 2%
4D	Percentage of students who successfully completed the courses to satisfy the A-G and CTE Pathway requirements (CA School Dashboard additional reports)	All: 4.1% SED: 3.0% FY: N/A EL: 6.3% SWD: 0.00% 2023 CA School Dashboard	All: 6.4% SED: 6.2% FY: N/A EL: 4.3% SWD: 3% 2024 CA School Dashboard		All: 9% SED: 8.0% FY: N/A EL: 9% SWD: 5.00% CA School Dashboard	All: imp 2.3% SED: imp 3.2% FY: N/A EL: dec 2% SWD: imp 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4E	Percentage of English learners making progress toward English language proficiency as measured by the ELPAC (CA School Dashboard ELPI)	36.4 % 2023 CA School Dashboard	49.5% 2024 CA School Dashboard		50% CA School Dashboard	imp 13.1%
4F	Percentage of English learners who are reclassified as Fluent English proficient (CALPADS)	7.5% 2023 CALPADS	13.1% 2024 CALPADS		16% CALPADS	imp 5.6%
4G	Percentage of students who take an AP exam and passed the exam with a score of 3 or higher (AP report)	44% 2023 AP Report	28% 2024 AP Report		55% AP Report	dec 16%
4H ELA	Percentage of 11th grade students who met or exceeded standard on the CAASPP exam in ELA (CAASPP)	All: 44.14% SED: 37.37% FY: N/A EL: 8.57% SWD: 20.0% 2023 CAASPP	All: 44.53% SED: 42.93% FY: N/A EL: 0.00% SWD: 3.45% 2024 CAASPP		All: 50% SED: 45% FY: N/A EL: 20% SWD: 30% CAASPP	All: imp .39% SED: imp 5.56% FY: N/A EL: dec 8.57% SWD: dec 16.55%
4H Math	Percentage of 11th grade students who met or exceeded standard on	All: 8.6% SED: 7.15% FY: N/A EL: 0.00%	All: 7.19% SED: 5.11% FY: N/A EL:0.00 %		All: 20% SED: 20% FY: N/A EL: 10%	All: dec 1.41% SED: dec 2.04% FY: N/A EL: no change 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the CAASPP exam in Math (CAASPP)	SWD: 0.00% 2023 CAASPP	SWD: 0.00% 2024 CAASPP		SWD: 10% CAASPP	SWD: no change 0%
8A	Number of students receiving the Seal of Biliteracy (CALPADS)	17 2023 CALPADS	29 2024 CALPADS		40 CALPADS	imp 12

Goal Analysis [2024-25]

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

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

All actions were successfully implemented as planned.
Notable successes and challenges were identified in the following actions:

Action 2.1 Support for College Readiness and 2.4 Academic Support and Interventions - Venture added an additional trained counselor to enable additional tier 2 and tier 3 support, advising for credit recovery and summer school, and interventions outside the scheduled school day. We reviewed and updated our a-g course offerings which improved access and consistency in our academic advising for all academies. In addition, Venture Academy covered the cost of at least one academic field trip for each academy to improve college and career readiness access and achievement.

Action 2.3 Student Achievement Data- Despite a staffing vacancy, student achievement data was collected, monitored and analyzed to inform instruction and interventions. Other staff members performed the duties to implement this action.

Action 2.5 Support for English Learners - Venture Academy added an EL team of educators, including the EL teacher, and administrator, the literacy coach, and the parent engagement specialist to focus on supports ELPAC administration, summer learning programs and monitoring of the reclassification process.

Action 2.6 Support for Students with Disabilities - We hired a Special Education Director who provides ongoing support to our instructional staff for students with disabilities, including teachers, speech therapists, school psychologists, paraprofessionals, and administrators.

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.

Action 2.1 - We spent $123,784 under our budgeted amount because we used one-time funds to cover the salary for the additional trained counselor.

Action 2.2 - We spent $115,936 over our budgeted amount because we began a construction project to improve our culinary classroom, which will be a one-time expense.

Action 2.3 - We spent $87,172 under our budgeted amount due to a vacant position.

Action 2.4 - We spent $141,444 under our budgeted amount because we used one-time funds to provide additional academic support and services to struggling students. We used one-time funds to cover the salaries to implement the action.

Action 2.6 - We spent $1,619, 004 under our budgeted amount becuase the funding sources we used were not included inthe LCAP. We still implemented the action as planned.

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

Comparing baseline data to current performance, alongside analyzing the reclassification processes, curriculum development/implementation and the class balloting process has increased students' mastery of a core body of knowledge demonstrating that we have been successful in continuously progressing toward preparing students for college and career.

Action 2.1 Support for College Readiness is intended to provide academic guidance by monitoring student progress and providing individual advising to increase A-G course completion. This action is showing to be effective as the percent of ALL, SED and SWD students who successfully completed a course sequence that satisfy the A-G requirements increased (Metric 4B).

Action 2.2 Support for Career Pathways and Career Readiness is intended to advance various career pathway opportunities for students, while ensuring that they are provided hands on learning and real-world application of academic content. This action is showing to be effective as the percent of ALL, SED, EL and SWD who successfully completed a CTA Pathway course sequence increased (Metric 4C).

Actions 2.3 Student Achievement Data and 2.4 Academic Support and Interventions are intended to allow staff to make sustainable data driven decisions that best support students' academic needs and to provide interventions specific to each student's needs. These actions are showing to be effective as the percentage of ALL, SED and EL students who met or exceeded standard on the CAASPP ELA assessment improved (metric 4A ELA). The percentage for SED and SWD who met or exceeded standard on the CAASPP math assessment slightly improved (metric 4A Math). The percentage of EL students who met or exceeded standard on the CAST science assessment increased (metric 4A Science).

Action 2.5 Support for English Learners is intended to provide additional supports to English learners to increase proficiency in English and improve mastery of all academic areas which will increase the reclassification rate of English learners. This action is showing to be effective as the percentage of English learners who have be reclassified as English proficient has increased (metric 4f).

Action 2.6 Support for Students with Disabilities is intended to provide the services, supports and instructional materials to address the specific needs of identified students. This action is showing to be somewhat effective as the percentage of SWD students who met or exceeded standard on the CAASPP ELA assessment declined (metric 4A ELA). The percentage of SWD who met or exceeded standard on the CAASPP math assessment slightly improved (metric 4A Math). The percentage of SWD students who met or exceeded standard on the CAST science assessment declined (metric 4A Science).

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.

An abbreviation key was added to the explanation of why we are implementing this goal.
Metrics descriptions were updated to include abbreviations.

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	Support for College Readiness	Venture Academy will provide support for college readiness by ensuring staff advise students individually and in small groups on 4-year plans. Venture Academy will offer dual enrollment opportunities to students and provide the staff and materials to support students for success in college courses. Venture Academy will schedule field trips to support academic learning and to provide opportunities for students to explore college campuses.	$316,484.00	Yes
2.2	Support for Career Pathways and Career Readiness	Venture Academy is committed to advancing various career pathway opportunities for students, through recruiting, hiring and maintaining credentialed teachers with experience in their fields, providing necessary materials, and through supporting Career Technical Student Organization experiences (HOSA, Skills USA, FFA) and academic competitive teams such as mock trial. This goal benefits EL students through hands on	$5,005,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning and exposure to rich, content related vocabulary and real-world application of academic content.		
2.3	Student Achievement Data	Venture Academy will provide the staff, materials, and programs so that student achievement data is collected, kept, monitored, analyzed, used to inform instruction and interventions, and reported to educational partners.	$397,079.00	Yes
2.4	Academic Support and Interventions	Venture Academy will ensure the academic needs of struggling students, including English learners, foster youth, and socio-economically disadvantaged students are met through additional trained staff, instructional materials, and professional learning to provide both in-classroom supports as well as tier 2 and 3 supports. This includes credit recovery, summer school, and interventions outside the scheduled school day.	$261,372.00	Yes
2.5	Support for English Learners	Venture Academy will ensure the academic needs of English learners are met through additional trained staff, instructional materials, summer learning programs, and professional learning to provide both in-classroom supports as well as tier 2 and 3 supports.	$434,542.00	Yes
2.6	Support for Students with Disabilities	Venture Academy will continue to support qualified instructional staff for students with disabilities, including teachers, speech therapists, school psychologists, paraprofessionals, and administrators based on the number of special education students and their individual needs. Venture Academy will provide assessment materials and instructional materials to support students with disabilities.	$707,756.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Venture Academy will create, cultivate and strengthen a nurturing environment that supports student learning, health, and safety.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Venture Academy is committed to promoting the health and wellbeing of all students because we recognize that students learn best in an environment in which they feel healthy and emotionally and physically safe. School engagement and climate data show this is an area Venture Academy should continue to improve in and current input received from educational partners through the LCAP development process indicates a desire to ensure we provide positive and supportive learning environments to increase student wellbeing and connection to school. Venture Academy will support this goal through recruiting, hiring, and maintaining a highly qualified team of counselors, health professionals, safety staff, and additional staff to support this goal. Venture Academy will invest in training staff in alternatives to suspension and implement restorative practices and positive behavior interventions and supports. Venture Academy will additionally promote pupil engagement through a rich menu of extra-curricular activities, the campus safety team will ensure a secure school environment, and Venture Academy will provide two nutritious meals to students to promote health and well-being. Progress will be measured through the metrics below.

Abbreviations Key:
imp - Improved
dec - Declined
pbs - Points Below Standard
NC - No Change
NGSS - Next Generation Science Standards
pts - points

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A	Rate of implementation of parent and family engagement (As measured by Rating scale lowest to highest): 1 - Exploration and Research Phase, 2 - Beginning Development Phase, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability (Local Performance Indicator Self-Reflection, Priority 3, Section 1)	Section 1 - Developing the capacity of staff to building trusting and respectful relationships with families: 4 Creating welcoming environments for all families in the community: 3 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 2024 Local Indicators	Section 1 - Developing the capacity of staff to building trusting and respectful relationships with families: 4 Creating welcoming environments for all families in the community: 4 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 3 Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4		Section 1 - Developing the capacity of staff to building trusting and respectful relationships with families: 5 Creating welcoming environments for all families in the community: 4 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5	Section 1 - Developing the capacity of staff to building trusting and respectful relationships with families: NC Creating welcoming environments for all families in the community: imp 1 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: NC Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: NC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2025 Local Indicators		Local Indicators	
3B	Rate of implementation of building partnerships for student outcomes (As measured by Rating scale lowest to highest): 1 - Exploration and Research Phase, 2 - Beginning Development Phase, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability (Local Performance Indicator Self-Reflection, Priority 3, Section 2)	Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 3 Providing families with information and resources to support student learning and development in the home: 3 Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 4 Supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3	Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4 Providing families with information and resources to support student learning and development in the home: 3 Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5 Supporting families to understand and exercise their legal rights and		Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4 Providing families with information and resources to support student learning and development in the home: 4 Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5 Supporting families to understand and exercise their legal	Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: imp 1 Providing families with information and resources to support student learning and development in the home: NC Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: imp 1 Supporting families to understand and exercise their legal rights and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 Local Indicators	advocate for their own students and all students: 3 2025 Local Indicators		rights and advocate for their own students and all students: 4 Local Indicators	advocate for their own students and all students: NC
3C	Rate of implementation of building partnerships for student outcomes (As measured by Rating scale lowest to highest): 1 - Exploration and Research Phase, 2 - Beginning Development Phase, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability (Local Performance Indicator Self-Reflection, Priority 3, Section 2)	Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 3 Providing families with information and resources to support student learning and development in the home: 3 Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 4 Supporting families to understand and exercise their legal	Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4 Providing families with information and resources to support student learning and development in the home: 3 Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5		Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4 Providing families with information and resources to support student learning and development in the home: 4 Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5	Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: imp 1 Providing families with information and resources to support student learning and development in the home: NC Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: imp 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		rights and advocate for their own students and all students: 3 2024 Local Indicators	Supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3 2025 Local Indicators		Supporting families to understand and exercise their legal rights and advocate for their own students and all students: 4 Local Indicators	Supporting families to understand and exercise their legal rights and advocate for their own students and all students: NC
4A ELA	Percentage of students who met or exceeded standard in ELA on CAASPP Average distance from standard in ELA on CAASPP (CAASPP ETS and CA Dashboard)	Met or exceeded standard: All: 32.96% SED: 27.42% FY: N/A EL: 8.70% SWD: 15.12% Average distance from standard: All: 37.9 pbs SED: 51.2 pbs FY: N/A EL: 82.2 pbs SWD: 93.7 pbs 2023 CAASPP ETS 2023 CA Dashboard	Met or exceeded standard: All: 35.77% SED: 33.47% FY: N/A EL: 11.54% SWD: 11.92% Average distance from standard: All: 41.4 pbs SED: 48 pbs FY: N/A EL: 75.8 pbs SWD: 117.5 pbs 2024 CAASPP ETS 2024 CA Dashboard		Met or exceeded standard: All: 40% SED: 40% FY: N/A EL: 40% SWD: 40% Average distance from standard: All: 22.5 pbs SED: 22.5 pbs FY: N/A EL: 22.5 pbs SWD: 22.5 pbs CAASPP ETS CA Dashboard	Met or exceeded standard: All: imp 2.81% SED: imp 6.05% FY: N/A EL: imp 2.84% SWD: imp 3.2% Average distance from standard: All: dec 3.5 pts SED: imp 3.2 pts FY: N/A EL: imp 6.4 pts SWD: dec 23.8 pts
4A Math	Percentage of students who met or exceeded standard in Math on CAASPP	Met or exceeded standard: All: 10.67% SED: 7.21%	Met or exceeded standard: All: 10.26% SED: 7.28%		Met or exceeded standard: All: 20% SED: 20%	Met or exceeded standard: All: dec 0.41% SED: imp .07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average distance from standard in Math on CAASPP (CAASPP ETS and CA Dashboard)	FY: N/A EL: 2.61% SWD: 2.33% Average distance from standard: All: 113.1 p SED: 125.8 pbs FY: N/A EL: 140.2 pbs SWD: 141.7 pbs 2023 CAASPP ETS 2023 CA Dashboard	FY: N/A EL: .96% SWD: 3.67% Average distance from standard: All: 111.1 pbs SED: 118.1 pbs FY: N/A EL: 136.5 pbs SWD: 158.8 pbs 2024 CAASPP ETS 2024 CA Dashboard		FY: N/A EL: 20% SWD: 20% Average distance from standard: All: 95 pbs SED: 95 pbs FY: N/A EL: 95 pbs SWD: 95 pbs CAASPP ETS CA Dashboard	FY: N/A EL: dec 1.65% SWD: imp 1.34% Average distance from standard: All: imp 2 pts SED: imp 7.7 pts FY: N/A EL: imp 3.7 pts SWD: dec 17.1 pts
5A	Average Daily Attendance Percentage Rate (P2 ADA Attendance Reports as reported in April each year)	96.35% P2 ADA Attendance Reports 2023-2024	96.36% P2 ADA Attendance Reports 2024-25		96.50% P2 ADA Attendance Reports	imp .01%
5B	Percentage of K-12 students identified as chronically absent (DataQuest)	All (K-12): 14.7% SED: 16.8% FY: N/A EL: 16.3% SWD: 21.6% AA: 21.2% Two+ races: 22.9% 2022-23 DataQuest	All (K-12): 12.5% SED: 14.4% FY: N/A EL: 12.3% SWD: 15.0% AA: 18.3% Two+ races: 12.3% 2023-24 DataQuest		All (K-12): 10.0% SED: 10.0% FY: N/A EL: 10.0% SWD: 12.0% AA:12.0% Two or more races: 12.0% DataQuest	All (K-12): imp 2.2% SED: imp 2.4% FY: N/A EL: imp 4% SWD: imp 6.6% AA: imp 2.9% Two+ races: imp 10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5C	Percentage of middle school students who dropout (CALPADS)	0.8% 2023 CALPADS	1.84% 2024 CALPADS		0.8% CALPADS	dec 1.04%
5D	Percentage of high school students who dropout (CALPADS)	1.81% 2023 CALPADS	1.31% 2024 CALPADS		1.5% CALPADS	imp .5%
5E	Percentage of high school students who graduate (CA School Dashboard)	All: 89.7% SED: 88.9% FY: N/A EL: 93.8% SWD: 92.9% 2023 CA School Dashboard	All: 92.9% SED: 92.5% FY: N/A EL: 91.3% SWD: 93.9% 2024 CA School Dashboard		All - 92% SED - 92% FY: N/A EL - 93.8% SWD - 92.9% CA School Dashboard	All: imp 3.2% SED: imp 3.6% FY: N/A EL: dec 2.5% SWD: imp 1%
6A	Percentage of students who are suspended at least one day (CA School Dashboard)	ALL: 6.3% SED: 6.8% FY: N/A EL: 8.1% SWD: 12.1% AA: 17.7% 2023 CA School Dashboard	ALL: 3.1% SED: 3.3% FY: N/A EL: 4.9% SWD: 3.9% AA: 6.4% 2024 CA School Dashboard		ALL: 4% SED: 4% FY: N/A EL: 4% SWD: 4% AA: 4% CA School Dashboard	ALL: imp 3.2% SED: imp 3.5% FY: N/A EL: imp 3.2% SWD: imp 8.2% AA: imp 11.3%
6B	Percentage of students who are expelled	ALL: 0.4% SED: 0.4% FY: N/A	ALL: 0 SED: 0 FY: 0		ALL 0.1% SED: 0.1% FY: N/A	ALL: imp 100% SED: imp 100% FY: imp 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CALPADS)	EL: 0.4% SWD: 1.5% AA: 1.3% 2023 CALPADS	EL: 0 SWD: 0 AA: 0 2024 CALPADS		EL: 0.1% SWD: 0.1% AA: 0.1% CALPADS	EL: imp 100% SWD: imp 100% AA: imp 100%
6C	Percentage of students, parents, and staff who agree that the school is safe and that they are connected to the school. Student perception of connectedness is measured by "School connectedness" under school engagement and supports in the student CHKS report. Student perception of safety is measured by "school perceived as very safe or safe" under school safety and cyberbullying in the student CHKS report. Parent perception of connectedness is measured by "promotion of parent involvement" under parental involvement on the parent CHKS report. Parent perception of school safety is measured by "school is a	Safety - Students: 65% Parents: 39% Staff: 45.5% School Connectedness: Students: 57% Parents: 38% Staff: 66% 2023-24 CHKS and 2022-23 staff perception survey	Safety - Students: 79% Parents: 89% Staff: 74.2% School Connectedness: Students: 72% Parents: 79% Staff: 73% 2024-25 Educational Partner Survey, 2024-25 Kelvin Student Survey, and 2024-25 staff perception survey		Safety - Students: 75% Parents: 50% Staff: 70% School Connectedness: Students: 65% Parents: 45% Staff: 75% Educational Partner Survey, Student Survey, Staff Perception Survey	Safety - Students: imp 14% Parents: imp 50% Staff: imp 28.7% School Connectedness: Students: imp 15% Parents: imp 41% Staff: imp 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safe place for my child" under school supports for students on the parent CHKS report. Staff perception of connectedness is measured by reports of "always" or "almost always" on the following 2 questions on the annual staff perception survey: "School members show respect for others within the school community" and "Our school supports and appreciates the sharing of new ideas by members of our school." Staff perception of safety is measured by safety question. (California Healthy Kids Survey and/or local survey and end of year staff perception survey)					

Goal Analysis [2024-25]

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

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

All seven actions were implemented as planned with no challenges. Notable successes were identified in the following actions:

Action 3.2 Parent Engagement Efforts - Venture hired a Parent Engagement Specialist who initiated more engagement activities that are inclusive and that provide family support programs and services, such as parenting trainings and support during tiered re-engagement meetings. We added automated translation services which allowed us to translate meetings and provide communications in diverse languages. Venture Academy staff increased our celebrations and recognitions for reclassified students and those who demonstrate the academic ability to speak multiple languages.

Action 3.3 Behavior support and interventions - In an effort to improve our restorative practices, PBIS, and support and communications amongst our engagement partners, Venture provided compassionate dialogue PD to all staff.

Action 3.5 School Safety Team - We changed our survey platform from the Healthy Kids Survey to internal electronic platforms that allows us to customize the language used to best communicate with our educational partners. We are now able to survey our partners more frequently, to support the development of the school safety plan.

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.

Action 3.1 - We spent $195,312 under our budgeted amount because we used one-time funds to cover some of the salary of our qualified staff to provide mental health supports and interventions.

Action 3.6 - We spent $90,704 under our budgeted amount because we used one-time funds to cover the salary of the staff to support the school's base nutrition program.

Action 3.7 - We spent $101,426 under our budgeted amount because we used one-time funds to cover the salary of the additional staff to support the school's nutrition program, primarily to benefit low income students.

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

Actions 3.1 Support for Student Mental Health and Well Being and 3.3 Behavior Support and Interventions are intended to provide students professional support to address SEL and behavioral needs that are impacting their ability to learn and be productive students. The actions are showing to be effective as the percentage of ALL, SED, EL, SWD and AA students who were suspended at least one day declined (Metric 6A).

Actions 3.2 Parent Engagement Efforts and 3.4 Well-rounded Opportunities are intended to increase attendance which has been effective in decreasing chronic absenteeism rates for ALL, SED, EL, SWD, AA students and students who are identified as two+ races (Metric 5B). They provide outreach, communication, resources, and supports in the family's home language, as well as extra- and co-curricular activities and opportunities to students.

Action 3.5 School Safety Team is intended to provide supervision, support and intervention for all of Venture's educational partners to maintain a safe school environment for all. This action has been effective in that our educational partners: students, parents and staff have

consistently reported feeling safe and connected to school (Metric 6C). The total number of parents, students, and staff who reported feeling safe and connected at Venture increased and we have now exceeded our targeted outcome for feeling safe for year three by 4% for students, 39% for parents, and 4.2% for staff.

Actions 3.6 Nutritional Services and 3.7 Additional Nutritional Services provide students with a nutritious breakfast and lunch which helps students focus and engage in learning. This action is showing to be effective as the percentage of ALL, SED and EL students who met or exceeded standard on the CAASPP ELA assessment improved (Metric 4A ELA). The percentage for SED and SWD who met or exceeded standard on the CAASPP math assessment slightly improved (Metric 4A Math).

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.

An abbreviation key was added to the explanation of why we are implementing this goal.
Metrics descriptions were updated to include abbreviations.
Action 3.7 (Additional Nutritional Services) is being eliminated. The service is included in Action 3.6 (Nutritional Services).
Based on staff and union feedback, one of the questions in the staff connectedness survey in metric 6C was eliminated as it was too vague. The question eliminated was phrased, "Our school reflects a sense of community". The other two questions on the staff perception survey have remained the same and can still be used to gauge staff connectedness.

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	Support for student mental health and well being	Venture Academy will provide support for student mental health and wellbeing by providing qualified and trained staff to provide health services, counseling, therapy, and supporting students with self-regulation through the wellness center and teaching students to recognize triggers and respond in a productive way. These supports and skills help fill the needed emotional learning gaps of high needs students.	$541,503.00	Yes
3.2	Parent engagement efforts	Venture Academy will employ staff to provide outreach and support to parents/guardians as well as staff to translate meetings and communications. Venture Academy will purchase programs to communicate with parents via phone message, email, and text messages	$197,163.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in the language of their choice. Venture Academy will schedule regular meetings for parents of EL students and provide translation at all meetings. Venture Academy will plan and host engagement activities that are inclusive of families and their interests. Venture Academy will also celebrate the successes of EL students, including the Seal of Biliteracy, reading milestones for elementary students and reclassification as English proficient in addition to other ceremonies to celebrate a variety of student successes.		
3.3	Behavior support and interventions	Venture Academy will ensure the behavior needs of struggling students, including English learners, Foster youth, and socio-economically disadvantaged students are met through trained staff, instructional materials, processes such as restorative practices and PBIS, and professional learning to provide both in-classroom supports as well as tier 2 and 3 supports. This includes alternatives to suspension, restorative practices, and PBIS.	$336,444.00	Yes
3.4	Well-rounded opportunities	Venture Academy will promote pupil engagement, principally directed towards high needs students, through supporting personnel and programs that promote extracurricular involvement across all grade levels, including sports programs, academic teams, leadership programs, and school-wide events.	$1,033,622.00	Yes
3.5	School Safety Team	Venture Academy will maintain full time Campus Safety Technician positions to provide supervision, support and intervention as needed. Venture Academy will also invest in additional safety measures such as a key/locking system, security cameras, speakers and announcement system, fencing, signage, and any other safety measures needed by the facility to support the safe environment of the school. Venture Academy will engage all educational partners in the development of the school safety plan.	$422,989.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Nutritional Services	Venture Academy will provide nutritious meals to all students each day and maintain staff positions to support the school's nutrition program.	$577,052.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,912,658	$444,706

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.454%	0.000%	$0.00	22.454%

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
1.3	**Action:** Additional Instructional Materials **Need:** ELA: Met or exceeded standard: All: 35.77% SED: 33.47% FY: N/A EL: 11.54%	While this action meets the unique needs of our EL, FY, and SED students, the entire student population can benefit as well, so it is also being offered LEA/schoolwide. The actions will increase access to standards aligned instruction for all students and ensure that students receive the academic support and progress monitoring that they need to master the grade-level standards. By providing adequate tech support staff to support these additional materials, teacher and student technological equipment will be properly	4A ELA, 4A Math, and 4A Science

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
	Average distance from standard: All: 41.4 points below SED: 48 points below FY: N/A EL: 75.8 points below Math: Met or exceeded standard: All: 10.26% SED: 7.28% FY: N/A EL: 0.96% Average distance from standard: All: 111.1 points below SED: 118.1 points below FY: N/A EL: 136.5 points below Science: Met or exceeded standard: All: 16.66% SED: 11.71% FY: N/A EL: 1.89% **Scope:** LEA-wide	maintained for ongoing teaching and learning both inside the classroom and at home.	
1.5	**Action:** Professional development, coaching, and training **Need:** ELA:	This action improves services by providing training, coaching, and instructional support to the school staff to ensure they are trained in research based strategies to support our EL, FY, and SED students in accessing grade level material, even though they are below grade level. It will also	4A ELA, 4A Math, and 4A Science

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
	Met or exceeded standard: All: 35.77% SED: 33.47% FY: N/A EL: 11.54% Average distance from standard: All: 41.4 points below SED: 48 points below FY: N/A EL: 75.8 points below Math: Met or exceeded standard: All: 10.26% SED: 7.28% FY: N/A EL: 0.96% Average distance from standard: All: 111.1 points below SED: 118.1 points below FY: N/A EL: 136.5 points below Science: Met or exceeded standard: All: 16.66% SED: 11.71% FY: N/A EL: 1.89% **Scope:** LEA-wide	provide teachers with the tools to help them create meaningful connections to the material for these specific groups of students to increase engagement. The action meets the unique needs of all of our unduplicated student groups, but the entire student population can also benefit, which is why it will be offered LEA/schoolwide.	

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
2.1	**Action:** Support for College Readiness **Need:** All: 22.6% SED: 22.9% FY: N/A EL: 10.9% **Scope:** LEA-wide	The actions will help improve services for EL, FY, and SED students because additional counselors will allow them to individually monitor students' college eligibility progress, offer career and college awareness activities, and provide individual advising to students to increase A-G course completion. The action will also increase services by providing dual enrollment courses with support of an on-site teacher. The action meets the unique needs of all of our EL, FY, and SED students, but the entire student population can benefit so it will be offered LEA/schoolwide.	4B
2.2	**Action:** Support for Career Pathways and Career Readiness **Need:** All: 16.3% SED: 15.0% FY: N/A EL: 19.6% **Scope:** LEA-wide	This action will increase services for EL, FY, and SED students by offering a robust program of Career Techical Education courses 9-12 and career preparation courses TK-8. This action will also increase services by providing career awareness, exploration, and experiences for students.The action meets the unique needs of all of our EL, FY, and SED students, but the entire student population can benefit so it will be offered LEA/schoolwide.	4C
2.3	**Action:** Student Achievement Data **Need:** ELA: Met or exceeded standard: All: 35.77% SED: 33.47%	The action will improve services for our EL, FY, and SED students by ensuring the school staff collect, analyze, and use data in a way that will best meet the needs of these students and increase academic outcomes. Venture will provide PD on assessments, as well as on collecting, analyzing and using student data to make informed decisions about curriculum, instruction,	4A ELA, 4A Math, and 4A Science

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
	FY: N/A EL: 11.54% Average distance from standard: All: 41.4 points below SED: 48 points below FY: N/A EL: 75.8 points below Math: Met or exceeded standard: All: 10.26% SED: 7.28% FY: N/A EL: 0.96% Average distance from standard: All: 111.1 points below SED: 118.1 points below FY: N/A EL: 136.5 points below Science: Met or exceeded standard: All: 16.66% SED: 11.71% FY: N/A EL: 1.89% **Scope:** LEA-wide	intervention, and other targeted supports for students. The action meets the unique needs of our EL, FY, and SED students, but the entire student population can benefit so it is being offered as an LEA/Schoolwide action.	
2.4	**Action:** Academic Support and Interventions	This action will increase and improve services for EL, FY, and SED students by adding programs and staff to intervene at the tier 2 and tier 3 levels	4A ELA, 4A Math, and 4A Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: ELA: Met or exceeded standard: All: 35.77% SED: 33.47% FY: N/A EL: 11.54% Average distance from standard: All: 41.4 points below SED: 48 points below FY: N/A EL: 75.8 points below Math: Met or exceeded standard: All: 10.26% SED: 7.28% FY: N/A EL: 0.96% Average distance from standard: All: 111.1 points below SED: 118.1 points below FY: N/A EL: 136.5 points below Science: Met or exceeded standard: All: 16.66% SED: 11.71% FY: N/A EL: 1.89% **Scope:**	for students. These interventions will be targeted academic interventions that focus on the unique and specific needs of these student populations. The action meets the unique needs of our EL, FY, and SED students, but the entire student population can benefit from this action and it will be offered to all students in addition to the specific groups mentioned.	

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		
3.1	**Action:** Support for student mental health and well being **Need:** ALL: 3.1% SED: 3.3% FY: N/A EL: 4.9% **Scope:** LEA-wide	Social/emotional learning needs have created a barrier to learning for many students, especially for students who are EL, FY, and SED. These students need qualified staff and programs to address their social/emotional learning needs in order to reduce suspensions for these groups of students and ensure they are in school more. Venture will maintain MTSS staff and add staff as needed to meet these needs. The action meets the unique needs of all of our unduplicated student group(s), but the entire student population can benefit while building on their learning.	6A
3.2	**Action:** Parent engagement efforts **Need:** All (K-12): 12.5% SED: 14.4% FY: N/A EL: 12.3% **Scope:** LEA-wide	This action will support our EL, FY, and SED students by adding staff and programs that will intentionally provide dedicated support services to their families and in their home languages in order to decrease chronic absenteeism. The action meets the unique needs of all of our unduplicated student group(s), but the entire student population can benefit from improved communications, outreach, and support of activities to engage and partner with parents, so the action will be LEA/schoolwide.	5B
3.3	**Action:** Behavior support and interventions **Need:** ALL: 3.1% SED: 3.3%	This action will increase and improve services for EL, FY, and SED students by adding programs and staff to intervene at the tier 2 and tier 3 levels for students. These interventions will be targeted behavior and social/emotional interventions that focus on the unique and specific needs of these	6A

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
	FY: N/A EL: 4.9% **Scope:** LEA-wide	student populations. The action meets the unique needs of our EL, FY, and SED students, but the entire student population can benefit from this action and it will be offered to all students in addition to the specific groups mentioned.	
3.4	**Action:** Well-rounded opportunities **Need:** All (K-12): 12.5% SED: 14.4% FY: N/A EL: 12.3% **Scope:** LEA-wide	Extra- and co-curricular activities and opportunities engage EL, FY, and SED students in school and providing these opportunities will increase services to these groups of students to positively impact attendance. The action meets the unique needs of our EL, FY, and SED students, but the entire student population can benefit, so the action will be offered LEA/schoolwide.	5B

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
2.5	**Action:** Support for English Learners **Need:** 13.1%	The action will address the need by providing additional supports to English learners to increase their proficiency in English and positively impact their mastery of all subject areas. This will result	4F

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	in increasing the reclassification rate of English learners.	

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

N/A

Additional Concentration Grant Funding

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

Venture Academy used the 15% concentration grant add-on funding to support socio-economically disadvantaged students, foster youth, and English learner students in the following ways:

- K-8th grade PE Teacher Salary (Action 3.4) to support K-8th grade extra-curricular and sports activities to help maintain student engagement.
- CTE Teacher Salary (Action 2.2) to encourage pathway development and a variety of career pathway options.
- CTE Teacher Salary (Action 2.2) to encourage pathway development and a variety of career pathway options.

The PE teacher provides direct instructional services to students and meets the needs of our socio-economically disadvantaged, foster, and English learner students by incorporating life skills into the curriculum, incorporating health, nutrition, and wellness into the curriculum, and exposing students to a variety of sports while building foundational skills for students to be involved in extra-curricular activities, which helps students stay connected to school, improve attendance, and improve academic learining.

The two CTE teachers provide direct instructional services to students and meet the needs of our socio-economically disadvantaged, foster, and English learner students by exposing them to a variety of elective subjects that are connected to high-skill, high-wage careers. CTE courses also embed the soft skills needed to be successful in a job and a career. Enrollment in a CTE pathway increases student engagement in school, connection to their future goals and careers, and provides hands-on learning that is engaging and motivating for

students, thus increasing attendance, academic performance, and career readiness.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	21,879,247	4,912,658	22.454%	0.000%	22.454%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,843,213.00	$242,636.00	$0.00	$398,570.00	$23,484,419.00	$18,386,245.00	$5,098,174.00

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	Qualified Staff	All	No			All Schools	Ongoing	$11,477,449.00	$0.00	$11,309,709.00			$167,740.00	$11,477,449.00	
1	1.2	Instructional Materials	All	No			All Schools	Ongoing	$380,480.00	$375,000.00	$680,480.00	$75,000.00			$755,480.00	
1	1.3	Additional Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$120,560.00	$95,000.00	$215,560.00				$215,560.00	
1	1.4	Facilities to support learning	All	No			All Schools	Ongoing	$139,218.00	$500,000.00	$639,218.00				$639,218.00	
1	1.5	Professional development, coaching, and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$80,000.00	$85,000.00	$165,000.00				$165,000.00	
2	2.1	Support for College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$278,484.00	$38,000.00	$296,102.00			$20,382.00	$316,484.00	
2	2.2	Support for Career Pathways and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,615,728.00	$3,389,978.00	$5,005,706.00				$5,005,706.00	
2	2.3	Student Achievement Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$356,579.00	$40,500.00	$397,079.00				$397,079.00	
2	2.4	Academic Support and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$261,372.00	$0.00	$245,480.00			$15,892.00	$261,372.00	

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
2	2.5	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$409,542.00	$25,000.00	$434,542.00				$434,542.00	
2	2.6	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$697,256.00	$10,500.00	$540,120.00	$167,636.00			$707,756.00	
3	3.1	Support for student mental health and well being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$541,503.00	$0.00	$490,110.00			$51,393.00	$541,503.00	
3	3.2	Parent engagement efforts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$144,334.00	$52,829.00	$54,000.00			$143,163.00	$197,163.00	
3	3.3	Behavior support and interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$321,444.00	$15,000.00	$336,444.00				$336,444.00	
3	3.4	Well-rounded opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$964,894.00	$68,728.00	$1,033,622.00				$1,033,622.00	
3	3.5	School Safety Team	All	No			All Schools	Ongoing	$402,989.00	$20,000.00	$422,989.00				$422,989.00	
3	3.6	Nutritional Services	All	No			All Schools	Ongoing	$194,413.00	$382,639.00	$577,052.00				$577,052.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21,879,247	4,912,658	22.454%	0.000%	22.454%	$8,673,645.00	0.000%	39.643 %	**Total:**	$8,673,645.00
								LEA-wide Total:	$8,239,103.00
								Limited Total:	$434,542.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Additional Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,560.00	
1	**1.5**	Professional development, coaching, and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,000.00	
2	**2.1**	Support for College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,102.00	
2	**2.2**	Support for Career Pathways and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,005,706.00	
2	**2.3**	Student Achievement Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$397,079.00	
2	**2.4**	Academic Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,480.00	
2	**2.5**	Support for English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	$434,542.00	

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 (%)
				Student Group(s)				
3	3.1	Support for student mental health and well being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$490,110.00	
3	3.2	Parent engagement efforts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,000.00	
3	3.3	Behavior support and interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$336,444.00	
3	3.4	Well-rounded opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,033,622.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,580,338.00	$18,498,056.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Qualified Staff	No	$11,307,563.00	$10,662,346.00
1	**1.2**	Instructional Materials	No	$708,465.00	$806,615.00
1	**1.3**	Additional Instructional Materials	Yes	$267,408.00	$275,500.00
1	**1.4**	Facilities to support learning	No	$630,942.00	$632,881.00
1	**1.5**	Professional development, coaching, and training	Yes	$319,148.00	$32,835.00
2	**2.1**	Support for college readiness	Yes	$393,832.00	$270,048.00
2	**2.2**	Support for career pathways and career readiness	Yes	$1,743,868.00	$1,859,804.00
2	**2.3**	Student Achievement Data	Yes	$341,644.00	$254,472.00
2	**2.4**	Academic support and interventions	Yes	$355,272.00	$213,828.00
2	**2.5**	Support for English Learners	Yes	$436,725.00	$400,230.00
2	**2.6**	Support for students with disabilities	No	$2,144,260.00	$525,256.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Support for student mental health and well being	Yes	$411,490.00	$216,178.00
3	3.2	Parent engagement efforts	Yes	$213,666.00	$189,931.00
3	3.3	Behavior support and interventions	Yes	$383,235.00	$330,585.00
3	3.4	Well-rounded opportunities	Yes	$940,381.00	$1,026,774.00
3	3.5	School Safety Team	No	$401,519.00	$411,983.00
3	3.6	Nutritional Services	No	$229,596.00	$138,892.00
3	3.7	Additional Nutritional Services	Yes	$351,324.00	$249,898.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,805,736.00	$5,620,107.00	$4,881,164.00	$738,943.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Additional Instructional Materials	Yes	$267,408.00	$267,193.00		
1	1.5	Professional development, coaching, and training	Yes	$288,318.00	$10,397.00		
2	2.1	Support for college readiness	Yes	$393,832.00	$265,240.00		
2	2.2	Support for career pathways and career readiness	Yes	$1,743,868.00	$1,852,799.00		
2	2.3	Student Achievement Data	Yes	$341,644.00	$252,996.00		
2	2.4	Academic support and interventions	Yes	$355,272.00	$213,828.00		
2	2.5	Support for English Learners	Yes	$436,725.00	$400,230.00		
3	3.1	Support for student mental health and well being	Yes	$390,335.00	$216,178.00		
3	3.2	Parent engagement efforts	Yes	$71,000.00	$44,944.00		
3	3.3	Behavior support and interventions	Yes	$40,000.00	$330,585.00		
3	3.4	Well-rounded opportunities	Yes	$940,381.00	$1,026,774.00		
3	3.7	Additional Nutritional Services	Yes	$351,324.00	$0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,404,404	$4,805,736.00	0	22.452%	$4,881,164.00	0.000%	22.804%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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