

ORANGE COUNTY DEPARTMENT OF EDUCATION



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County Superintendent of Schools

COLLEGE AND CAREER PREPARATORY ACADEMY



2024-2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

LCAP Year 2026-2027



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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: College and Career Preparatory Academy

CDS Code: 30-10306-0132910

School Year: 2026-27

LEA contact information:

Fatinah Judeh

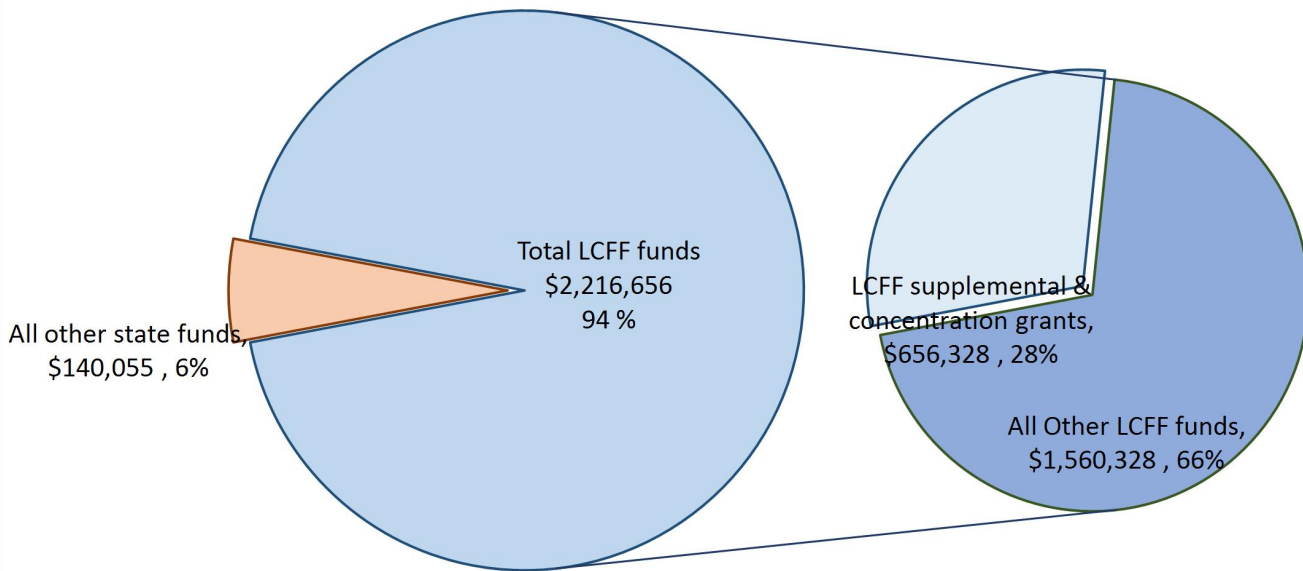
Principal

714-796-8795

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

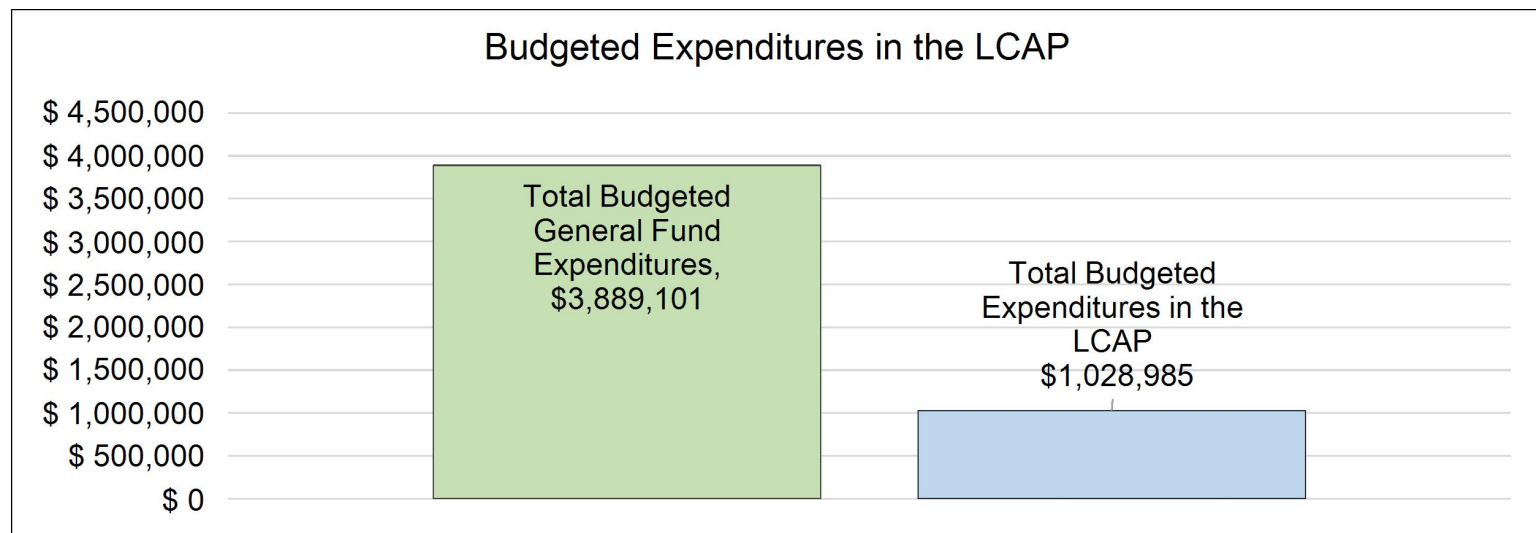


This chart shows the total general purpose revenue College and Career Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for College and Career Preparatory Academy is \$2,356,711, of which \$2,216,656 is Local Control Funding Formula (LCFF), \$140,055 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$2,216,656 in LCFF Funds, \$656,328 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: College and Career Preparatory Academy plans to spend \$3,889,101 for the 2026-27 school year. Of that amount, \$1,028,985 is tied to actions/services in the LCAP and \$2,860,116 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

CCPA's mission is to increase graduation rates and decrease dropout rates by providing students, particularly high-needs populations, with the opportunity to earn a high school diploma and become college and career ready. To support this mission, CCPA operates five active school sites across Orange County and provides a flexible independent study program for students ages 16–25 who are re-engaging in school, recovering credits, and working toward diploma completion.

General Fund budget expenditures not included in the LCAP support the core operations of the school program. These expenditures include core staffing and operational costs not separately identified as LCAP actions, including certificated, classified, administrative, counseling, student support, records/enrollment, special education-related, facilities, technology, supplies, and other operational services necessary to operate CCPA's educational program. These expenditures support the daily functioning of the school, implementation of independent study requirements, supervision and support of staff, maintenance of school sites, and delivery of academic, social-emotional, and operational supports that are not separately identified as LCAP actions.

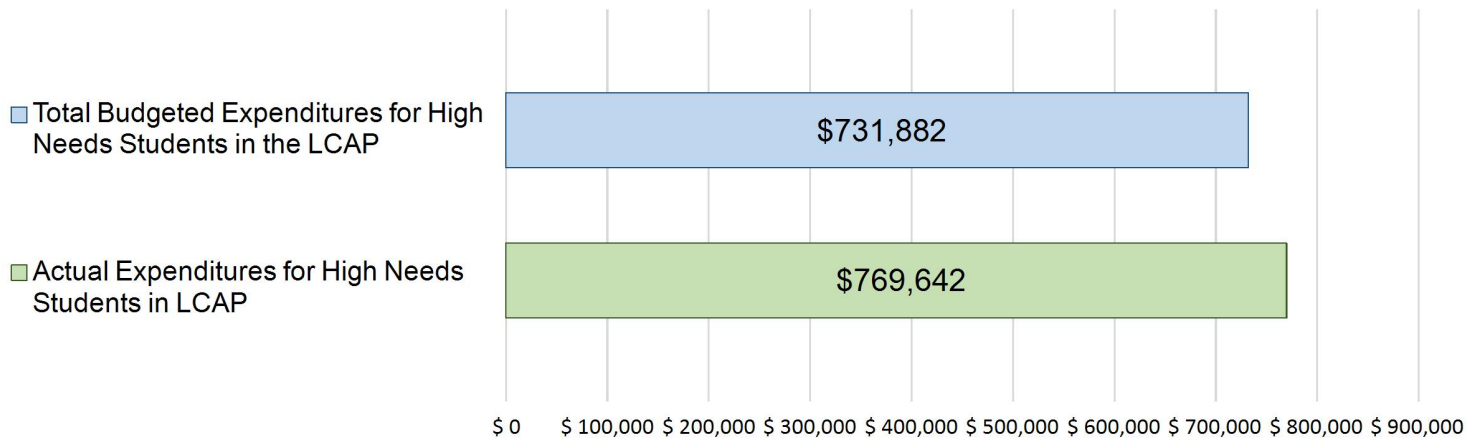
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, College and Career Preparatory Academy is projecting it will receive \$656,328 based on the enrollment of foster youth, English learner, and low-income students. College and Career Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. College and Career Preparatory Academy plans to spend \$821,572 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, College and Career Preparatory Academy's LCAP budgeted \$731,882 for planned actions to increase or improve services for high needs students. College and Career Preparatory Academy actually spent \$769,642 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College and Career Preparatory Academy	Fatinah Judeh Principal	fjudeh@ocde.us 714-796-8795

Plan Summary [2026-27]

General Information

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

The College and Career Preparatory Academy (CCPA) is a public charter high school diploma program operated by the Orange County Department of Education (OCDE) and authorized by the Orange County Board of Education. CCPA serves students ages 16–25 who have disengaged from traditional schools and are seeking to re-enroll, recover credits, and earn a high school diploma through a flexible independent study model. Established in 2015, CCPA is aligned with the Charter Schools Act to increase learning opportunities for academically low-achieving students, particularly those facing systemic barriers to education.

CCPA operates five active school sites across Orange County, located in Anaheim, Fountain Valley, Los Alamitos, Mission Viejo, and San Juan Capistrano. The Los Alamitos site functions in partnership with the California National Guard through the CA Job ChalleNGe program, where CCPA provides a high school diploma program to residential students who are also dually enrolled at Long Beach City College. CCPA now operates five active sites following the August 2025 closure of the Santa Ana site due to declining enrollment, with students continuing to access instruction and support services through the remaining CCPA locations.

CCPA offers two diploma pathways to support students based on age and educational need. Students age 18 and younger complete the 220-credit graduation pathway. Students age 19 and older may access a 155-credit graduation pathway designed to support adult learners who are re-engaging with school while balancing work, caregiving, family responsibilities, interrupted enrollment histories, and other life circumstances.

CCPA's students have significant academic and non-academic needs. All students are socioeconomically disadvantaged, and the student population includes English Learners, students experiencing homelessness, students with disabilities, and a high percentage of Hispanic/Latino students. Students are credit deficient at the time of enrollment and often face multiple barriers to educational continuity, including caregiving responsibilities, housing insecurity, demanding work commitments, and long or inflexible work hours.

CCPA's independent study model offers the flexibility needed for students navigating adult responsibilities. However, because attendance is based on work completion, maintaining consistent engagement requires intentional intervention. To address this, CCPA implements a tiered re-engagement process supported by teachers, support staff, administrators, the school counselor, the Community Resource Specialist, clinicians, and community agency partners. Students also have access to online tutoring, diagnostic assessments, wellness services, basic needs support, college and career readiness opportunities, and postsecondary transition supports.

CCPA is guided by a clear mission: to reduce dropout rates, increase graduation rates, and prepare students for postsecondary education, employment, workforce training, or military-connected pathways. As part of its ongoing strategic plan, CCPA is expanding outreach and visibility efforts across Orange County to connect with students in need of flexible re-engagement pathways. These efforts include targeted outreach, community partnerships, school events, student and family engagement, and improved communication about CCPA's diploma pathways and support services.

By integrating personalized academic support with wellness services, social-emotional development, basic needs support, and strong college/career alignment, CCPA aims to provide a holistic, equitable education that meets the realities and aspirations of the students it serves.

Reflections: Annual Performance

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

CCPA serves a high-need student population through a flexible independent study model designed for students ages 16–25 who have disengaged from traditional school settings, are credit deficient, and are seeking to complete a high school diploma. Students often face barriers that affect educational continuity, including housing insecurity, caregiving responsibilities, demanding work schedules, transportation challenges, interrupted enrollment, and other life circumstances. These conditions continue to shape CCPA's priorities across engagement, pupil outcomes, and conditions of learning.

A review of California School Dashboard data and local performance data shows both progress and areas of continued need. CCPA continues to focus on improving graduation outcomes, maintaining student engagement, reducing chronic absenteeism, strengthening academic progress monitoring, expanding college and career readiness opportunities, and improving school connectedness and student support systems.

Graduation outcomes remain a central area of need. The CA Dashboard combined four- and five-year graduation rate declined from 65.1% at baseline to 56.5% in 2024–25 for all students. The DASS one-year graduation rate remained at 47.5% for all students, with continued need across student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic

students. These data reinforce the need for continued re-engagement systems, credit recovery, academic intervention, progress monitoring, and supports that help students complete diploma requirements.

CCPA made progress in dropout reduction. The high school dropout rate decreased from 30% at baseline to 25% in 2024–25, meeting the updated Year 3 target of 25%. This progress suggests that CCPA’s re-engagement, intervention, and support systems are helping more students remain connected to the program. Maintaining this improvement will require continued monitoring, timely intervention, and supports that address the barriers students face in completing coursework and remaining enrolled.

Attendance and chronic absenteeism remain significant challenges. Attendance increased slightly from 53% at baseline to 54% in 2025–26, but remained below the target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, above the target of 68%. These data indicate that students facing the greatest barriers continue to need targeted outreach, coordinated re-engagement, wellness supports, and basic needs resources.

Local survey data show that school connectedness, school safety, and postsecondary readiness require additional attention. The percentage of students who reported “I feel connected to my school” declined from 80.3% at baseline to 60.52% in 2025–26. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. Student perception of school safety also declined from 94.4% at baseline to 86.84% in 2025–26. These results informed revisions to actions related to wellness-based supports, school safety, student connectedness, hands-on engagement, and college and career readiness.

English Learner outcomes showed meaningful improvement. The reclassification rate increased from 27.6% at baseline to 31.0%, exceeding the Year 3 target of 30%. The percentage of English Learners who progressed at least one English Learner Progress Indicator level increased from 0% at baseline to 36.5%. These outcomes support continued investment in ELD curriculum, staff development, standards-based instruction, and instructional supports for English Learners and Long-Term English Learners.

Academic monitoring data show mixed progress. i-Ready Reading reassessment increased to 35%, with 14% of students showing growth; however, i-Ready Math reassessment remained at 4%, with 0% showing growth. Tutor.com utilization declined from 7% at baseline to 0% in 2025–26, and CAASPP/SBAC performance data were not available because fewer than 11 students were tested. These results show the need to strengthen academic progress monitoring, assessment participation, tutoring access, and targeted instructional supports.

Postsecondary and pathway data also show continued need. Dual enrollment increased from 16.7% in 2024–25 to 19.88% in 2025–26, but remained below the baseline of 21% and the target of 30%. CTE pathway completion increased slightly to 4% for all students, with 5.9% for English Learners, while students experiencing homelessness remained at 0%. These data support continued expansion of community college partnerships, dual enrollment access, CTE and elective curriculum options, and postsecondary transition supports.

CCPA maintained strong foundational conditions of learning. Students had 100% access to and enrollment in a broad course of study, 100% access to curriculum aligned with California State Content Standards, and 100% fully credentialed and appropriately assigned teachers. Facilities were rated Exemplary on the Facility Inspection Tool. These strengths demonstrate that CCPA continues to provide core instructional and facility conditions, while also identifying the need to strengthen school climate, wellness-supportive learning environments, and students’ sense of connection and safety.

Based on this review of Dashboard and local data, the 2026–27 LCAP prioritizes strengthened re-engagement and intervention tracking, expanded community awareness and outreach, targeted learning recovery academic and vision support for CA Job Challenge students, wellness-based supports, hands-on and music/elective curriculum opportunities, direct clinician-led supports, MTSS implementation, alumni outcome tracking, dual enrollment expansion, curriculum implementation, and staff development. These priorities are intended to improve engagement, pupil outcomes, and conditions of learning while addressing the needs of students facing the greatest barriers to engagement, academic progress, and diploma completion.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

College and Career Preparatory Academy is identified for Comprehensive Support and Improvement based on its graduation rate. CCPA operates as one charter school under a single CDS code and currently serves students across five active school sites:

CCPA-Anaheim
CCPA-CA Job Challenge
CCPA-HLC South
CCPA-Mission Viejo
CCPA-San Juan

Because CCPA operates under a single CDS code, CSI identification applies to the school as a whole rather than to separate school sites.

Support for Identified Schools

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

CCPA is identified for Comprehensive Support and Improvement based on graduation rate outcomes. Because CCPA operates as one charter school under a single CDS code, CSI planning applies to the school as a whole and is implemented across CCPA's active school sites. CCPA supports the development and implementation of its CSI/SPSA through an integrated planning process aligned to the LCAP, WASC self-study findings, California School Dashboard data, local data, and educational partner feedback.

CCPA's CSI/SPSA planning is focused on the areas of greatest need identified through current data, including graduation rate, attendance, chronic absenteeism, student connectedness, dual enrollment participation, College and Career Indicator outcomes, and postsecondary readiness. The CA Dashboard combined four- and five-year graduation rate declined from 65.1% at baseline to 56.5% in 2024–25, and the DASS one-year graduation rate remained at 47.5% for all students. Attendance remained below target at 54%, chronic absenteeism remained high at 73.4% for all students, and chronic absenteeism for students experiencing homelessness increased to 90.3%. Dual enrollment increased to 19.88%, but remained below the target of 30%. The College and Career Indicator showed 36.4% of all students identified as "Prepared." These data show the need for targeted strategies that strengthen graduation progress, engagement, college and career readiness, and postsecondary transition supports.

To support development of the CSI/SPSA, CCPA uses a coordinated needs assessment process that includes review of Dashboard indicators, local outcome data, attendance and chronic absenteeism data, graduation and dropout data, college and career readiness data, student survey results, staff input, family and student feedback, WASC findings, and educational partner consultation. This process helps ensure that CSI/SPSA strategies are responsive to identified student needs and aligned with the LCAP goals for Engagement, Pupil Outcomes, and Conditions of Learning.

As part of the CSI/SPSA, CCPA will include targeted college and career readiness strategies that complement the LCAP. These strategies may include limited-term college and career support to help students connect with college, dual enrollment, employment, apprenticeships, career pathways, and individualized postsecondary plans. This support is intended to strengthen students' access to college and career readiness opportunities and improve successful transitions after graduation.

The CSI/SPSA will also include college and career readiness partnerships to expand career exploration, mentoring, job readiness, internships, apprenticeships, work-based learning, and workforce pathway opportunities. These partnerships support students in connecting diploma completion to meaningful next steps, including college, employment, workforce training, military-connected pathways, and other postsecondary options.

CCPA will also strengthen student, family, and staff capacity building through CSI/SPSA implementation. This may include student empowerment, family engagement, and staff professional learning focused on asset-based, culturally responsive, and student-centered practices. These strategies are intended to strengthen student connectedness, increase engagement, and improve the consistency of supports provided across CCPA sites.

In addition, CCPA will strengthen data tracking and outcome monitoring through CSI/SPSA strategies that support tracking of dual enrollment, internships, apprenticeships, work-based learning, interventions, and postsecondary outcomes. This aligns with LCAP priorities related to intervention tracking, alumni outcome tracking, MTSS implementation, and college and career readiness. Improved data systems will allow staff to monitor student progress more consistently, identify students needing additional support, and evaluate whether CSI/SPSA strategies are improving graduation, engagement, College and Career Indicator readiness, and postsecondary outcomes.

Through this process, CCPA supports CSI/SPSA development by aligning school improvement strategies with LCAP priorities, monitoring implementation through regular data review, and using educational partner feedback to refine supports. The purpose of these coordinated strategies is to improve graduation outcomes, increase attendance and engagement, expand college and career readiness, strengthen

pathway participation, and support successful transitions to college, career, workforce training, military-connected pathways, or other postsecondary opportunities.

Monitoring and Evaluating Effectiveness

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

CCPA will monitor and evaluate the implementation and effectiveness of its CSI/SPSA through an integrated data review and continuous improvement process aligned with the LCAP, WASC self-study findings, and schoolwide improvement priorities. Monitoring will focus on whether CSI/SPSA strategies are improving graduation outcomes, attendance, chronic absenteeism, student connectedness, College and Career Indicator readiness, dual enrollment participation, academic progress, intervention implementation, and postsecondary transition outcomes.

CCPA will use LCAP-aligned metrics to monitor progress, including the CA Dashboard combined four- and five-year graduation rate, DASS one-year graduation rate, high school dropout rate, attendance rate, chronic absenteeism rate, student connectedness, student perception of preparedness for future college and/or career paths, College and Career Indicator “Prepared” rate, dual enrollment rate, CTE pathway completion, i-Ready Reading and Math reassessment and growth, English Learner progress, reclassification rate, CAASPP/SBAC and CAST participation and performance data, number of alumni surveys collected one year post-graduation, number of staff using Aeries for tracking documentation, and number of Student Intervention Team referrals submitted or tracked in Aeries.

CCPA will also monitor implementation data related to the CSI/SPSA strategies, including student participation in college and career readiness activities, dual enrollment, internships, apprenticeships, work-based learning, career exploration, mentoring, job readiness supports, and postsecondary planning. These data will help CCPA evaluate whether students are accessing pathway opportunities and whether supports are contributing to improved engagement, graduation progress, College and Career Indicator readiness, and successful postsecondary transitions.

Monitoring will occur through regular data review cycles at the site and schoolwide levels. CCPA leadership and staff will review student progress, attendance, engagement, credit progress, intervention needs, and outcome data through staff meetings, Professional Learning Communities, Student Intervention Team meetings, administrative review meetings, and School Advisory Committee meetings. These review cycles will help staff identify students who need additional support, assess whether interventions are being implemented consistently, and determine whether students are making progress toward graduation and postsecondary readiness.

Aeries will be used to strengthen documentation and monitoring of interventions, including student re-engagement efforts, Student Intervention Team referrals, and follow-up actions. This will allow CCPA to more consistently track which students are receiving supports, whether interventions are being implemented, and whether additional or different supports are needed. The effectiveness of intervention tracking will be monitored through local metrics, including the number of staff using Aeries for tracking documentation and the number of Student Intervention Team referrals submitted or tracked in Aeries.

CCPA will also use alumni survey data to monitor postsecondary outcomes one year after graduation. This data will help CCPA evaluate whether graduates are transitioning into college, career, workforce training, military-connected pathways, or other postsecondary opportunities, and whether additional supports are needed before and after diploma completion.

The administrative team will use the results of these monitoring activities to adjust CSI/SPSA strategies throughout the year. If data show limited progress in graduation, attendance, chronic absenteeism, connectedness, dual enrollment, College and Career Indicator readiness, or postsecondary outcomes, CCPA will refine implementation by adjusting interventions, strengthening staff support, increasing student outreach, improving resource coordination, and modifying partnership or pathway strategies. Educational partner feedback will continue to be used as part of this process to ensure that implementation remains responsive to student, family, staff, and community needs.

This monitoring process will allow CCPA to evaluate whether CSI/SPSA strategies are improving student outcomes and reducing barriers to engagement, academic progress, graduation, and postsecondary transition. It will also ensure that CSI/SPSA implementation remains aligned with LCAP goals and that decisions are informed by current data, implementation evidence, and educational partner feedback.

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
CCPA Teachers, Support Staff, Administrators, Special Education, Clinician, School Counselor, Admissions and Records Technicians, Paraeducators	CCPA engaged teachers, administrators, support staff, special education staff, the clinician, school counselor, admissions and records technicians, and paraeducators throughout the 2025–26 school year through multiple ongoing engagement structures. These included weekly CCPA leadership team meetings, monthly Professional Learning Community meetings with teachers and the school counselor, monthly staff PLC/check-in meetings, regular staff meetings, Student Intervention Team meetings, School Advisory Committee meetings, WASC self-study activities, CSI/SPSA planning discussions, staff surveys, and ongoing collaborative planning conversations with school leadership. CCPA began its WASC self-study process in September 2024. Throughout the 2024–25 and 2025–26 school years, staff participated in WASC-aligned reflection, data review, stakeholder feedback, and schoolwide planning activities that directly informed LCAP development. The WASC process provided staff with structured opportunities to analyze schoolwide strengths and areas for growth, review student outcomes, evaluate implementation of supports, and identify priorities related to student engagement, instructional practice, intervention systems, college and career readiness, wellness supports, curriculum access, and conditions of learning. CCPA leadership, including the principal and administrative team, facilitated ongoing review of schoolwide data, implementation

Educational Partner(s)	Process for Engagement
	progress, and educational partner feedback. Staff reviewed data related to graduation, attendance, chronic absenteeism, student connectedness, academic progress, English Learner progress, college and career readiness, intervention tracking, student support needs, and conditions of learning. These conversations occurred through weekly leadership team meetings, monthly PLCs, staff check-ins, leadership-facilitated meetings, and collaborative planning sessions, helping ensure that LCAP goals and actions reflected current student needs and implementation realities across CCPA sites. From fall 2025 through spring 2026, staff participated in regular staff meetings and PLCs to review draft LCAP goals and actions, discuss implementation challenges, identify needed student supports, and recommend refinements to engagement, pupil outcome, and conditions of learning strategies. Student Intervention Team meetings also provided ongoing opportunities for teachers, support staff, the counselor, clinician, administrators, and other staff to review individual student needs, evaluate interventions, and identify systemwide improvements needed to support student progress. CCPA also gathered staff input through surveys and informal check-in conversations. Survey feedback and staff discussions addressed school climate, academic services, wellness supports, curriculum needs, intervention systems, college and career readiness, student resources, and data tracking. This feedback was reviewed alongside Dashboard data, local metrics, WASC findings, and CSI/SPSA priorities. Staff also provided feedback through implementation of the online curriculum pilot. Teachers, the school counselor, paraeducators, and support staff who worked directly with students during the pilot shared feedback with CCPA leadership regarding curriculum usability, instructional clarity, student accessibility, pacing, and alignment to CCPA's independent study model. CCPA leadership used this feedback in conversations with the curriculum vendor to identify adjustments and improve the platform so it better aligns with CCPA's program needs and student learning conditions.

Educational Partner(s)	Process for Engagement
	Operational staff, including admissions and records technicians, were consulted regarding enrollment processes, student information systems, documentation, reporting, data tracking, and implementation feasibility. Their feedback informed revisions related to Aeries intervention tracking, Student Intervention Team referral documentation, alumni survey follow-up, and improved monitoring of student outcomes. Special education staff and paraeducators provided input on instructional access, student supports, intervention needs, and implementation considerations for students with disabilities. Their feedback helped ensure that LCAP actions remained inclusive and aligned with students' academic, behavioral, and social-emotional needs. Feedback from this group was reviewed by CCPA leadership and used to refine LCAP goals, actions, metrics, and expenditures for 2026–27, including revisions related to tiered re-engagement, intervention tracking, wellness supports, instructional and behavioral supports, curriculum implementation, staff development, and college and career readiness.
Community Members, Industry, Agencies, and Workforce Partners	CCPA engaged community members, industry representatives, local agencies, workforce development partners, adult education consortia, community college partners, CA Job ChalleNGe partners, and other educational partners throughout the 2025–26 school year to inform the development of the 2026–27 LCAP. Engagement occurred through School Advisory Committee meetings, adult education consortium meetings, workforce partner collaboration, CA Job ChalleNGe partnership discussions, WASC self-study activities, the WASC Visiting Committee process, community partner check-ins, surveys, and ongoing communication with school leadership. Community, industry, agency, and workforce partners were also engaged as part of CCPA's WASC self-study and accreditation visit. During the WASC process, partners met with the WASC Visiting Committee and provided input on CCPA's program strengths, student

Educational Partner(s)	Process for Engagement
	needs, partnership effectiveness, college and career readiness supports, workforce alignment, and areas for continued growth. This feedback helped validate priorities that also informed the LCAP, including student engagement, postsecondary transition, work-based learning, dual enrollment, wellness supports, and stronger systems for tracking student outcomes. During the 2025–26 school year, CCPA held School Advisory Committee meetings that included community, workforce, and educational partners. These meetings provided opportunities to review schoolwide data, discuss student needs, and gather feedback on engagement, pupil outcomes, college and career readiness, dual enrollment, student supports, and transition planning. Partners provided input on how CCPA can better connect students to postsecondary education, workforce training, employment pathways, apprenticeships, internships, mentoring, and work-based learning opportunities. CCPA also continued engagement with regional adult education consortia and workforce partners to strengthen alignment between CCPA’s diploma pathways and regional college and career readiness priorities. These conversations informed revisions related to the reduced-credit diploma pathway for students age 19 and older, dual enrollment access, community college partnerships, postsecondary transition supports, and alumni outcome tracking. Community and workforce partners provided feedback on barriers facing CCPA students, including interrupted educational histories, credit deficiency, employment demands, transportation challenges, housing insecurity, and limited access to postsecondary planning. This feedback helped reinforce the need for continued outreach, flexible diploma pathways, college and career readiness supports, and stronger systems for tracking student outcomes after graduation. Feedback from CA Job ChalleNGe partners and staff also influenced Goal 1 by identifying the need for evening academic support for students in the residential CA Job ChalleNGe program who are dually enrolled in college during the day, as well as basic access supports

Educational Partner(s)	Process for Engagement
	that help students participate fully in instruction. In response, CCPA added Action 1.6, Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support, to provide targeted high school academic support, additional instructional time, and vision exams, screenings, and eyeglass support for students enrolled at the CCPA-CA Job ChalleNGe site. This action is connected to learning recovery, credit progress, instructional access, and graduation readiness. The vision support component helps remove a basic access barrier for students who need glasses or vision correction in order to read, complete coursework, participate in instruction, and engage in college/career preparation. Feedback from community members, industry representatives, agencies, and workforce partners was reviewed alongside Dashboard data, local outcome data, WASC findings, CSI/SPSA priorities, and staff input. This feedback informed LCAP revisions related to community awareness and visibility, college and career readiness partnerships, dual enrollment expansion, reduced-credit diploma pathway implementation, CA Job ChalleNGe learning recovery support, alumni survey follow-up, and data tracking for postsecondary outcomes.
Students, Families	CCPA engaged students and families throughout the 2025–26 school year to inform the development of the 2026–27 LCAP through student and family surveys, English Learner Advisory Committee engagement with adult students, WASC self-study activities, the WASC Visiting Committee process, teacher-student appointments, Student Intervention Team meetings, school events, curriculum pilot feedback, and ongoing informal feedback opportunities. CCPA School Advisory Committee meetings remained open to students and families; however, student and family input for the LCAP was primarily gathered through surveys, direct student interactions, one-on-one teacher appointments, school events, WASC-related feedback opportunities, ELAC engagement with adult English Learner students, intervention meetings, and curriculum pilot feedback rather than through regular participation in the School Advisory Committee.

Educational Partner(s)	Process for Engagement
	Students and families were also engaged through CCPA’s WASC self-study and accreditation visit. As part of the WASC process, students and families provided feedback on their experiences with CCPA’s independent study model, one-on-one teacher support, wellness and resource supports, school connectedness, academic progress, college and career readiness, and areas where additional support was needed. This feedback helped validate priorities that informed the LCAP, including stronger re-engagement systems, expanded wellness-based supports, improved student connectedness, college and career readiness, and more consistent intervention tracking. CCPA also engaged adult English Learner students through English Learner Advisory Committee opportunities. These opportunities provided input on English Learner supports, ELD instruction, reclassification, student progress, and access to academic and school resources. Feedback from English Learner students helped inform continued emphasis on ELD curriculum, staff development, English Learner progress monitoring, and supports for English Learners and Long-Term English Learners. To gather broader input, CCPA administered student and family surveys during the 2025–26 school year. Survey feedback addressed school climate, student connectedness, wellness needs, academic support, college and career readiness, access to resources, and student perceptions of safety and belonging. This feedback was reviewed alongside Dashboard data and local metrics, including declines in student connectedness, school safety perception, and student perception of preparedness for future college and/or career paths. CCPA also gathered student input through regular one-on-one teacher appointments, school events, and Student Intervention Team processes. These interactions allowed staff to hear directly from students about academic barriers, personal circumstances, resource needs, wellness concerns, and supports needed to remain engaged and make progress toward graduation.

Educational Partner(s)	Process for Engagement
	As part of the online curriculum pilot, teachers engaged students in providing feedback on the new curriculum platform. Student feedback was reviewed with the vendor and used to identify needed adjustments to improve usability, accessibility, instructional clarity, and student experience during the pilot process. This feedback helped inform CCPA's curriculum planning and implementation decisions for 2026–27. Feedback from students and families was used to refine LCAP goals, actions, metrics, and expenditures for 2026–27. This input informed revisions related to tiered re-engagement, wellness-based supports, equitable access to graduation, student resources, college and career readiness, reduced-credit diploma pathway communication, learning recovery supports, curriculum implementation, and stronger systems for tracking interventions and postsecondary outcomes.
Orange County Department of Education (OCDE)	CCPA engaged with staff from the Orange County Department of Education throughout the 2025–26 school year through ongoing operational, oversight, fiscal, instructional, and accountability-related processes that informed development of the 2026–27 LCAP. Engagement included collaboration with ACCESS leadership, OCDE Business Services, OCDE staff supporting CSI/SPSA planning, and the OCDE Charter Schools Division/Charter Schools Unit. CCPA leadership, including the principal and school leadership team, engaged with OCDE and ACCESS leadership through regular planning, implementation, and program review conversations related to student outcomes, re-engagement systems, instructional supports, compliance, and schoolwide improvement priorities. These conversations helped ensure that LCAP development remained aligned with CCPA's role as an OCDE-operated charter school and with broader ACCESS and OCDE priorities. OCDE staff also provided guidance and support related to CCPA's Comprehensive Support and Improvement and School Plan for Student Achievement planning. CCPA participated in consultation and planning support related to CSI/SPSA requirements, needs assessment, evidence-based strategies, data review, and alignment

Educational Partner(s)	Process for Engagement
	between CSI/SPSA priorities and the LCAP. This support helped CCPA identify strategies related to graduation improvement, attendance, chronic absenteeism, college and career readiness, intervention tracking, and postsecondary outcome monitoring. OCDE Business Services supported CCPA through budget development and fiscal planning processes. This included support related to budget alignment, estimated actual expenditures, action-table expenditures, and appropriate coding of funding sources. This fiscal collaboration helped ensure that LCAP actions were connected to available resources and that planned expenditures could be accurately reflected in the LCAP action tables. The OCDE Charter Schools Unit also engaged with CCPA through the annual oversight process. As part of OCDE’s oversight responsibilities, the Charter Schools Unit conducts annual oversight activities for charter schools authorized by the Orange County Board of Education, including school site visits and review of governance, operations, academic programming, English Learner services, special education, fiscal oversight, teacher credentials and assignments, and facilities. The 2025–26 Annual Oversight Report documents that OCDE conducted an annual oversight visit on February 18, 2026, and that the review team included staff assigned to governance and operations, educational program, English Language Development, special education, fiscal oversight, teacher credentials and assignments, and facilities. The annual oversight process provided feedback and recommendations that informed LCAP planning. The oversight report identified areas of strength, including CCPA’s “Lunch and Learn” program, student support structures, and progress in several compliance areas. It also identified recommendations related to strengthening systems for monitoring student academic growth, increasing state assessment participation, continuing to prioritize college and career readiness outcomes, strengthening use of ELPAC data to inform instruction, improving science achievement, expanding special education professional development, strengthening alignment

Educational Partner(s)	Process for Engagement
	between IEP baseline data and goals, and reviewing CSI designation resources. CCPA also considered OCDE oversight feedback related to governance, operations, records, safety, and fiscal practices as part of continuous improvement planning. The oversight report noted that CCPA's leadership communicates school progress to the governing board through the annual LCAP update and that CCPA's mid-year LCAP update and LCFF Budget Overview for Parents were presented to the Orange County Board of Education before the statutory deadline. Ongoing consultation with OCDE staff, including Business Services and applicable OCDE leadership, supports CCPA's LCAP development process by strengthening budget alignment, accuracy, compliance, and preparation for submission to the Orange County Board of Education. OCDE engagement, CSI/SPSA support, fiscal planning, and oversight feedback were reviewed alongside Dashboard data, local metrics, WASC findings, and educational partner input. This engagement informed revisions related to academic progress monitoring, intervention tracking, college and career readiness, English Learner supports, special education supports, curriculum implementation, school safety, facilities, CSI/SPSA alignment, and budget alignment across the 2026–27 LCAP.
Division of Special Education Services - (Teachers, Principal, Administrators, and School Staff)	CCPA engaged special education staff, school leadership, the school psychologist, special education administrators, teachers, and paraeducators throughout the 2025–26 LCAP development process through staff meetings, Professional Learning Communities, Student Intervention Team processes, Multi-Disciplinary Collaboration Team (MCT) meetings, WASC self-study activities, special education consultation, and ongoing student support discussions. Special education staff and paraeducators provided input on instructional access, IEP implementation, academic interventions, behavioral and social-emotional supports, progress monitoring, and

Educational Partner(s)	Process for Engagement
	inclusive supports for students with disabilities across CCPA sites. Their participation helped ensure that LCAP goals, actions, and supports reflected the needs of students with disabilities and aligned with general education, special education, and intervention systems. CCPA also received guidance from the Director of Special Education and special education leadership through ongoing consultation and monthly planning/collaboration meetings. These meetings supported alignment between special education services, instructional supports, intervention systems, compliance requirements, and LCAP priorities. Through MCT meetings, CCPA staff reviewed student needs, IEP-related supports, progress monitoring, service coordination, and implementation considerations for students with disabilities. These meetings helped strengthen collaboration between general education, special education, school leadership, and related service staff, and informed planning related to instructional and behavioral supports, intervention systems, staff development, and inclusive access to learning. The OCDE Charter Schools Unit's 2025–26 Annual Oversight Report also informed this process. The report found that CCPA met requirements related to special education implementation, including monitoring and modifying services as appropriate, complying with IEP timelines, ensuring teachers have access to IEPs, maintaining pupil records, carrying out Child Find obligations, following discipline requirements, and tracking progress for students with disabilities. The report also recommended that CCPA expand access to targeted special education professional development and strengthen alignment between baseline data and IEP goals. These findings helped inform LCAP revisions related to staff development, instructional and behavioral supports, progress monitoring, and inclusive student support systems. Feedback from special education staff, paraeducators, school leadership, special education leadership, and related service staff was reviewed alongside Dashboard data, local student outcome data, WASC findings, CSI/SPSA priorities, and OCDE oversight

Educational Partner(s)	Process for Engagement
	recommendations. This input informed LCAP revisions related to instructional and behavioral supports, staff development, progress monitoring, intervention systems, student access to services, and inclusive conditions of learning.
Special Education Local Plan Area (SELPA)	CCPA engaged with the Special Education Local Plan Area (SELPA) during the 2025–26 LCAP development process to support alignment with special education requirements, inclusive practices, and the needs of students with disabilities. CCPA administration consulted with SELPA representatives to review current practices, resource access, instructional supports, and alignment with special education requirements. This consultation helped ensure that LCAP planning considered the academic, behavioral, and social-emotional needs of students receiving special education services. Through this engagement, SELPA reinforced the importance of ensuring that students with disabilities have access to appropriate supports, services, instructional materials, supplies, and resources needed to participate meaningfully in CCPA’s program across school sites. This feedback helped CCPA consider how LCAP actions support inclusive access to instruction, intervention systems, student supports, and conditions of learning. SELPA consultation also supported reflection on professional learning needs for staff who support students with disabilities. This aligned with recommendations from the OCDE Charter Schools Unit’s annual oversight process, which identified the need to expand access to targeted special education professional development and strengthen alignment between baseline data and IEP goals. Feedback from SELPA was reviewed alongside input from special education staff, school leadership, WASC findings, OCDE oversight recommendations, Dashboard data, and local student outcome data. This input informed LCAP revisions related to instructional and behavioral supports, staff development, progress monitoring,

Educational Partner(s)	Process for Engagement
	intervention systems, access to learning, inclusive practices, and supports for students with disabilities.
WASC Visiting Committee (Self-Study and Peer Review Process)	CCPA engaged educational partners through the Western Association of Schools and Colleges (WASC) self-study and Visiting Committee process as part of the development of the 2026–27 LCAP. This process was intentionally aligned with LCAP planning, CSI/SPSA planning, and schoolwide continuous improvement to ensure coherence across accountability systems and school priorities. CCPA began the WASC self-study process in September 2024. Throughout the 2024–25 and 2025–26 school years, CCPA staff, administrators, students, families, community partners, ACCESS leadership, and other educational partners participated in reflection, data review, stakeholder feedback, and schoolwide planning activities. These activities helped CCPA evaluate program strengths, identify areas for growth, and align improvement priorities with LCAP goals related to Engagement, Pupil Outcomes, and Conditions of Learning. During the self-study process, CCPA leadership engaged in frequent planning and preparation meetings with the WASC chair to review the self-study process, organize evidence, clarify areas of focus, and prepare for the WASC visit. These meetings supported alignment between the WASC self-study, schoolwide data analysis, educational partner feedback, and LCAP development. As part of the WASC process, CCPA reviewed schoolwide data related to graduation, attendance, chronic absenteeism, student connectedness, college and career readiness, English Learner progress, academic supports, intervention systems, curriculum access, and conditions of learning. CCPA also reviewed data and documentation from Aeries and other local systems to support analysis of student progress, intervention tracking, attendance, enrollment, and student support needs. The WASC Visiting Committee process provided an additional peer review opportunity. The committee met with educational partners,

Educational Partner(s)	Process for Engagement
	including staff, students, families, leadership, and community partners, and reviewed evidence related to CCPA's instructional model, student supports, school climate, curriculum, intervention systems, data systems, and postsecondary readiness. Feedback from the self-study and visiting committee process validated key areas of strength, including one-on-one teacher-student support, wraparound services, MTSS/re-engagement systems, and CCPA's focus on whole-student development. It also reinforced areas for continued growth, including academic progress monitoring, intervention tracking, student connectedness, college and career readiness, curriculum implementation, and conditions of learning. Feedback gathered through the WASC self-study, preparation meetings, and peer review visit directly informed the 2026–27 LCAP. It supported revisions related to tiered re-engagement, Aeries intervention tracking, wellness-based supports, direct clinician-led supports, academic progress monitoring, curriculum implementation, music/elective curriculum expansion, dual enrollment access, college and career readiness, alumni outcome tracking, and staff development. This integrated approach ensured that WASC findings were not treated separately from the LCAP, but were used to strengthen a coherent, data-informed plan for student success.

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

The 2026–27 LCAP was shaped by ongoing engagement with CCPA's educational partners, including teachers, support staff, administrators, special education staff, the school counselor, clinician, admissions and records technicians, paraeducators, students, families, community and workforce partners, OCDE staff, the OCDE Charter Schools Unit, SELPA, and WASC educational partners. Feedback gathered through staff meetings, monthly PLCs, Student Intervention Team processes, WASC self-study activities, the WASC Visiting Committee process, student and family surveys, curriculum pilot feedback, community partner consultation, CSI/SPSA planning, OCDE oversight, and SELPA consultation was reviewed alongside Dashboard data and local outcome data to inform revisions to goals, actions, metrics, and expenditures.

For Goal 1: Engagement, educational partner feedback reinforced the need to strengthen attendance, re-engagement, student connectedness, outreach, and access to school-based supports. Staff and leadership feedback supported continued refinement of tiered re-engagement systems and the use of Aeries to document interventions and monitor student progress. Student and staff feedback also highlighted the need for wellness-based engagement supports and more meaningful school-based opportunities. As a result, CCPA integrated intervention tracking into Action 1.1, wellness-based engagement supports into Action 1.3, and hands-on elective opportunities into Action 1.4. Community and workforce partner feedback also reinforced the need to improve outreach to disconnected youth and adult

learners, which informed revisions to Action 1.2, Community Awareness and Visibility, including clearer communication about CCPA's graduation pathways for students age 19 and older.

Feedback from CA Job ChalleNge partners and staff also influenced Goal 1 by identifying the need for evening academic support for students in the residential CA Job ChalleNge program who are dually enrolled in college during the day, as well as basic access supports that help students participate fully in instruction. In response, CCPA added Action 1.6, Learning Recovery: CA Job ChalleNge Evening Academic and Vision Support, to provide targeted high school academic support, additional instructional time, and vision exams, screenings, and eyeglass support for students enrolled at the CCPA-CA Job ChalleNge site. This action is connected to learning recovery, credit progress, instructional access, and graduation readiness. The vision support component helps remove a basic access barrier for students who need glasses or vision correction in order to read, complete coursework, participate in instruction, and engage in college/career preparation.

For Goal 2: Pupil Outcomes, feedback from staff, students, support staff, the clinician, and Student Intervention Team processes reinforced the need for direct academic, behavioral, wellness, and social-emotional supports. Educational partners indicated that direct, relational support was more responsive to student needs than digital wellness tools. As a result, CCPA revised the wellness-related approach by integrating direct clinician-led and wellness-based supports into Action 2.2, Tiered Interventions to Provide Resources, rather than maintaining a separate digital wellness-focused action. This revision aligns with student connectedness, chronic absenteeism, and wellness-related needs identified through local data.

Educational partner feedback also influenced Goal 2 by identifying the need for stronger progress monitoring, post-graduation outcome tracking, and intervention documentation. As a result, CCPA integrated alumni survey follow-up and Aeries/SIT intervention tracking into Action 2.4, Implement a Multi-Tiered System of Support (MTSS). This allows CCPA to better monitor whether students are receiving interventions, whether supports are implemented consistently, and whether graduates are transitioning into college, career, workforce training, military-connected pathways, or other postsecondary opportunities. These revisions align with Goal 2 data showing dropout improvement, but continued need in chronic absenteeism, academic progress monitoring, tutoring utilization, assessment participation, dual enrollment, and postsecondary readiness.

For Goal 3: Conditions of Learning, feedback from staff, students, WASC educational partners, and OCDE oversight reinforced the need to maintain strong learning conditions while improving access to instruction, school safety, curriculum implementation, and postsecondary readiness. CCPA revised Action 3.1 to more clearly focus on independent study compliance, access to instruction, work completion, and re-engagement systems as conditions necessary for students to participate in learning. Feedback also informed revisions to Action 3.2, emphasizing expanded community college partnerships and dual enrollment access.

Feedback from teachers, the school counselor, paraeducators, support staff, and students during the online curriculum pilot directly influenced Goal 3, Action 3.3: Curriculum. Staff and students provided feedback on curriculum usability, accessibility, pacing, instructional clarity, and alignment with CCPA's independent study model. CCPA leadership used this feedback in conversations with the curriculum vendor to identify improvements and better align the platform to program needs. This feedback informed Goal 3 revisions related to piloting a new online curriculum platform while maintaining access to the existing curriculum platform under contract, as well as expanding music curriculum and other elective or CTE-aligned curriculum options.

Feedback from students, staff, WASC, and OCDE oversight also influenced Goal 3, Action 3.4: Site Improvements and School Safety. Because student perception of school safety and connectedness declined, CCPA integrated wellness-supportive learning environments, including wellness spaces or wellness resources, into the site improvements and school safety action. This change aligns with Goal 3 data showing that facilities remained strong, while student perceptions of safety and connectedness needed additional attention.

Feedback from special education staff, SELPA, and OCDE oversight influenced actions related to instructional and behavioral supports, staff development, and inclusive access. OCDE's annual oversight report recommended strengthening systems for monitoring student academic growth, increasing state assessment participation, continuing to prioritize college and career readiness outcomes, strengthening use of ELPAC data to inform instruction, improving science achievement, expanding special education professional development, and strengthening alignment between IEP baseline data and goals. These recommendations informed revisions related to academic progress monitoring, assessment participation, English Learner supports, special education supports, and staff development.

SELPA consultation reinforced the importance of ensuring that students with disabilities have access to appropriate supports, services, instructional materials, supplies, resources, and inclusive practices across CCPA's program. This feedback informed revisions related to instructional and behavioral supports, staff development, progress monitoring, intervention systems, access to learning, and inclusive conditions of learning.

Across all three goals, educational partner feedback helped CCPA refine actions, add or clarify metrics, adjust implementation priorities, and align the LCAP with WASC, CSI/SPSA, OCDE oversight, SELPA consultation, and local data. The adopted LCAP reflects this feedback by strengthening re-engagement systems, intervention tracking, wellness supports, academic progress monitoring, English Learner supports, special education supports, curriculum implementation, dual enrollment, college and career readiness, alumni outcome tracking, and safe, supportive conditions of learning for students facing barriers to engagement, academic progress, and diploma completion.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GOAL 1: ENGAGEMENT Provide all students with access to relevant programming, tiered re-engagement supports, family engagement, school events, extended learning opportunities, wellness-based engagement supports, hands-on elective and enrichment opportunities, and college and career readiness experiences that help students feel valued, connected, respected, and supported in and out of the classroom. CCPA will strengthen collaboration among teachers, classified staff, administrators, families, students, workforce partners, community agencies, and educational partners to build a coordinated framework for student engagement, attendance improvement, school connectedness, learning recovery, intervention tracking, and successful transition into college, career, military, or postsecondary training. These actions are intended to improve attendance, reduce chronic absenteeism, increase student connectedness, increase participation in school-based opportunities, support course progress and credit completion, strengthen college and career readiness, and improve CCPA's ability to identify, document, and support students before they disengage.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CCPA developed this goal because student engagement remains a foundational need for the students served by the program. CCPA serves students ages 16–25 who have disengaged from traditional school settings, are credit deficient at enrollment, and often face barriers such as interrupted enrollment, housing insecurity, caregiving responsibilities, work schedules, transportation challenges, and other life circumstances that affect consistent school participation. Because CCPA operates through an independent study model in which attendance is connected to work completion, students need coordinated re-engagement systems, meaningful school-based opportunities, and timely supports to remain connected, complete coursework, and progress toward graduation.

Current Goal 1 data show that engagement remains an area of need. Attendance increased slightly from 53% at baseline to 54% in 2025–26, but remains below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remains

above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, which shows the continued need for targeted outreach, engagement, and support for students facing the greatest barriers.

Local survey data also show the need to strengthen students’ connection to school and readiness for life after graduation. The percentage of students who reported “I feel connected to my school” declined from 80.3% at baseline to 60.52% in 2025–26, a decrease of 19.78 percentage points. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. These results show that CCPA must strengthen students’ sense of belonging, access to meaningful engagement opportunities, and connection to college, career, workforce, military-connected, and postsecondary pathways.

At the same time, some engagement strategies showed progress and should be continued. The number of school events increased from 32 at baseline to 38 in 2025–26, meeting the Year 3 target. The percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23% in 2025–26, showing expanded access to student support services. These outcomes show that structured engagement opportunities and access to resources are important supports, but the decline in connectedness and continued attendance challenges show that the overall engagement system must be strengthened.

Based on this data, CCPA developed Goal 1 to continue effective engagement strategies while strengthening existing actions in areas where data show continued need. CCPA will strengthen intervention tracking within Action 1.1, Attendance and Student Engagement, so staff can more consistently document interventions, monitor progress, and respond before students disengage. CCPA will integrate wellness-based engagement supports into Action 1.3, Family Engagement to Close Equity Gaps, to help students feel connected, supported, and ready to participate in school. CCPA will integrate hands-on elective and enrichment opportunities, including music curriculum or other site-based learning opportunities, into Action 1.4, Extended Learning Opportunities, to expand meaningful school participation and strengthen students’ connection between school and future pathways. CCPA will also continue targeted learning recovery through Action 1.6, Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support, to provide evening academic support and vision exams, screenings, and eyeglass support for students who need additional instructional access and support to complete high school diploma requirements.

Together, these actions are designed to improve attendance, reduce chronic absenteeism, increase connectedness, support course progress and credit completion, strengthen college and career readiness, remove barriers to instructional access, and ensure students receive timely support before they disengage.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	53% (baseline 2022-23)	55% (source: 2024-25 District data)	54% (source: current 2025-26 District data)	60%	1% increase
1.2	Local Data: Number of students enrolled	211 students (baseline 2025-26)	n/a	n/a	230 students	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Chronic Absenteeism Rate	87.6% (baseline 2022-23)	All students: 73.8% Socioeconomically Disadvantaged: 73.8% Homeless: 78.5% (source: 2023-24 DataQuest)	73.4% (source: 2024-25 DataQuest) All students: 73.4% Socioeconomically Disadvantaged: 73.4% Homeless: 90.3% (source: 2024-25 DataQuest)	All students: 65% Socioeconomically Disadvantaged: 65% Homeless: 68%	All students: 14.2% decrease Socioeconomically Disadvantaged: 14.2% decrease Homeless: 2.7% increase
1.4	High School Graduation Rate CA Dashboard Combined Four- and Five-Year Grad Rate	All students: 65.1% (baseline 2022-23) English Learners: 45.8% Socioeconomically Disadvantaged: 65.9% Students with Disabilities: 42.9% Hispanic: 66.7%	All students: 66% English Learners: 63.6% Socioeconomically Disadvantaged: 65.7% Students with Disabilities: 82.8% Hispanic: 63.4% (source: 2023-24 CA Dashboard combined four- and five-Year Grad Rate)	All students: 56.5% English Learners: 41.2% Socioeconomically Disadvantaged: 56.1% Students with Disabilities: 37% Hispanic: 55.9% (source: 2024-25 CA Dashboard combined four- and five-Year Grad Rate)	All students: 70% English Learners: 66% Socioeconomically Disadvantaged: 68% Students with Disabilities: 85% Hispanic: 66%	All Students: 8.6% decrease English Learners: 4.6% decrease Socioeconomically Disadvantaged: 9.8% decrease Students with Disabilities: 5.9% decrease Hispanic: 10.8% decrease
1.5	High School Graduation Rate Dashboard Alternative Status School (DASS) One-Year Grad Rate	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%	All students: 47.5% English Learners: 37.5% Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 48.7% Hispanic: 42.9%	All students: 47.5% English Learners: 33.3% Socioeconomically Disadvantaged: 48.2% Students with Disabilities: 23.5% Hispanic: 45.1%	All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89%	All Students: 39.2% decrease English Learners: 49.1% decrease Socioeconomically Disadvantaged: 36.9% decrease Students with Disabilities: 68.8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	(source: 2025 Dashboard Alternative Status School (DASS) One-Year Grad Rate) All students: 47.5% English Learners: 33.3% Socioeconomically Disadvantaged: 48.2% Students with Disabilities: 23.5% Hispanic: 45.1% (source: 2025 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	Adjusted Targeted outcomes: All students: 49% English Learners: 39% Socioeconomically Disadvantaged: 49% Students with Disabilities: 49% Hispanic: 44%	Hispanic: 42.4% decrease
1.6	Number of School Events	32 school events (baseline 2023-24)	34 school events (source: 2024-25 local data)	38 school events (source: 2025-26 local data)	38 school events	6 events increase
1.7	Local Data: Percentage of students receiving resources from Community Resource Specialist	8% of students (baseline 2023-24)	22% of students (source: 2024-25 local data)	23% of students (source: 2025-26 local data)	50% of students	15% increase
1.8	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)	79.6% (source: 2024-25 LCAP Student Survey)	60.52% (source: 2025-26 LCAP Student Survey)	90%	19.78% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Pupil suspension rates	0% (baseline 2022-23)	0% (2023-24 Source: DataQuest)	0% (source: 2024-25 DataQuest)	0%	0%
1.10	Pupil expulsion rates	0% (baseline 2022-23)	0% (2023-24 Source: DataQuest)	0% (source: 2024-25 DataQuest)	0%	0%
1.11	Local Data: Percentage of Alumni Students enrolled in post-secondary programs (source: Post Graduation Alumni Survey)	Baseline to be established in 2025–26 using alumni survey data from students who graduated in 2024–25.	n/a	n/a	Establish baseline and use results to inform future college and career readiness supports	n/a
1.12	Percentage of CCPA students and graduates “Prepared” as reflected on the Dashboard College and Career Indicator.	All students: 36.4% Hispanic: 38.6% Socioeconomically Disadvantaged: 36.4% Homeless: 17.9% (source: CA Dashboard 2025)	n/a	n/a	All students: 40% Hispanic: 40% Socioeconomically Disadvantaged: 40% Homeless: 20%	n/a
1.13	Local Data: Student feels prepared for future college and/or career paths	91% (baseline 2023-24)	91.8% (source: 2024-25 LCAP Student Survey)	79.48% (source: 2025-26 LCAP Student Survey)	95%	11.52% decrease
1.14	Local Data: Number of hands on based elective opportunities at the site level	1 elective (baseline 2025-26)	n/a	n/a	Two hands on based elective opportunities	n/a
1.15	Local Data: Number of staff using AERIES for tracking documentation	4 staff (baseline 2025-26)	n/a	n/a	All Staff (17)	n/a

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, CCPA implemented all Goal 1 actions, with one substantive implementation difference. Goal 1 actions included Attendance and Student Engagement, Community Awareness and Visibility, Family Engagement to Close Equity Gaps, Extended Learning Opportunities, and Equitable Access for Graduation Ceremony. These actions were designed to strengthen student engagement, improve attendance, reduce chronic absenteeism, increase access to resources and school events, and support students' progress toward graduation and postsecondary opportunities.

A significant implementation success was the hiring of a manager to support tiered re-engagement strategies. This position supported the development of systems for reviewing student engagement, monitoring independent study participation, coordinating re-engagement efforts, and improving intervention follow-up for students who were disengaged or not making adequate academic progress. Initial implementation focused on building the infrastructure and processes needed for more consistent intervention tracking and data-informed decision-making. This strengthened CCPA's re-engagement framework and created a foundation for more consistent progress monitoring across the program.

Action 1.2, Community Awareness and Visibility, was partially implemented and revised during the year. CCPA initially explored printed outreach materials and basic marketing strategies; however, the school determined that this approach would not be the most effective way to reach the intended student population, including disconnected youth, credit-deficient students, and young adults who may benefit from CCPA's flexible independent study model. As a result, CCPA shifted implementation and initiated a Request for Proposals process to identify a vendor who can conduct a comprehensive marketing analysis and develop a strategic outreach plan. Full implementation of the revised marketing strategy will occur in the upcoming school year.

The remaining Goal 1 actions were implemented as planned. Family engagement, extended learning opportunities, and equitable access to graduation supported student participation, access to resources, connection to school, postsecondary readiness, and recognition of diploma completion. The number of school events increased from 32 at baseline to 38 in 2025–26, meeting the Year 3 target. The percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23% in 2025–26, reflecting expanded access to student support services.

Implementation also revealed continued challenges. Attendance increased slightly from the 2022–23 baseline of 53% to 54% in 2025–26, but remained below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, indicating that students facing the highest barriers continue to need targeted outreach, engagement, and wraparound supports.

A key challenge was the decline in student connectedness and college/career preparedness. The percentage of students who reported "I feel connected to my school" declined from 80.3% at baseline to 60.52% in 2025–26, a decrease of 19.78 percentage points. Student perception of preparedness for future college and/or career paths also declined from 91% at baseline to 79.48% in 2025–26. These results indicate that although CCPA expanded events, resources, and engagement opportunities, additional refinements are needed to strengthen students' sense of belonging, connection to school, and readiness for college and career pathways.

Overall, Goal 1 implementation resulted in stronger re-engagement systems, expanded access to resources, increased school events, and a more intentional approach to student engagement. The primary implementation challenges were the partial implementation of the community awareness strategy, the time needed to establish consistent intervention tracking and data collection systems, continued high chronic absenteeism, the decline in student connectedness, and the decline in student perception of college and career preparedness. These findings will inform 2026–27 refinements to existing Goal 1 actions so that CCPA can strengthen intervention tracking, wellness-based engagement supports, hands-on enrichment opportunities, and targeted learning recovery support while maintaining a coherent engagement strategy.

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

There were material differences between budgeted expenditures and estimated actual expenditures for Goal 1, primarily in Action 1.2, Community Awareness and Visibility, Action 1.4, Extended Learning Opportunities, and Action 1.5, Equitable Access for Graduation Ceremony. According to the Annual Update Table, Action 1.2 was budgeted at \$90,673 with estimated actual expenditures of \$80,740; Action 1.4 was budgeted at \$44,181 with estimated actual expenditures of \$94,455; and Action 1.5 was budgeted at \$6,500 with estimated actual expenditures of \$7,311.

For Action 1.2, Community Awareness and Visibility, estimated actual expenditures were lower than budgeted because full implementation of the marketing strategy was delayed during the 2025–26 school year. CCPA initially explored printed outreach materials and basic marketing strategies, but determined that this approach would not be the most effective way to reach the intended student population. As a result, CCPA shifted implementation and initiated a Request for Proposals process to identify a vendor who can conduct a comprehensive marketing analysis and develop a strategic outreach plan. This action has been adjusted for the coming year to account for full implementation of the revised marketing strategy, which is expected to require increased spending compared with basic online media advertisements or printed outreach materials.

For Action 1.4, Extended Learning Opportunities, estimated actual expenditures were higher than budgeted due to expanded implementation and increased costs associated with providing extended learning opportunities. These costs supported student participation in college and career readiness activities, community partner opportunities, transportation support, and other engagement activities aligned to Goal 1.

For Action 1.5, Equitable Access for Graduation Ceremony, estimated actual expenditures were slightly higher than budgeted due to increased graduation-related costs, including the cost of the graduation venue. This action has been adjusted for the coming year to more accurately reflect the actual cost of providing equitable graduation access for students and families across CCPA sites.

No additional material expenditure differences were identified for Goal 1 beyond the items described above.

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

The actions under Goal 1 were effective in some areas and partially effective overall in making progress toward increased student engagement. Evidence of effectiveness includes improvement in chronic absenteeism from baseline, an increase in the number of school events, and expanded use of resources provided by the Community Resource Specialist. Attendance remained slightly above the 2022–23

baseline, increasing from 53% at baseline to 54% in 2025–26, but remained below the Year 3 target of 60%. Chronic absenteeism decreased from 87.6% at baseline to 73.4% for all students, showing improvement from baseline, though it remained above the Year 3 target of 65%. The number of school events increased from 32 at baseline to 38 in 2025–26, meeting the Year 3 target, and the percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23% in 2025–26. These outcomes show that Goal 1 actions strengthened access to engagement opportunities and supportive services for students who participated in school activities and accessed available resources.

Action 1.1, Attendance and Student Engagement, was effective in strengthening CCPA’s tiered re-engagement infrastructure through the addition of management support. This action improved CCPA’s ability to review student engagement, monitor independent study participation, coordinate interventions, and support students who were disengaged or not making adequate academic progress. However, because attendance increased only slightly from baseline and remained below the Year 3 target, additional refinement is needed to strengthen the measurable impact of this action on attendance.

Action 1.2, Community Awareness and Visibility, was not fully effective as originally designed because CCPA determined that printed outreach materials and basic marketing strategies were not the most effective way to reach the intended student population. As a result, CCPA revised the action during implementation and initiated a Request for Proposals process to identify a vendor who can conduct a comprehensive marketing analysis and develop a strategic outreach plan. The revised approach is expected to strengthen outreach and visibility in the coming year.

Actions 1.3, 1.4, and 1.5 were effective in expanding access to family engagement, extended learning opportunities, school events, resources, and equitable participation in graduation. The increase in school events and Community Resource Specialist utilization indicates that these actions helped expand opportunities for students to participate, access support, and remain connected to school.

The primary area of ineffectiveness was student connectedness. The percentage of students who reported “I feel connected to my school” declined from 80.3% at baseline to 60.52% in 2025–26, a decrease of 19.78 percentage points. Student perception of preparedness for future college and/or career paths also declined from 91% at baseline to 79.48% in 2025–26. This indicates that although CCPA increased school events and access to resources, the actions were not sufficient to improve students’ sense of belonging, connection to school, or perceived readiness for college and career pathways.

Overall, Goal 1 actions were effective in expanding engagement opportunities, increasing access to resources, and strengthening re-engagement systems, but were not fully effective in improving attendance to the target level, maintaining student connectedness, or improving student perception of college and career preparedness. Based on these results, CCPA will continue the effective components of Goal 1 while refining existing actions to strengthen intervention tracking, wellness-based engagement supports, hands-on enrichment opportunities, targeted outreach, and learning recovery supports.

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

Based on a review of prior year implementation and outcome data, CCPA revised Goal 1 to better align actions and metrics with the areas of greatest need: attendance, chronic absenteeism, student connectedness, enrollment and re-engagement, learning recovery academic

support and Learning Recovery Emergency Block Grant-supported vision support, college and career readiness, hands-on engagement, and intervention tracking.

Goal 1 actions showed evidence of progress in some areas. The number of school events increased from 32 at baseline to 38 in 2025–26, meeting the Year 3 target, and the percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23% in 2025–26, showing expanded access to student support services.

However, outcome data also showed the need for revisions. Attendance remained below the Year 3 target, increasing only slightly from 53% at baseline to 54% in 2025–26. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, indicating the need for more targeted engagement and support for students facing the greatest barriers.

Student connectedness and college/career readiness also declined. The percentage of students who reported “I feel connected to my school” declined from 80.3% at baseline to 60.52% in 2025–26, a decrease of 19.78 percentage points. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. These results showed that CCPA needed to strengthen Goal 1 beyond general engagement activities by adding more targeted supports for belonging, on-site participation, learning recovery, instructional access, postsecondary readiness, and progress monitoring.

As a result, the Goal 1 description was revised for 2026–27 to reflect a more coordinated engagement system that includes continuing actions for attendance, re-engagement, family engagement, extended learning, community awareness, and equitable access to graduation, as well as refinements for intervention tracking, wellness-based engagement supports, hands-on enrichment opportunities, targeted learning recovery academic support, and Learning Recovery Emergency Block Grant-supported vision support.

CCPA will continue Action 1.1, Attendance and Student Engagement, and strengthen it by integrating professional learning and implementation support for Aeries intervention tracking. This refinement responds to the need for more consistent documentation of interventions, progress monitoring, and data-informed re-engagement. A related metric was added to monitor the number of staff using Aeries for tracking documentation, with a baseline of 4 staff members in 2025–26 and a target of all 17 staff members.

CCPA revised Action 1.2, Community Awareness and Visibility, because the original approach using printed outreach materials and basic marketing strategies was not sufficient to fully reach the intended student population. CCPA initiated a Request for Proposals process to identify a vendor who can conduct a comprehensive marketing analysis and develop a strategic outreach plan. This action was also refined to include outreach regarding CCPA’s graduation pathways, including the reduced-credit pathway for students age 19 and older, so prospective adult learners and community partners understand available re-engagement options.

CCPA will continue Action 1.3, Family Engagement to Close Equity Gaps, and strengthen it by integrating wellness-based engagement supports, including designated wellness spaces or wellness resources. This refinement responds to the decline in student connectedness and continued attendance concerns by supporting students’ sense of belonging, readiness to participate, and access to school-based support.

CCPA will continue Action 1.4, Extended Learning Opportunities, and strengthen it by integrating hands-on elective and enrichment opportunities, including music curriculum or other site-based learning opportunities. This refinement responds to the decline in student connectedness and the need for more meaningful school-based engagement. A related metric was added to monitor the number of hands-on based elective opportunities at the site level, with a baseline of one elective in 2025–26 and a target of two hands-on based elective opportunities.

CCPA will continue Action 1.5, Equitable Access for Graduation Ceremony, to remove financial and logistical barriers to participation in graduation and support student recognition, belonging, and engagement.

CCPA added Action 1.6, Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support, supported through LCFF funds and Learning Recovery Emergency Block Grant funds, to provide short-term instructors, evening academic support, and vision exams, screenings, and eyeglass support for students enrolled at the CCPA-CA Job ChalleNGe site. This action responds to the specific need for evening high school academic support because CA Job ChalleNGe students participate in residential programming and college coursework during the day while also completing CCPA high school diploma requirements. The vision support component addresses a basic access barrier for students who need vision correction in order to fully participate in reading, coursework completion, instruction, and college/career preparation. This action supports learning recovery, credit progress, engagement, academic access, and graduation readiness.

CCPA also added and refined Goal 1 metrics to better monitor enrollment, postsecondary readiness, alumni outcomes, hands-on engagement, and intervention tracking. These include Metric 1.2, Number of students enrolled, with a baseline of 211 students and target of 230 students; Metric 1.11, alumni enrollment in postsecondary programs, with a baseline to be established through post-graduation alumni survey data; Metric 1.12, College and Career Indicator “Prepared”, with a baseline of 36.4% for all students and a target of 40%; Metric 1.14, number of hands-on based elective opportunities; and Metric 1.15, number of staff using Aeries for tracking documentation.

These changes allow CCPA to continue actions that showed evidence of progress while strengthening existing actions and adding targeted support in areas where data showed continued need. The updated actions and metrics will allow CCPA to better monitor whether students are enrolling, attending, accessing supports, feeling connected to school, participating in meaningful engagement opportunities, progressing toward graduation, and receiving timely interventions before they disengage.

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	Attendance and Student Engagement	CCPA will continue management and classified staff support to review, develop, implement, and monitor tiered re-engagement strategies and independent study requirements. Staff will review student engagement data, monitor student participation and work completion, identify students	\$128,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who are disengaged or not making adequate progress, and coordinate timely interventions to support re-engagement. This action will also include professional learning and implementation support for staff to document interventions, monitor student progress, and use Aeries or related data systems to support consistent re-engagement tracking. This action is designed to improve attendance, reduce chronic absenteeism, increase student engagement, support work completion, and ensure students receive timely interventions before they further disengage from school. CCPA will monitor the effectiveness of this action using attendance rate, chronic absenteeism rate, the CA Dashboard combined four- and five-year graduation rate, the DASS one-year graduation rate, student connectedness survey results, and the number of staff using Aeries for tracking documentation.		
1.2	Community Awareness and Visibility	CCPA will continue to strengthen community awareness and visibility through a revised strategic outreach and marketing approach designed to reach students who have disengaged from traditional school settings, are credit deficient, or need a flexible pathway to complete a high school diploma. This action will support implementation of a comprehensive outreach strategy to increase awareness of CCPA's program, improve communication with prospective students and families, and strengthen connections with community agencies, workforce partners, and educational partners across Orange County. Outreach efforts will also communicate CCPA's available graduation pathways, including the reduced-credit pathway for students age 19 and older. This is important because many adult learners balancing work, family responsibilities, and interrupted educational histories may not be aware that CCPA offers diploma pathways designed to support re-engagement and completion. This action is designed to increase awareness of CCPA as a re-engagement pathway, improve access for students who are disconnected from school, support enrollment and participation, and connect eligible	\$119,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to CCPA's independent study model, tiered re-engagement supports, extended learning opportunities, student support services, graduation pathways, and college and career readiness supports. CCPA will monitor the effectiveness of this action using number of students enrolled, attendance rate, chronic absenteeism rate, the CA Dashboard combined four- and five-year graduation rate, and the DASS one-year graduation rate.		
1.3	Family Engagement to Close Equity Gaps	CCPA will continue to provide students and families with engagement opportunities, resources, transportation assistance, and workshops that help them navigate the educational system, understand available supports, and advocate for their academic, social-emotional, and postsecondary needs. This action includes parenting workshops for adult students, school events, outreach to families and caregivers, and collaboration with community agencies, federally funded workforce partners, and other educational partners. This action may also include wellness-based engagement supports, including designated wellness spaces or wellness resources that help students feel connected, supported, and ready to participate in school. This action is designed to strengthen family and student engagement, reduce barriers to participation, increase access to school and community resources, and support students' connection to school and progress toward graduation and postsecondary opportunities. CCPA will monitor the effectiveness of this action using number of school events, percentage of students receiving resources from the Community Resource Specialist, student connectedness survey results, attendance rate, and chronic absenteeism rate.	\$61,164.00	Yes
1.4	Extended Learning Opportunities	CCPA will continue to provide students with extended learning opportunities that connect classroom learning to college, career, workforce, military-connected, and community-based experiences. These opportunities may include college tours, career fairs, community partner	\$51,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workshops, dual enrollment opportunities, CA Job ChalleNGe-related transition supports, hands-on elective opportunities, and transportation support for students as needed. This action may also include hands-on enrichment and elective experiences, including music curriculum or other site-based learning opportunities, to increase student engagement, connectedness, and participation in school. This action is designed to increase student participation in college and career readiness activities, expand access to postsecondary and workforce pathways, increase meaningful hands-on learning opportunities, and help students connect diploma completion to future education, training, employment, military service, or career goals. CCPA will monitor the effectiveness of this action using number of school events, number of hands-on based elective opportunities at the site level, student perception of preparedness for future college and/or career paths, the College and Career Indicator, attendance rate, chronic absenteeism rate, and graduation rates.		
1.5	Equitable access for graduation ceremony	CCPA will continue to provide funding for graduation-related expenses, including caps and gowns and venue rental, to ensure that all students have equitable access to participate in the graduation ceremony. Venue rental will support access to a geographically central location that can accommodate students and families from CCPA sites across Orange County. This action is designed to remove financial and logistical barriers that may prevent students from participating in graduation, strengthen students' sense of accomplishment and belonging, and reinforce engagement by recognizing diploma completion as an important milestone. CCPA will monitor the effectiveness of this action using number of school events, the CA Dashboard combined four- and five-year graduation rate, the DASS one-year graduation rate, and student connectedness survey results.	\$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support	CCPA will provide short-term instructors to support learning recovery, high school coursework, and credit progress for students enrolled at the CCPA-CA Job ChalleNGe site. These students participate in the residential CA Job ChalleNGe program and are also dually enrolled in college. Because their daytime schedule includes CA Job ChalleNGe programming and college coursework, additional evening instructional support is needed to help students complete CCPA high school diploma requirements. This action will also include vision exams, screenings, and eyeglass support for CA Job ChalleNGe students through Serve the People. Vision support is connected to learning recovery and academic access because students who need glasses or vision correction may experience barriers to reading, completing coursework, participating in instruction, and making academic progress. Providing vision exams and eyeglasses helps remove a basic access barrier so students can engage more fully in evening academic support, independent study coursework, and college/career preparation. This action is supported through a hybrid funding structure that includes \$22,346 in LCFF funds for evening academic support and \$7,000 in Learning Recovery Emergency Block Grant funds, reflected as Other State Funds, for vision exams, screenings, and eyeglass support. The LREBG-funded component is identified as part of this LREBG-supported action. It is aligned with allowable learning recovery purposes because it provides a basic access support for students with identified needs related to instructional access, coursework completion, engagement, and progress toward graduation. The action is supported by research-based practices related to extended learning time, targeted academic intervention, and removing barriers to instructional access, which provide students with additional opportunities to recover learning, complete coursework, and make progress toward graduation. CCPA will monitor the effectiveness of this action using Goal 1 engagement, graduation, and readiness metrics, including attendance rate, chronic absenteeism rate, the CA Dashboard combined four- and five-year graduation rate, the DASS one-year graduation rate, student perception of	\$29,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
		preparedness for future college and/or career paths, and alumni survey data on the percentage of alumni students enrolled in postsecondary programs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GOAL 2: PUPIL OUTCOMES Provide all students with coordinated academic, instructional, behavioral, social-emotional, wellness, and postsecondary transition supports that improve pupil outcomes, particularly for CCPA’s lowest-performing student groups, including socioeconomically disadvantaged students, Hispanic students, English Learners, students with disabilities, and students experiencing homelessness. Through this goal, CCPA will strengthen academic intervention, tiered supports, instructional and behavioral supports, wellness services, progress monitoring, English Learner supports, credit completion, dual enrollment access, college and career readiness, and post-graduation outcome tracking. These actions are intended to reduce dropout rates, improve graduation outcomes, increase academic growth, improve English Learner progress and reclassification, expand access to postsecondary and career pathways, and ensure students receive timely academic and social-emotional supports that help them complete their diploma and transition successfully after graduation.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CCPA developed Goal 2 because pupil outcome data show continued need for coordinated academic, instructional, wellness, and postsecondary transition supports. CCPA serves students ages 16–25 who have disengaged from traditional school settings, are credit deficient at enrollment, and often face barriers such as interrupted enrollment, housing insecurity, caregiving responsibilities, work schedules, transportation challenges, and other life circumstances that affect academic progress and diploma completion. These barriers affect students’ ability to complete assignments, earn credits, participate in assessments, access college and career pathways, and successfully transition after graduation.

Current Goal 2 data show areas of progress as well as continued need. The high school dropout rate decreased from 30% at baseline to 25% in 2024–25, meeting the Year 3 target of 25%. Reclassification increased from 27.6% at baseline to 31.0%, exceeding the Year 3 target of 30%. The percentage of English Learners who progressed at least one English Learner Progress Indicator level increased from 0% at

baseline to 36.5%. These outcomes show that targeted supports for English Learners and dropout prevention are producing measurable progress.

However, several outcome areas remain below target or show decline. Attendance increased from 53% at baseline to 54% in 2025–26, but remains below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remains above the Year 3 target of 65%; chronic absenteeism for students experiencing homelessness increased to 90.3%, above the target of 68%. Student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, and student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26.

Academic and postsecondary indicators also show the need for continued action. Dual enrollment declined from 21% at baseline to 19.88% in 2025–26, remaining below the target of 30%. Tutor.com utilization declined from 7% at baseline to 0% in 2025–26, showing the need to evaluate how students access academic support. Local i-Ready data show progress in Reading reassessment, with 35% of students reassessed and 14% showing growth, but Math reassessment remained low at 4%, with 0% showing growth. CAASPP/SBAC performance data were not available because fewer than 11 students were tested, indicating a continued need to improve assessment participation and local progress monitoring.

Based on these data, CCPA developed Goal 2 to continue and strengthen academic intervention, wellness support, instructional and behavioral supports, MTSS implementation, English Learner supports, postsecondary planning, local assessment monitoring, intervention tracking, and alumni outcome tracking. The actions and metrics in this goal are designed to improve pupil outcomes by addressing the academic and social-emotional barriers that affect students' ability to complete coursework, demonstrate academic growth, graduate, and transition to college, career, workforce training, military service, or other postsecondary opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	53% (baseline 2022-23)	55% (source: current 2024-25 District data)	54% (source: current 2025-26 District data)	60%	1% increase
2.2	High School Dropout Rate	30% (baseline 2022-23)	23% (source: 2023-24 local data)	25% (source: 2024-25 local data)	25%	5% decrease
2.3	Chronic Absenteeism Rate	87.6% (baseline 2022-23)	73.8% (source: 2023-24 DataQuest) All students: 73.8%	73.4% (source: 2024-25 DataQuest) All students: 73.4%	All students: 65% Socioeconomically Disadvantaged: 65% Homeless: 68%	All students: 14.2% decrease Socioeconomically Disadvantaged: 14.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 73.8% Homeless: 78.5% (source: 2023-24 DataQuest)	Socioeconomically Disadvantaged: 73.4% Homeless: 90.3% (source: 2024-25 DataQuest)		Homeless: 2.7% increase
2.4	Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	3.6% (baseline 2022-2023: Source - CA Dashboard)	All students: 1.9% Socioeconomically Disadvantaged: 1.9% Homeless: 0% Hispanic: 1.4% English Learners: 0% (Source - CA Dashboard 2024)	4% (Source - CA Dashboard 2025) All students: 4% Socioeconomically Disadvantaged: 4.1% Homeless: 0% Hispanic: 4.3% English Learners: 5.9% (Source - CA Dashboard 2025)	All students: 5% Socioeconomically Disadvantaged: 5% Homeless: 4% Hispanic: 5% English Learners: 4% (Source - CA Dashboard 2024)	All students: 0.4% increase Socioeconomically Disadvantaged: 0.5% increase Homeless: 0.4% increase Hispanic: 1.4% increase English Learners: 0.4% increase
2.5	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline from 2022-23)	79.6% (source: 2024-25 LCAP Student Survey)	60.52% (source: 2025-26 LCAP Student Survey)	90%	19.78% decrease
2.6	Local data: Student feels prepared for future college and/or career paths	91% (baseline 2023-24)	91.8% (source: 2024-25 LCAP Student Survey)	79.48% (source: 2025-26 LCAP Student Survey)	95%	11.52% decrease
2.7	Dual Enrollment Rate	21% (baseline 2023-24)	16.7% (source: 2024-25 local data)	19.88% (source: 2025--26 local data)	30%	1.12% decrease
2.8	Reclassification Rate	27.6% (baseline 2022-23)	28.2% (2023-24 Source: DataQuest)	31.0% (source: 2024-25 DataQuest)	30%	3.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Percentage of English Learners who progressed at least one English Learner Progress Indicator (ELPI)	0% (baseline 2023)	28.6% (Source - CA Dashboard 2024)	36.5% (Source - CA Dashboard 2025)	5%	36.5% increase
2.10	California Science Test	not available as fewer than 11 students tested (baseline; source: Data Quest, 2022-23)	All students: 7.14% Met or Exceeded Standard for Science Socioeconomically Disadvantaged: 5% Homeless: 0% Hispanic: 5.88% English Learners: not available as fewer than 11 students tested (source: 2023-24 DataQuest)	17.5% Met or Exceeded Standard for Science (source: 2024-25 DataQuest) All students: 17.5% Met or Exceeded Standard for Science Socioeconomically Disadvantaged: 19.35% Homeless: 9.09% Hispanic: 11.54% English Learners: not available as fewer than 11 students tested (source: 2024-25 DataQuest)	All students: 10% Met or Exceeded Standard for Science Socioeconomically Disadvantaged: 8% Homeless: 3% Hispanic: 8% English Learners: 3%	All students: 17.5% increase Socioeconomically Disadvantaged: 19.35% increase Homeless: 9.09% increase Hispanic: 11.54% increase English Learners: not available as fewer than 11 students tested
2.11	Local Data: Increase percentage of students who are re-assessed and show growth on the initial i-Ready Reading assessment	0% ; 0% (baseline 2022-23)	0% ; 0% (source: 2023-24 local data)	35% ; 14% (source: 2025-26 local data)	15% ; 40%	35% increase ; 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Local Data: Increase percentage of students who are re-assessed and show growth on the initial i-Ready Math assessment	0% ; 0% (baseline 2022-23)	0% ; 0% (source: 2023-24 local data)	4% ; 0% (source: 2025-26 local data)	15% ; 40%	4% increase ; 0%
2.13	Local Data: Tutor.com utilization rate	7% of students have utilized tutoring services (baseline 2023-24)	0.98% (source: 2024-25 local data tutor.com usage reports)	0% (source: 2025-26 local data tutor.com usage reports)	15%	7% decrease
2.14	Dashboard Data: CAASPP/SBAC performance data	ELA: Standard nearly met or Met or Exceeded - 51.51% Math: Standard nearly met or Met or Exceeded - 12.9% (Source: Data Quest, 2022-2023)	not available as fewer than 11 students tested (Source: Data Quest, 2023-2024)	not available as fewer than 11 students tested (source: Data Quest, 2024-2025)	ELA: Standard nearly met or Met or Exceeded - 56% Math: Standard nearly met or Met or Exceeded - 17%	not available as fewer than 11 students tested
2.15	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU	0% (baseline 2022-23: Source - CA Dashboard)	0% (Source - CA Dashboard 2024)	0% (Source - CA Dashboard 2025)	1%	0%
2.16	Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas	100% (baseline 2023-24)	100% (source: 2024-25 local data)	100% (source: 2025-26 local data)	100%	0%
2.17	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1%	All students: 47.5% English Learners: 37.5%	All students: 47.5% English Learners: 33.3%	All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87%	All Students: 39.2% decrease English Learners: 49.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 92.3% Hispanic: 87.5%	Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 48.7% Hispanic: 42.9% (source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	Socioeconomically Disadvantaged: 48.2% Students with Disabilities: 23.5% Hispanic: 45.1% (source: 2025 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	Students with Disabilities: 94% Hispanic: 89% Adjusted Targeted outcomes: All students: 49% English Learners: 39% Socioeconomically Disadvantaged: 49% Students with Disabilities: 49% Hispanic: 44%	Socioeconomically Disadvantaged: 36.9% decrease Students with Disabilities: 68.8% decrease Hispanic: 42.4% decrease
2.18	The percentage of pupils who have successfully completed both CTE and requirements for entrance to UC or CSU	0% (Source: CA Dashboard 2023)	0% (source: CA Dashboard 2024)	0% (Source - CA Dashboard 2025)	1%	0%
2.19	Local Data: Number of surveys collected from alumni one-year post graduation	establish baseline in 2025-26	n/a	n/a	n/a	n/a
2.20	Local Data: Number of staff using AERIES for tracking documentation	4 staff (baseline 2025-26)	n/a	n/a	All staff (17)	n/a
2.21	Local Data: Number of SIT referrals submitted/tracked in AERIES	establish baseline in 2025-26	n/a	n/a	n/a	n/a

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, CCPA implemented the majority of Goal 2 actions and made progress in providing individualized academic, wellness, and social-emotional supports to improve pupil outcomes. Goal 2 actions included Increase Services to Support Student Achievement, Tiered Interventions to Provide Resources, Instructional and Behavioral Support, and Implement a Multi-Tiered System of Support (MTSS). These actions were designed to reduce barriers to academic progress, provide individualized supports, improve graduation and dropout outcomes, strengthen English Learner progress, and support students' transition to college, career, workforce, military-connected, or other postsecondary pathways.

A key implementation success was the continued use of individualized and triaged resources to support student well-being and academic progress. CCPA's clinician and Community Resource Specialist provided direct support to students, including wellness services, basic needs support, and connection to resources. These supports contributed to the tiered re-engagement and intervention process by helping staff identify and address academic, social-emotional, and basic needs barriers that affect student achievement.

A substantive implementation difference occurred in the wellness-related component of Goal 2. After internal review, CCPA determined that the planned use of digital wellness pages or wellness applications would not be the most effective strategy for improving pupil outcomes. Instead, CCPA used direct, in-person support through the on-site clinician to lead wellness activities and provide student support. This change reflected the school's determination that relational, direct support was more responsive to student needs than a digital wellness tool.

Goal 2 implementation showed several successes. The dropout rate decreased from 30% at baseline to 25% in 2024–25, meeting the Year 3 target. English Learner outcomes also improved: reclassification increased from 27.6% at baseline to 31.0%, and the percentage of English Learners progressing at least one ELPI level increased from 0% at baseline to 36.5%. CTE pathway completion increased slightly for all students from 3.6% at baseline to 4%, with stronger outcomes for English Learners at 5.9%, although students experiencing homelessness remained at 0%. These data indicate that several Goal 2 supports contributed to progress in dropout prevention, English Learner progress, and pathway completion, while subgroup gaps remain.

Implementation also revealed continued challenges. Attendance remained below target at 54%, and chronic absenteeism remained high at 73.4% for all students and 90.3% for students experiencing homelessness. Student connectedness declined to 60.52%, and student perception of preparedness for college and/or career paths declined to 79.48%. These data show that while direct supports and interventions helped address some barriers, CCPA must continue strengthening systems that connect students to academic progress, wellness supports, and postsecondary readiness.

Academic monitoring and assessment participation also remained areas of challenge. Tutor.com utilization declined to 0%, i-Ready Math reassessment was 4% with 0% showing growth, and CAASPP/SBAC data were unavailable because fewer than 11 students tested. These results show the need to strengthen academic progress monitoring, student participation in assessments, and access to academic support systems.

Overall, Goal 2 implementation resulted in stronger individualized supports, continued wellness and resource access, progress in dropout reduction, improved English Learner outcomes, and modest improvement in CTE pathway completion. The primary challenges were continued high chronic absenteeism, low assessment participation, low tutoring utilization, limited Math reassessment and growth, declining connectedness, and declining student perception of college and career preparedness. These findings will inform 2026–27 refinements to Goal 2, including stronger academic monitoring, alumni outcome tracking, intervention tracking, wellness supports, and continued implementation of MTSS and reduced-credit pathway supports for adult learners.

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.

No major material expenditure differences were identified for Goal 2. Estimated actual expenditures for Goal 2 actions were generally aligned with budgeted expenditures. According to the Annual Update Table, Action 2.1 was budgeted at \$49,670 with estimated actual expenditures of \$52,873; Action 2.2 was budgeted at \$49,170 with estimated actual expenditures of \$49,025; Action 2.3 was budgeted at \$48,034 with estimated actual expenditures of \$53,667; and Action 2.4 was budgeted at \$182,143 with estimated actual expenditures of \$180,731. These differences were not significant enough to require a dollar-for-dollar explanation and do not represent a material variance in Goal 2 implementation.

Although there was a substantive implementation change related to the wellness component of Action 2.2, the estimated actual expenditures remained closely aligned with the planned budget. CCPA did not proceed with the planned digital wellness pages or wellness applications after determining that direct support through the on-site clinician was more responsive to student needs. This change affected implementation design but did not create a material expenditure difference.

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

The actions under Goal 2 were effective in some areas and partially effective overall in making progress toward improved pupil outcomes. Evidence of effectiveness includes the decrease in the dropout rate from 30% at baseline to 25% in 2024–25, meeting the Year 3 target; the increase in reclassification from 27.6% to 31.0%; and the increase in English Learners progressing at least one ELPI level from 0% to 36.5%. CTE pathway completion also increased slightly for all students from 3.6% at baseline to 4%, with English Learners at 5.9%, while students experiencing homelessness remained at 0%. These outcomes show progress in dropout reduction, English Learner progress, and pathway completion, while also indicating the need to continue addressing subgroup gaps.

Action 2.1, Increase Services to Support Student Achievement, was effective in providing individualized and triaged supports to address academic and wellness barriers. These supports helped students access resources such as wellness services, basic needs support, and targeted academic assistance. The improvement in dropout rate suggests that student support services contributed to helping students remain connected and continue progressing toward diploma completion.

Action 2.2, Tiered Interventions to Provide Resources, was partially effective. The action helped provide individualized supports through the clinician and resource-based interventions, but the planned digital wellness component was revised because CCPA determined it would not be the most effective method for improving pupil outcomes. The shift to direct, clinician-led wellness support was more responsive to student needs and should be continued as a strengthened approach.

Action 2.3, Instructional and Behavioral Support, was partially effective. English Learner outcomes improved, including reclassification and ELPI progress, and CTE completion increased slightly. However, academic indicators show continued need for improvement. Tutor.com utilization declined to 0%, i-Ready Math reassessment remained low at 4% with 0% showing growth, and CAASPP/SBAC performance data were unavailable because fewer than 11 students tested. These results indicate that academic support, reassessment, and assessment participation systems need refinement.

Action 2.4, Implement a Multi-Tiered System of Support (MTSS), was partially effective. MTSS supported individualized academic and social-emotional interventions and helped organize supports for students with complex needs. However, attendance remained below target, chronic absenteeism remained high, student connectedness declined, and student perception of preparedness for future college and/or career paths declined. These results show that CCPA must strengthen progress monitoring, intervention tracking, and differentiated supports for students with credit deficiencies, interrupted enrollment histories, and adult learner responsibilities.

Overall, Goal 2 actions were effective in reducing dropout, improving English Learner outcomes, and supporting individualized student services, but were not fully effective in improving attendance to the target level, reducing chronic absenteeism to the target level, increasing student connectedness, improving student perception of college and career preparedness, increasing Tutor.com usage, or ensuring consistent academic reassessment and assessment participation. CCPA will continue the effective components of Goal 2 while refining academic monitoring, wellness supports, MTSS implementation, intervention tracking, and postsecondary outcome tracking in 2026–27.

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

Based on a review of prior year implementation and outcome data, CCPA revised Goal 2 to strengthen the connection between academic intervention, wellness supports, MTSS implementation, progress monitoring, college and career readiness, English Learner progress, and post-graduation outcome tracking. The data showed that some actions were effective, particularly in reducing dropout and improving English Learner outcomes, while other areas require refinement, including chronic absenteeism, student connectedness, preparedness for college and career pathways, tutoring utilization, assessment participation, and academic reassessment.

CCPA will continue Action 2.1, Increase Services to Support Student Achievement, to provide individualized and triaged resources that support student well-being and academic achievement. This action will remain focused on reducing barriers that affect pupil outcomes, including academic progress, attendance, engagement, and access to wellness or basic needs supports.

CCPA revised Action 2.2, Tiered Interventions to Provide Resources, based on implementation findings. The planned digital wellness pages or applications were not implemented because CCPA determined that direct support through the on-site clinician was more effective and responsive to student needs. For 2026–27, CCPA will continue prioritizing direct wellness and clinician-led support as part of its tiered intervention system. Wellness space supports previously considered as a standalone action will be integrated into this action as part of direct wellness and tiered intervention supports.

CCPA will continue Action 2.3, Instructional and Behavioral Support, while refining implementation to strengthen academic progress monitoring, reassessment, assessment participation, and access to instructional supports. This refinement responds to low Tutor.com utilization, limited Math reassessment and growth, and unavailable CAASPP/SBAC results due to low testing participation. CCPA will

continue to monitor English Learner progress, reclassification, CTE completion, i-Ready Reading and Math reassessment and growth, and state assessment participation.

CCPA will continue Action 2.4, Implement a Multi-Tiered System of Support (MTSS), and strengthen the action through continued implementation of the reduced-credit diploma pathway for students age 19 and older. This pathway responds to the needs of adult learners who are balancing school with work, caregiving, and other life responsibilities. By embedding the reduced-credit pathway within MTSS, CCPA will provide a more accessible and responsive route to diploma completion while continuing to provide individualized academic, behavioral, and social-emotional supports.

CCPA will also integrate alumni survey follow-up and intervention tracking into Action 2.4. Alumni survey follow-up will allow CCPA to collect post-graduation data one year after graduation and use the results to evaluate college, career, workforce, military, or other postsecondary outcomes. Intervention tracking through Aeries will strengthen staff capacity to document interventions, monitor pupil outcomes, and track Student Intervention Team referrals. These refinements respond to the need for stronger progress monitoring and post-graduation outcome data.

CCPA also added or refined local metrics to strengthen monitoring of pupil outcomes. These include alumni survey data to track post-graduation outcomes, the number of staff using Aeries for tracking documentation, and the number of Student Intervention Team referrals submitted or tracked in Aeries. These metrics will help CCPA better monitor whether interventions are being documented, whether students are receiving timely support, and whether graduates are successfully transitioning into college, career, workforce, military, or other postsecondary pathways.

These changes allow CCPA to continue actions that showed evidence of effectiveness while strengthening areas where data show continued need. The updated Goal 2 actions and metrics will support improved academic monitoring, intervention tracking, English Learner progress, dropout prevention, graduation outcomes, college and career readiness, and post-graduation transition planning.

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	Increase Services to Support Student Achievement	CCPA will continue to provide individualized and triaged services to support student well-being, academic progress, and pupil outcomes. This action includes access to wellness support, basic needs resources, student support services, and targeted academic assistance designed to reduce barriers that affect student achievement.	\$58,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is focused primarily on low-income students, English Learners, and foster youth, who are more likely to experience barriers such as credit deficiency, interrupted enrollment, housing insecurity, transportation challenges, work schedules, caregiving responsibilities, and wellness needs. These services are intended to help students remain engaged, access needed supports, make academic progress, and continue toward diploma completion. CCPA will monitor the effectiveness of this action using attendance rate, high school dropout rate, chronic absenteeism rate, student connectedness, and student perception of preparedness for future college and/or career paths.		
2.2	Tiered Interventions to Provide Resources	CCPA will continue to implement tiered intervention processes to identify student needs and connect students to appropriate academic, social-emotional, wellness, and basic needs supports. This action will include direct clinician-led wellness supports and resource-based interventions rather than relying on digital wellness applications or wellness pages, which CCPA determined were less responsive to student needs. This action may also include wellness-based supports, such as designated wellness spaces or wellness resources, as part of the tiered intervention system to help students regulate stress, access support, and remain ready to participate in learning. Tiered interventions will help staff match supports to student needs and provide more responsive assistance for students experiencing barriers to attendance, engagement, and academic progress. CCPA will monitor the effectiveness of this action using chronic absenteeism rate, student connectedness survey results, student perception of school safety, and other academic progress indicators.	\$51,186.00	Yes
2.3	Instructional and Behavioral Support	CCPA will continue to provide instructional and behavioral interventions and support services to address students' academic, behavioral, and social-emotional needs. These supports are designed to help students make progress in coursework, access academic intervention, participate in assessments, improve English Learner outcomes, and prepare for	\$46,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transition into postsecondary education, workforce training, employment, military service, or other career pathways. This action will support implementation of instructional strategies, behavioral interventions, tutoring access, English Learner progress supports, assessment participation, and local academic progress monitoring. CCPA will continue to review academic data, including i-Ready reassessment and growth, English Learner progress, reclassification, CTE completion, CAASPP/SBAC participation, CAST performance, and tutoring utilization, to identify needed refinements. CCPA will monitor the effectiveness of this action using CTE completion, a-g completion, reclassification rate, ELPI progress, CAST results, CAASPP/SBAC data, i-Ready Reading and Math reassessment/growth, and Tutor.com utilization.		
2.4	Implement a Multi-Tiered System of Support (MTSS)	CCPA will continue to implement a Multi-Tiered System of Support that begins at enrollment and addresses students' academic, behavioral, social-emotional, and postsecondary transition needs throughout the program and after graduation. MTSS will provide a coordinated structure for identifying student needs, assigning tiered supports, monitoring progress, documenting interventions, and adjusting supports based on student outcomes. As part of this action, CCPA will continue implementation of the reduced-credit diploma pathway for students age 19 and older. This pathway is designed for adult learners who are re-engaging with school while balancing work, family responsibilities, caregiving, and interrupted educational histories. The pathway provides a more accessible route to diploma completion while maintaining core academic requirements and aligning supports to student needs. This action will also integrate alumni survey follow-up and intervention tracking. Alumni survey data will be collected after graduation to monitor postsecondary outcomes, including college, career, workforce, military, or other transition pathways. Aeries intervention tracking will be used to	\$183,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		document supports, monitor pupil outcomes, and track Student Intervention Team referrals. CCPA will monitor the effectiveness of this action using graduation rates, dropout rate, chronic absenteeism rate, student connectedness, student perception of preparedness for future college and/or career paths, dual enrollment rate, alumni survey data, the number of staff using Aeries for tracking documentation, and the number of Student Intervention Team referrals submitted or tracked in Aeries.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GOAL 3: CONDITIONS OF LEARNING Provide all students with access to safe, well-maintained learning environments, fully credentialed and appropriately assigned teachers, standards-aligned instructional materials, a broad course of study, culturally responsive curriculum, English Learner supports, dual enrollment opportunities, wellness-supportive learning spaces, and facilities maintained in good repair. Through this goal, CCPA will strengthen the conditions needed for students to access instruction, engage in learning, complete graduation requirements, access college and career pathways, and participate in safe and supportive school environments. These actions are intended to maintain access to standards-aligned curriculum and instructional materials, support independent study compliance and access to instruction, support English Learner and Long-Term English Learner progress, improve dual enrollment access, maintain safe and functional facilities, support school safety and student wellness, and ensure staff have the professional learning needed to implement effective instructional practices.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CCPA developed Goal 3 because students need safe, stable, standards-aligned, and supportive learning environments in order to access instruction, engage consistently, complete coursework, access a broad course of study, and progress toward graduation and postsecondary readiness. CCPA serves students ages 16–25 who have disengaged from traditional school settings, are credit deficient at enrollment, and often face barriers such as interrupted enrollment, housing insecurity, caregiving responsibilities, work schedules, transportation challenges, and other life circumstances that affect educational continuity. These conditions make it especially important that CCPA maintain safe school facilities, accessible instructional materials, credentialed teachers, flexible course access, independent study compliance systems, and responsive supports across all sites. Current Goal 3 data show that CCPA has maintained several strong conditions of learning. Students had 100% access to and enrollment in a broad course of study, 100% access to curriculum aligned with California State Content Standards, and 100% fully credentialed and

appropriately assigned teachers. Facilities were also rated Exemplary on the Facility Inspection Tool. These outcomes show that CCPA is maintaining core conditions of learning related to course access, instructional materials, staffing, and facilities.

At the same time, local data show areas of continued need. Attendance increased slightly from 53% at baseline to 54% in 2025–26, but remains below the target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remains above the target of 65%; chronic absenteeism for students experiencing homelessness increased to 90.3%, above the target of 68%. Student perception of school safety declined from 94.4% at baseline to 86.84% in 2025–26, and student connectedness declined from 80.3% at baseline to 60.52% in 2025–26. These results show that while basic facilities and course access remain strong, CCPA must continue strengthening access to instruction, school climate, safety, connectedness, and wellness-supportive learning environments.

Goal 3 data also show the need to strengthen students’ transition to college and career pathways. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. Dual enrollment increased from 16.7% in 2024–25 to 19.88% in 2025–26, but remains below the baseline of 21% and the Year 3 target of 30%. These data support the continued need to expand community college partnerships, strengthen postsecondary alignment, and ensure students have access to college-level coursework and pathway opportunities.

Based on this data, CCPA developed Goal 3 to maintain strong foundational learning conditions while addressing areas where students need additional support. The actions in this goal are grouped together because they ensure that students have access to instruction in CCPA’s independent study model, compliant re-engagement systems, college and career pathway opportunities, standards-aligned and culturally responsive curriculum, safe and well-maintained facilities, wellness-supportive environments, and staff who are prepared to support English Learners, Long-Term English Learners, and students with varied academic and social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates	53% (baseline 2022-23)	55% (source: current 2024-25 District data)	54% (source: current 2025-26 District data)	60%	1% increase
3.2	Chronic Absenteeism Rate	87.6% (baseline 2022-23)	All students: 73.8% Socioeconomically Disadvantaged: 73.8% Homeless: 78.5 (source: 2023-24 DataQuest)	All students: 73.4% Socioeconomically Disadvantaged: 73.4% Homeless: 90.3% (source: 2024-25 DataQuest)	All students: 65% Socioeconomically Disadvantaged: 65% Homeless: 68%	All students: 14.2% decrease Socioeconomically Disadvantaged: 14.2% decrease Homeless: 2.7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	High School Dropout Rate	30% (baseline 2022-23)	23% (source: 2023-24 local data)	25% (source: 2024-25 local data)	25%	5% decrease
3.4	Local data: Student feels prepared for future college and/or career paths	91% (baseline 2023-24)	91.8% (source: 2024-25 LCAP Student Survey)	79.48% (source: 2025-26 LCAP Student Survey)	95%	11.52% decrease
3.5	Local Data: Student Perception of School Safety "I feel safe while at school"	94.4% (baseline 2023-24)	89.8% (source: 2024-25 LCAP Student Survey)	86.84% (source: 2025-26 LCAP Student Survey)	98%	7.56% decrease
3.6	Local Data: Student Perception Connectedness "I feel connected to my school"	80.3% (baseline 2023-24)	79.6% (source: 2024-25 LCAP Student Survey)	60.52% (source: 2025-26 LCAP Student Survey)	90%	19.78% decrease
3.7	Access to and enrollment in a broad course of study (CalPads Elective Course Completion: Credits Attempted)	100% (baseline 2023-24)	100% (source: 2024-25 local data)	100% (source: 2025-26 local data)	100%	0%
3.8	Fully Credentialed and Appropriately Assigned Teachers	100%	100% (source: (2024-25 local data)	100% (source: (2025-26 local data)	100%	0%
3.9	Access to curriculum that is aligned with the CA State Content Standards to meet graduation, college and career requirements	100%	100% (source: (2024-25 local data)	100% (source: 2025-26 local data)	100%	0%
3.10	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Exemplary (baseline 2023-24)	Exemplary (Source: 2024-25 SARC report)	Exemplary (source: 2025-26 SARC report)	Exemplary	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Local Data: Tutor.com utilization rate	2.7% of students have utilized tutoring services (baseline 2023-24) Subgroups: 2.4% low-income 0.91% English learner 0% foster youth pupils	0.98% (source: 2024-25 local data tutor.com usage reports)	0% (source: 2025-26 local data tutor.com usage reports)	10% Subgroups: 5% low-income 5% English learner 0.25% foster youth pupils	2.7% decrease
3.12	High School Graduation Rate (Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 86.7% (baseline 2022-23) English Learners: 82.4% Socioeconomically Disadvantaged: 85.1% Students with Disabilities: 92.3% Hispanic: 87.5%	All students: 47.5% English Learners: 37.5% Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 48.7% Hispanic: 42.9% (source: 2023-24 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 47.5% English Learners: 33.3% Socioeconomically Disadvantaged: 48.2% Students with Disabilities: 23.5% Hispanic: 45.1% (source: 2025 Dashboard Alternative Status School (DASS) One-Year Grad Rate)	All students: 88% English Learners: 84% Socioeconomically Disadvantaged: 87% Students with Disabilities: 94% Hispanic: 89% Adjusted Targeted outcomes: All students: 49% English Learners: 39% Socioeconomically Disadvantaged: 49% Students with Disabilities: 49% Hispanic: 44%	All Students: 39.2% decrease English Learners: 49.1% decrease Socioeconomically Disadvantaged: 36.9% decrease Students with Disabilities: 68.8% decrease Hispanic: 42.4% decrease
3.13	Dual Enrollment Rate	21% (baseline 2023 - 24)	16.7% (source: 2024-25 local data)	19.88% (source: 2025--26 local data)	30%	1.12% decrease
3.14	Local Data: Number of students utilizing wellness space	establish baseline in 2026-27	n/a	n/a	n/a	n/a

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, CCPA implemented all Goal 3 actions, with continued focus on maintaining safe and supportive learning conditions, access to standards-aligned curriculum, fully credentialed teachers, facilities in good repair, independent study compliance, dual enrollment opportunities, and staff development. Goal 3 actions included Tiered Reengagement Strategies and Forms, Partner with Community Colleges, Curriculum, Site Improvements and School Safety, and Staff Development.

A significant implementation success was the maintenance of core conditions of learning. CCPA maintained 100% access to and enrollment in a broad course of study, 100% access to curriculum aligned with California State Content Standards, and 100% fully credentialed and appropriately assigned teachers. Facilities were rated Exemplary on the Facility Inspection Tool, indicating that school sites were maintained in good repair. These outcomes show that CCPA continued to provide the basic instructional and facility conditions needed for students to access their educational program.

Goal 3 implementation also supported progress in academic access and standards-aligned instruction. English Learner progress improved, with the percentage of English Learners progressing at least one ELPI level increasing to 36.5%, and reclassification increasing to 31.0%. California Science Test performance also improved, with 17.5% of students meeting or exceeding the standard in 2024–25. These outcomes indicate improved access to standards-aligned instruction and assessment participation.

Implementation also revealed continued challenges. Attendance remained below target at 54%, and chronic absenteeism remained high at 73.4% for all students and 90.3% for students experiencing homelessness. Student perception of school safety declined from 94.4% at baseline to 86.84% in 2025–26, and student connectedness declined from 80.3% at baseline to 60.52% in 2025–26. These results indicate that CCPA must continue strengthening school climate, student connection to school, and supportive learning environments, even while facilities remain in good repair.

A key implementation challenge was the need to purchase additional furniture and workstations across school sites to support safe and functional learning environments. This need exceeded the original planned amount for site improvements but was necessary to maintain classrooms that were accessible, functional, and conducive to student learning.

Dual enrollment remained an area of continued growth. Although participation increased from 16.7% in 2024–25 to 19.88% in 2025–26, it remained below the baseline of 21% and below the Year 3 target of 30%. This indicates the need to continue expanding community college partnerships and strengthening access to postsecondary coursework and transition supports.

Overall, Goal 3 implementation maintained strong foundational conditions of learning, including credentialed teachers, standards-aligned curriculum, broad course access, and facilities in good repair. The primary implementation challenges were the unanticipated need for additional furniture and workstations, continued attendance and chronic absenteeism concerns, declining student perceptions of safety and connectedness, and the need to continue increasing dual enrollment access.

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

There were material differences between budgeted expenditures and estimated actual expenditures for Goal 3, primarily in Action 3.3, Curriculum, and Action 3.4, Site Improvements and School Safety. According to the Annual Update Table, Action 3.3 was budgeted at \$78,705 with estimated actual expenditures of \$113,684, and Action 3.4 was budgeted at \$500 with estimated actual expenditures of \$2,487.

For Action 3.3, Curriculum, estimated actual expenditures were higher than budgeted because CCPA, in alignment with a programwide decision, began piloting a new online curriculum platform while continuing to maintain access to the existing online curriculum platform currently under contract. Maintaining both platforms during the pilot period allowed teachers to continue using the current curriculum while evaluating the new platform for standards alignment, usability, instructional quality, and student needs. This transition resulted in increased curriculum-related costs but ensured continuity of instruction and access to standards-aligned materials during the pilot year.

For Action 3.4, Site Improvements and School Safety, estimated actual expenditures exceeded the budgeted amount due to the unanticipated need for improved workstations and additional student furniture across school sites. These upgrades were necessary to ensure safe, functional, and equitable learning environments for students.

Other Goal 3 actions were generally implemented within or near planned budgeted amounts and did not result in additional material expenditure differences requiring further explanation.

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

The actions under Goal 3 were effective in maintaining core conditions of learning, including access to instruction, standards-aligned instructional materials, broad course access, fully credentialed teachers, and facilities in good repair. CCPA maintained 100% access to and enrollment in a broad course of study, 100% access to curriculum aligned with California State Content Standards, and 100% fully credentialed and appropriately assigned teachers. Facilities were rated Exemplary on the Facility Inspection Tool. These results show that Goal 3 actions were effective in maintaining the foundational conditions necessary for student learning.

Action 3.1, Tiered Re-engagement Strategies and Forms, was partially effective in supporting independent study compliance, student access to instruction, attendance, work completion, and progress toward graduation. Attendance increased slightly from 53% at baseline to 54% in 2025–26, but remained below the target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the target of 65%. This indicates that continued refinement is needed to strengthen the impact of re-engagement systems on students' access to instruction, work completion, attendance, and chronic absenteeism.

Action 3.2, Partner with Community Colleges, was partially effective. Dual enrollment increased from 16.7% in 2024–25 to 19.88% in 2025–26, showing improvement from the prior year; however, participation remained below the baseline of 21% and the target of 30%. Student perception of preparedness for future college and/or career paths also declined from 91% at baseline to 79.48% in 2025–26. These results show that continued expansion of community college partnerships and postsecondary transition supports is needed.

Action 3.3, Curriculum, was effective in maintaining access to curriculum aligned with California State Content Standards and a broad course of study. CCPA maintained 100% access to standards-aligned curriculum and 100% access to a broad course of study. English Learner

progress also improved, with 36.5% of English Learners progressing at least one ELPI level and reclassification increasing to 31.0%. These results indicate that curriculum and instructional supports contributed to stronger English Learner outcomes.

Action 3.4, Site Improvements and School Safety, was effective in maintaining facilities in good repair, with CCPA receiving an Exemplary rating on the Facility Inspection Tool. However, student perception of school safety declined from 94.4% at baseline to 86.84% in 2025–26, indicating that facility condition alone is not sufficient to fully address students' sense of safety and belonging. Continued attention to school climate, wellness-supportive spaces, and student experience is needed.

Action 3.5, Staff Development, was effective in supporting instructional practice and English Learner outcomes. Professional learning focused on standards-based instruction, interventions, and ELD support contributed to improved English Learner progress and reclassification outcomes. Continued staff development is needed to support English Learners, Long-Term English Learners, instructional alignment, and implementation of effective strategies across CCPA sites.

Overall, Goal 3 actions were effective in maintaining core conditions of learning and supporting English Learner progress, but were only partially effective in improving attendance, chronic absenteeism, student perception of safety, connectedness, dual enrollment, and college/career preparedness. CCPA will continue the effective components of Goal 3 while refining actions related to access to instruction, independent study compliance, re-engagement systems, community college partnerships, school safety, wellness-supportive learning environments, curriculum implementation, and staff development.

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

Based on a review of prior year implementation and outcome data, CCPA revised Goal 3 to better align conditions of learning with student needs related to access to instruction, independent study compliance, safe and supportive environments, school climate, college and career readiness, dual enrollment access, standards-aligned instruction, English Learner supports, curriculum implementation, and wellness-supportive spaces.

CCPA will continue Action 3.1, Tiered Re-engagement Strategies and Forms, and refine the description to reflect continued management staff support for independent study compliance, student access to instruction, work completion, and re-engagement systems rather than the initial increase of management staff. This refinement aligns the action with the current stage of implementation and the continued need to support attendance, chronic absenteeism, dropout prevention, and student progress toward graduation.

CCPA revised Action 3.2, Partner with Community Colleges, to emphasize the expansion of community college partnerships and dual enrollment access. A related metric, Dual Enrollment Rate, was added to track growth in student access to college-level coursework and postsecondary transition opportunities. This change responds to dual enrollment remaining below the Year 3 target despite improvement from the prior year.

CCPA will continue Action 3.3, Curriculum, and refine implementation to reflect CCPA's programwide pilot of a new online curriculum platform while maintaining access to the existing online curriculum platform currently under contract. This approach allows teachers to

continue using current curriculum resources while evaluating the new platform for standards alignment, instructional quality, student usability, and program fit. This action will continue to support access to standards-aligned instructional materials, culturally responsive curriculum options, ELD curriculum, music curriculum or other elective curriculum options, and a broad course of study.

CCPA will continue Action 3.4, Site Improvements and School Safety, and strengthen it by integrating wellness-supportive learning environments, including wellness spaces or wellness resources, into the broader site improvements and school safety action. This refinement responds to the decline in student perception of school safety and connectedness, while maintaining CCPA’s focus on safe, functional, and supportive learning environments. A related metric, Number of students utilizing wellness space, was added to establish a baseline in 2026–27.

CCPA will continue Action 3.5, Staff Development, to provide professional learning focused on standards-based instruction, interventions, English Learner supports, Long-Term English Learner supports, and ELD implementation. This action will continue to support effective instructional practice and improved English Learner outcomes.

CCPA also updated Metric 3.3, High School Dropout Rate, to reflect a Year 3 target of 25%, consistent with the current 2024–25 outcome and CCPA’s goal to maintain the improvement from the 30% baseline. CCPA also updated Metric 3.7, Access to and Enrollment in a Broad Course of Study, to reflect an accurate baseline of 100%, because all CCPA students have access to a broad course of study that includes core academic content, electives, and career technical education. These updates ensure the metrics accurately reflect current conditions and allow CCPA to monitor continued progress over time.

These changes allow CCPA to maintain strong core conditions of learning while refining actions and metrics in areas where data show continued need, including access to instruction, student safety, connectedness, dual enrollment, attendance, chronic absenteeism, wellness-supportive spaces, curriculum implementation, and postsecondary readiness.

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	Tiered Re-engagement Strategies and Forms	CCPA will continue management staff support to review, implement, and monitor tiered re-engagement strategies and forms that support independent study compliance, student access to instruction, attendance, work completion, and progress toward graduation. Because CCPA operates through an independent study model in which attendance is connected to work completion, consistent re-engagement systems are necessary to ensure students remain connected to the instructional program and continue accessing coursework.	\$39,989.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff will use re-engagement documentation and student data to identify students who are not meeting independent study requirements, are not completing assigned work, or are not making adequate academic progress. Staff will coordinate appropriate interventions and supports to help students re-engage with instruction, complete coursework, and continue progressing toward diploma completion. This action is designed to maintain consistent conditions for learning across CCPA sites by supporting independent study compliance, access to instruction, attendance, work completion, and graduation progress. CCPA will monitor the effectiveness of this action using attendance rate, chronic absenteeism rate, high school dropout rate, and the DASS one-year graduation rate.		
3.2	Partner with Community Colleges	CCPA will continue to expand partnerships with community colleges to provide students with access to dual enrollment opportunities, college-level coursework, and postsecondary transition supports. This action will include providing students with information about dual enrollment options, supporting enrollment and participation, and using post-program transition planning tools or assessments to help students identify next steps after completing the CCPA diploma program. This action is designed to increase student access to college coursework, strengthen college and career readiness, improve students' perception of preparedness for future college and/or career pathways, and support successful transition into postsecondary education, workforce training, employment, military-connected pathways, or other career opportunities. CCPA will monitor the effectiveness of this action using dual enrollment rate, student perception of preparedness for future college and/or career paths, access to and enrollment in a broad course of study, and the DASS one-year graduation rate.	\$56,411.00	Yes
3.3	Curriculum	CCPA will continue to provide curriculum aligned with California State Content Standards to support graduation requirements, college and career readiness, English Learner progress, and access to a broad course of	\$181,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		study. Curriculum implementation will include core academic areas, CTE, electives, ELD curriculum, and culturally responsive instructional options for English Learners and Long-Term English Learners. In alignment with a programwide decision, CCPA will pilot a new online curriculum platform while maintaining access to the existing online curriculum platform currently under contract. This will allow teachers to continue using current curriculum resources while evaluating the new platform for standards alignment, instructional quality, student usability, accessibility, and program fit. This action will also support the continued expansion of music curriculum and other elective or CTE-aligned curriculum options as part of CCPA's broader course of study. These options increase student access to meaningful electives, support engagement, and help students participate in standards-aligned learning connected to their interests, graduation progress, and future college and career goals. CCPA will monitor the effectiveness of this action using access to curriculum aligned with California State Content Standards, access to and enrollment in a broad course of study, English Learner progress, reclassification rate, and student perception of preparedness for future college and/or career paths.		
3.4	Site Improvements and School Safety	CCPA will continue to conduct site improvements and provide safe, functional, and supportive school environments conducive to learning. This action includes updating furniture and workstations, providing safety training for staff, maintaining monthly safety reports, completing timely facility repairs, and ensuring facilities remain in good repair. This action will also support wellness-supportive learning environments, including wellness spaces or wellness resources, to help students feel safe, supported, and ready to participate in learning. These supports are intended to strengthen student perception of safety, connectedness, and access to supportive school environments.	\$6,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CCPA will monitor the effectiveness of this action using facilities in “Good” repair as measured by the Facility Inspection Tool, student perception of school safety, student connectedness, and the number of students utilizing wellness space.		
3.5	Staff Development	CCPA will continue to provide professional learning opportunities for staff to strengthen instructional practices, standards-based instruction, intervention strategies, English Learner supports, Long-Term English Learner supports, and implementation of ELD curriculum. Professional learning will include opportunities for staff to collaborate through PLCs, review student outcome data, and apply instructional strategies that support language acquisition, academic growth, and access to grade-level content. This action is designed to ensure staff are prepared to support the academic, linguistic, behavioral, and social-emotional needs of students, particularly English Learners and Long-Term English Learners, and to strengthen implementation of standards-aligned instruction across CCPA sites. CCPA will monitor the effectiveness of this action using English Learner progress, reclassification rate, CAASPP/SBAC performance data, i-Ready Reading and Math reassessment/growth, and access to standards-aligned curriculum	\$7,499.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$656,328	\$83,672

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
42.063%	0.000%	\$0.00	42.063%

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
1.1	Action: Attendance and Student Engagement Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need targeted engagement, re-engagement, and intervention supports because they often experience barriers that affect consistent school participation, independent study work completion, and	This action addresses the identified needs of unduplicated pupils by continuing management and classified staff support for CCPA's tiered re-engagement system. Staff will review student engagement data, monitor independent study participation and work completion, identify students who are disengaged or not making adequate progress, and coordinate timely interventions to support re-engagement.	Metric 1.1: Attendance Rate Metric 1.3: Chronic Absenteeism Rate Metric 1.4: High School Graduation Rate — CA Dashboard Combined Four- and Five-Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress toward graduation. CCPA serves students ages 16–25 who have disengaged from traditional school settings, are credit deficient at enrollment, and often face barriers such as interrupted enrollment histories, housing insecurity, caregiving responsibilities, work schedules, transportation challenges, and other life circumstances that affect educational continuity. Current Goal 1 data show that engagement remains an area of need. Attendance increased only slightly from 53% at baseline to 54% in 2025–26, remaining below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remains above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, indicating that students facing significant barriers continue to need coordinated outreach, re-engagement, and intervention supports. Graduation, connectedness, and intervention-tracking data also support the need for this action. The CA Dashboard combined four- and five-year graduation rate declined from 65.1% at baseline to 56.5% in 2024–25 for all students, and student connectedness declined from 80.3% at baseline to 60.52% in 2025–26. CCPA also established a baseline of 4 staff members using Aeries for tracking documentation, with a target of all 17 staff members, showing the need to strengthen	The addition of professional learning and implementation support for Aeries intervention tracking strengthens this action by improving staff capacity to document interventions, monitor student progress, and use data consistently to support re-engagement. This will help CCPA identify students earlier, track supports more consistently, and determine whether interventions are helping students re-engage and make progress. This action is principally directed toward unduplicated pupils because English Learners, foster youth, and low-income students are more likely to experience barriers that affect attendance, work completion, and school engagement, including credit deficiency, interrupted enrollment, housing insecurity, transportation challenges, work schedules, and family responsibilities. Continuing this support allows CCPA to provide more consistent monitoring and intervention before students further disengage from school. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and students across all sites experience similar engagement and re-engagement needs. Providing this action LEA-wide ensures that attendance monitoring, independent study progress review, tiered interventions, and intervention documentation are implemented consistently across the program. The effectiveness of this action will be monitored using Goal 1 metrics, including attendance rate, chronic absenteeism rate, the CA Dashboard	Metric 1.5: High School Graduation Rate — DASS One-Year Graduation Rate Metric 1.8: Student Connectedness: “I feel connected to my school” Metric 1.15: Number of staff using Aeries for tracking documentation

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
	consistent intervention documentation and progress monitoring Scope: LEA-wide	combined four- and five-year graduation rate, the DASS one-year graduation rate, student connectedness survey results, and the number of staff using Aeries for tracking documentation.	
1.2	Action: Community Awareness and Visibility Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, often experience barriers that limit access to educational programs and re-engagement opportunities. Many students who may benefit from CCPA are credit deficient, have experienced interrupted enrollment, or have disengaged from traditional school settings. These students and their families may not be aware of CCPA's flexible independent study model, re-engagement supports, extended learning opportunities, college and career readiness supports, student support services, or available graduation pathways. CCPA serves students ages 16–25 who have disengaged from traditional schools and are seeking to re-enroll, recover credits, and earn a high school diploma through a flexible independent study model. The LCAP Plan Summary notes that all students are socioeconomically disadvantaged and that students are credit deficient at the time of enrollment. It also identifies common barriers including caregiving responsibilities, housing	This action addresses the identified needs of unduplicated pupils by increasing awareness of CCPA's flexible high school diploma program and the supports available to help students re-engage, recover credits, and progress toward graduation. A strategic outreach and marketing approach will help CCPA more effectively communicate with prospective students, families, workforce partners, community agencies, and educational partners about CCPA's independent study model, enrollment process, re-engagement supports, extended learning opportunities, student support services, graduation pathways, and college and career readiness pathways. The outreach strategy will also help community partners and prospective adult students understand CCPA's graduation pathway options, including the reduced-credit pathway for students age 19 and older, so that students who may have previously viewed diploma completion as inaccessible are connected to an appropriate re-engagement option. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience barriers such as interrupted enrollment, credit deficiency, housing instability, transportation challenges, work schedules, family	Metric 1.2: Number of students enrolled Metric 1.1: Attendance Rate Metric 1.3: Chronic Absenteeism Rate Metric 1.4: High School Graduation Rate — CA Dashboard Combined Four- and Five-Year Graduation Rate Metric 1.5: High School Graduation Rate — DASS One-Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	insecurity, demanding work commitments, and long or inflexible work hours. Current data support the need for stronger outreach and visibility. CCPA's enrollment baseline is 211 students, with a target of 230 students. Attendance increased only slightly from 53% at baseline to 54% in 2025–26, remaining below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remains above the Year 3 target of 65%. Graduation data also show the need to connect more students to re-engagement and completion supports. The CA Dashboard combined four- and five-year graduation rate declined from 65.1% at baseline to 56.5% in 2024–25 for all students, with decreases also reported for English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. These data show the need to increase awareness of CCPA among students who are disconnected, credit deficient, or at risk of not completing high school. Scope: LEA-wide Schoolwide	responsibilities, and limited access to information about alternative diploma pathways. By improving community awareness and visibility, CCPA can better connect these students to a program designed to support re-engagement, course completion, graduation, and transition to postsecondary opportunities. This action is provided on an LEA-wide/schoolwide basis because CCPA operates one charter program across multiple sites and serves students across Orange County. A coordinated outreach strategy ensures consistent messaging, equitable access to information, and stronger referral pathways across all CCPA sites and service areas. Providing this action LEA-wide/schoolwide helps ensure that students and families across the county receive accurate information about enrollment, academic supports, student resources, graduation pathways, and postsecondary transition opportunities. The effectiveness of this action will be monitored using number of students enrolled, attendance rate, chronic absenteeism rate, the CA Dashboard combined four- and five-year graduation rate, and the DASS one-year graduation rate.	
1.3	Action: Family Engagement to Close Equity Gaps Need:	This action addresses the identified needs of unduplicated pupils by providing engagement opportunities, transportation assistance, workshops, outreach, wellness-based supports, and resource connections that help students and	Metric 1.6: Number of School Events Metric 1.7: Percentage of students receiving resources from the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils, including English Learners, foster youth, and low-income students, often face barriers that affect family engagement, school participation, access to wellness supports, and access to academic and community resources. Many CCPA students have experienced interrupted enrollment, credit deficiency, housing insecurity, caregiving responsibilities, work schedules, transportation challenges, and other life circumstances that make it difficult to consistently participate in school activities or access available supports. CCPA's Plan Summary identifies that all students are socioeconomically disadvantaged and credit deficient at enrollment, and that many students face barriers including caregiving responsibilities, housing insecurity, and demanding or inflexible work commitments. Updated Goal 1 data show the continued need for engagement, wellness-based support, and connection to school. Attendance remained below target, increasing only slightly from 53% at baseline to 54% in 2025–26, compared with the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, above the Year 3 target of 68%, indicating that students and families facing the greatest barriers need continued access to coordinated outreach, resources, and engagement supports.	families access school supports and community services. Parenting workshops, school events, family engagement activities, and wellness-based engagement supports help students and families better understand CCPA's program, available resources, graduation expectations, and college and career readiness supports. Collaboration with community agencies and workforce partners also helps connect students to services that can reduce barriers to attendance, engagement, and school participation. This action is principally directed toward unduplicated pupils because English Learners, foster youth, and low-income students are more likely to experience barriers such as housing instability, transportation challenges, work schedules, family responsibilities, limited access to resources, and interrupted educational pathways. By providing family engagement opportunities, wellness-based supports, and direct connections to resources, CCPA increases the quality and accessibility of services for students who need additional assistance to remain engaged and make progress toward graduation. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and students and families across all sites experience similar barriers to engagement and participation. Providing the action LEA-wide ensures that students and families across Orange County have consistent access to engagement opportunities, wellness-based supports, resource connections, workshops, and	Community Resource Specialist Metric 1.8: Student Connectedness: "I feel connected to my school" Metric 1.1: Attendance Rate Metric 1.3: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local engagement data show both progress and continued need. The number of school events increased from 32 at baseline to 38 in 2025–26, meeting the Year 3 target of 38 school events. The percentage of students receiving resources from the Community Resource Specialist increased from 8% at baseline to 23% in 2025–26, but remained below the Year 3 target of 50%, showing the need to continue expanding access to resources. Student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, below the Year 3 target of 90%, showing the need to strengthen engagement opportunities and wellness-based supports that connect students and families to school. Scope: LEA-wide	communication with school staff and community partners. The effectiveness of this action will be monitored using Goal 1 metrics: number of school events, percentage of students receiving resources from the Community Resource Specialist, student connectedness survey results, attendance rate, and chronic absenteeism rate.	
1.4	Action: Extended Learning Opportunities Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need expanded access to college, career, workforce, military-connected, community-based, and hands-on learning opportunities because many have had interrupted educational experiences and limited exposure to postsecondary pathways. CCPA students are credit deficient at enrollment and often balance school with work, caregiving responsibilities, transportation barriers, housing insecurity, and other life	This action addresses the identified needs of unduplicated pupils by providing structured opportunities for students to explore college, career, workforce, military-connected, community-based, and hands-on learning pathways beyond regular coursework. College tours, career fairs, community partner workshops, dual enrollment opportunities, CA Job ChalleNGe-related transition supports, and hands-on elective experiences help students understand available postsecondary options and connect their current academic work to future goals. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth may have less	Metric 1.6: Number of School Events Metric 1.14: Number of hands-on based elective opportunities at the site level Metric 1.13: Student feels prepared for future college and/or career paths Metric 1.12: College and Career Indicator — Percentage of CCPA students and graduates identified as “Prepared” Metric 1.1: Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	circumstances that can limit their ability to participate in college visits, career exploration activities, community partner workshops, dual enrollment, CA Job ChalleNGe-related opportunities, hands-on elective experiences, or other extended learning opportunities. Updated Goal 1 data show a need to strengthen students' connection between school participation and postsecondary readiness. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26, below the Year 3 target of 95%. The College and Career Indicator shows that 36.4% of all students, 38.6% of Hispanic students, 36.4% of socioeconomically disadvantaged students, and 17.9% of students experiencing homelessness were identified as “Prepared” on the 2025 Dashboard, with targets of 40% for all students, Hispanic students, and socioeconomically disadvantaged students, and 20% for students experiencing homelessness. Goal 1 data also show that structured school-based opportunities are a promising engagement strategy, but more meaningful hands-on engagement is needed. The number of school events increased from 32 at baseline to 38 in 2025–26, meeting the Year 3 target of 38 school events. However, student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, below the Year 3 target of 90%. CCPA also established	access to postsecondary planning resources, college exposure, career exploration, transportation, workforce networks, military-connected transition opportunities, and hands-on enrichment opportunities outside of school. By providing these opportunities through CCPA, the school increases both the quantity and quality of college, career, workforce, military-connected, and hands-on readiness supports available to students who may otherwise have limited access. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites and serves students throughout Orange County, including students participating in the CA Job ChalleNGe partnership. Providing extended learning opportunities LEA-wide ensures that students from all CCPA sites have equitable access to college tours, career fairs, community partner workshops, dual enrollment information, hands-on elective opportunities, military-connected transition supports, and transportation support when needed. The effectiveness of this action will be monitored using Goal 1 metrics: number of school events, number of hands-on based elective opportunities at the site level, student perception of preparedness for future college and/or career paths, the College and Career Indicator, attendance rate, chronic absenteeism rate, the CA Dashboard combined four- and five-year graduation rate, and the DASS one-year graduation rate.	Metric 1.3: Chronic Absenteeism Rate Metric 1.4: High School Graduation Rate — CA Dashboard Combined Four- and Five-Year Graduation Rate Metric 1.5: High School Graduation Rate — DASS One-Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	a local baseline of one hands-on based elective opportunity in 2025–26, with a target of two hands-on based elective opportunities, showing the need to expand site-level hands-on learning options. Scope: LEA-wide		
1.5	Action: Equitable access for graduation ceremony Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, may face financial and logistical barriers that limit their ability to fully participate in graduation activities. Students may not have access to resources needed for participation, such as caps and gowns, or may face transportation, work schedule, caregiving, housing, or family-related barriers that make participation in a graduation ceremony more difficult. CCPA serves students ages 16–25 who have disengaged from traditional school settings and are seeking to re-enroll, recover credits, and earn a high school diploma through a flexible independent study model. The LCAP identifies that all students are socioeconomically disadvantaged and credit deficient at enrollment, and many students face barriers including caregiving responsibilities, housing insecurity, and demanding or inflexible work commitments.	This action addresses the identified needs of unduplicated pupils by removing financial and logistical barriers to graduation participation. Providing support for caps and gowns and securing an accessible graduation venue ensures that students can participate in the ceremony regardless of income level, family circumstances, or site location. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience financial barriers, transportation challenges, housing instability, work schedules, and family responsibilities that can limit participation in school events and milestone activities. By covering graduation-related costs and securing an appropriate venue, CCPA increases equitable access to recognition and celebration for students who have completed graduation requirements. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites throughout Orange County. A centralized and accessible graduation ceremony ensures that students and families across all	Metric 1.6: Number of School Events Metric 1.4: High School Graduation Rate — CA Dashboard Combined Four- and Five-Year Graduation Rate Metric 1.5: High School Graduation Rate — DASS One-Year Graduation Rate Metric 1.8: Student Connectedness: “I feel connected to my school”

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
	Graduation remains a significant area of need. The CA Dashboard combined four- and five-year graduation rate declined from 65.1% at baseline to 56.5% in 2024–25 for all students, with decreases also reported for English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students. The DASS one-year graduation rate remained at 47.5% for all students, reflecting continued need to support students' progress toward diploma completion and recognition. Student connectedness data also support the need for this action. Student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, below the Year 3 target of 90%. Ensuring equitable access to graduation helps reinforce student belonging, recognition, and connection to school, particularly for students who may not otherwise be able to participate because of cost or logistical barriers. Scope: LEA-wide	CCPA sites have a consistent and equitable opportunity to participate in graduation. The effectiveness of this action will be monitored using number of school events, the CA Dashboard combined four- and five-year graduation rate, the DASS one-year graduation rate, and student connectedness survey results.	
1.6	Action: Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support Need: Unduplicated pupils enrolled at the CCPA-CA Job ChalleNGe site need targeted learning recovery, evening academic support, and basic access supports because many students	This action addresses the identified needs of unduplicated pupils by providing short-term instructors during evening hours to support CA Job ChalleNGe students with high school learning recovery, credit progress, and graduation readiness. The additional evening instructional support will help students complete CCPA independent study coursework and high school diploma requirements while also participating in	Metric 1.1: Attendance Rate Metric 1.3: Chronic Absenteeism Rate Metric 1.4: High School Graduation Rate — CA Dashboard Combined Four- and Five-Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enter CCPA credit deficient and must complete high school diploma requirements within the structure and timeline of the residential CA Job ChalleNGe program. CCPA's Los Alamitos site operates in partnership with the California National Guard through the CA Job ChalleNGe program, where CCPA provides a high school diploma program to residential students who are also dually enrolled at Long Beach City College. Because these students participate in CA Job ChalleNGe programming and college coursework during the day, evening instructional support is needed to help them complete CCPA high school coursework, recover credits, and remain on track for graduation. Students may also have basic access needs, including vision needs, that affect their ability to read, complete coursework, participate in instruction, and make academic progress. Vision exams, screenings, and eyeglass support help remove barriers to instructional access and support students' ability to participate fully in learning. This action responds to the specific program structure of the CA Job ChalleNGe site while supporting CCPA's broader Goal 1 priorities related to engagement, graduation, academic access, learning recovery, and postsecondary readiness. CCPA will use Goal 1 data to monitor this action because CA Job ChalleNGe students are enrolled in CCPA and their outcomes are	CA Job ChalleNGe programming and college coursework. This action also addresses access barriers by providing vision exams, screenings, and eyeglass support through Serve the People. Students who need glasses or vision correction may experience barriers to reading, completing assignments, participating in instruction, and making academic progress. Providing vision support helps remove a basic barrier to instructional access so students can more fully participate in evening academic support, independent study coursework, and college/career preparation. This action is principally directed toward unduplicated pupils because students served through CCPA's CA Job ChalleNGe site are part of CCPA's high-need student population and often experience credit deficiency, interrupted schooling, and barriers that affect academic progress. By providing targeted evening instructional support and vision access supports, CCPA increases access to academic intervention and learning recovery for students who need additional support to complete high school coursework and graduate. This action is provided schoolwide at the CCPA-CA Job ChalleNGe site because the identified need is specific to students participating in that program. Providing the support at this site ensures that students in the residential CA Job ChalleNGe program have access to evening academic intervention and vision supports aligned to their daytime schedule, college enrollment, and high school diploma completion timeline.	Metric 1.5: High School Graduation Rate — DASS One-Year Graduation Rate Metric 1.13: Student feels prepared for future college and/or career paths Metric 1.11: Local Data: Alumni Survey Data — Percentage of Alumni Students enrolled in postsecondary programs

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
	included in CCPA's overall attendance, graduation, and college/career readiness data. Current Goal 1 data show continued need for learning recovery and graduation support. Attendance increased only slightly from 53% at baseline to 54% in 2025–26, remaining below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remains above the Year 3 target of 65%. Graduation and readiness data also support the need for additional academic intervention and access supports. The CA Dashboard combined four- and five-year graduation rate declined from 65.1% at baseline to 56.5% in 2024–25 for all students, and the DASS one-year graduation rate remained at 47.5% for all students. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26, further supporting the need for academic support connected to diploma completion, instructional access, and postsecondary readiness. CCPA will also monitor postsecondary transition using alumni survey data on the percentage of alumni students enrolled in postsecondary programs, with the baseline to be established through post-graduation survey collection. Scope: Schoolwide	This action is supported through a hybrid funding structure that includes \$22,346 in LCFF funds for evening academic support and \$7,000 in Learning Recovery Emergency Block Grant funds, reflected as Other State Funds, for vision exams, screenings, and eyeglass support. CCPA will monitor the effectiveness of this action using Goal 1 metrics, including attendance rate, chronic absenteeism rate, the CA Dashboard combined four- and five-year graduation rate, the DASS one-year graduation rate, student perception of preparedness for future college and/or career paths, and alumni survey data on the percentage of alumni students enrolled in postsecondary programs.	
2.1	Action:	This action addresses the identified needs of unduplicated pupils by increasing access to	Metric 2.1: Attendance Rates

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
	Increase Services to Support Student Achievement Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need individualized academic, wellness, and resource supports because many CCPA students enter the program credit deficient and have experienced interrupted educational pathways. CCPA serves students ages 16–25 who have disengaged from traditional school settings and often face barriers such as housing insecurity, caregiving responsibilities, demanding work commitments, long or inflexible work hours, transportation challenges, and other life circumstances that affect academic progress and diploma completion. Current Goal 2 data show continued need for services that support student achievement. Attendance increased only slightly from 53% at baseline to 54% in 2025–26, remaining below the Year 3 target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, above the Year 3 target of 68%, showing that students facing the greatest barriers continue to need coordinated supports that address both academic and non-academic needs.	individualized and triaged services that support academic progress, well-being, and student achievement. Through this action, CCPA will continue providing students with access to wellness support, basic needs resources, targeted academic assistance, and student support services that help reduce barriers to attendance, engagement, coursework completion, and diploma progress. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience credit deficiency, interrupted enrollment, housing instability, transportation barriers, family responsibilities, work schedules, and wellness-related needs that affect academic success. Providing individualized and triaged supports increases the quality and responsiveness of services available to students who need additional assistance to remain engaged and progress toward graduation. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and students across all sites experience similar academic, social-emotional, and resource-related barriers. Providing this action LEA-wide ensures that students have consistent access to individualized support services regardless of which CCPA site they attend. The effectiveness of this action will be monitored using attendance rate, high school dropout rate, chronic absenteeism rate, student connectedness,	Metric 2.2: High School Dropout Rate Metric 2.3: Chronic Absenteeism Rate Metric 2.5: Student Connectedness: “I feel connected to my school” Metric 2.6: Student feels prepared for future college and/or career paths

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
	Goal 2 data also show mixed outcomes related to student engagement and long-term success. The high school dropout rate improved from 30% at baseline to 25% in 2024–25, meeting the Year 3 target. However, student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, and student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. These results show the continued need for individualized services that help students address barriers, remain engaged, and make progress toward graduation and postsecondary readiness. Scope: LEA-wide	and student perception of preparedness for future college and/or career paths.	
2.2	Action: Tiered Interventions to Provide Resources Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need tiered academic, social-emotional, wellness, and resource-based interventions because many students experience barriers that affect attendance, engagement, and academic progress. CCPA serves students ages 16–25 who have disengaged from traditional school settings, are credit deficient at enrollment, and often face barriers such as housing insecurity, caregiving responsibilities, demanding work schedules, transportation challenges, and	This action addresses the identified needs of unduplicated pupils by using a tiered intervention process to identify student needs and connect students to appropriate academic, wellness, social-emotional, and basic needs supports. Direct clinician-led wellness support, resource connections, and wellness-based supports help students address barriers that may interfere with attendance, engagement, coursework completion, and academic progress. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience barriers such as housing instability, transportation challenges, family responsibilities, work schedules, interrupted educational histories, and wellness-related needs. By using a tiered	Metric 2.3: Chronic Absenteeism Rate Metric 2.5: Student Connectedness: “I feel connected to my school” Metric 3.5 / related local climate data: Student Perception of School Safety, if monitored under school climate Metric 2.11: i-Ready Reading reassessment and growth Metric 2.12: i-Ready Math reassessment and growth

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
	other life circumstances that affect educational continuity and student well-being. Current Goal 2 data show continued need for tiered supports. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students, but remained above the Year 3 target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, above the Year 3 target of 68%, showing the need for continued targeted intervention and resource support for students facing significant barriers. Local student survey data also show the need to strengthen wellness, connectedness, and school climate supports. Student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, below the Year 3 target of 90%. These results show the need for more responsive tiered interventions that address social-emotional needs, connection to school, and readiness to participate in learning. Scope: LEA-wide	intervention system, CCPA can provide more responsive support based on the level of student need rather than offering a one-size-fits-all approach. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and students across all sites experience similar barriers to engagement, wellness, and academic progress. Providing tiered interventions LEA-wide ensures that students have consistent access to clinician-led support, wellness resources, basic needs resources, and intervention services regardless of which CCPA site they attend. The effectiveness of this action will be monitored using chronic absenteeism rate, student connectedness survey results, student perception of school safety, and academic progress indicators.	
2.3	Action: Instructional and Behavioral Support Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need instructional and behavioral support because many CCPA students enter	This action addresses the identified needs of unduplicated pupils by providing instructional and behavioral supports that help students make academic progress, complete coursework, participate in assessments, and access targeted interventions. These supports include academic intervention, behavioral support, tutoring access,	Metric 2.4: CTE pathway completion Metric 2.8: Reclassification Rate Metric 2.9: English Learners progressing at least one ELPI level

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
	the program credit deficient, have experienced interrupted educational pathways, and need targeted academic intervention to make progress toward diploma completion. Students may also face barriers such as housing insecurity, caregiving responsibilities, work schedules, transportation challenges, wellness needs, and other life circumstances that affect academic progress, assessment participation, and access to instructional support. Current Goal 2 data show progress in some academic outcome areas and continued need in others. Reclassification increased from 27.6% at baseline to 31.0% in 2024–25, exceeding the Year 3 target of 30%. The percentage of English Learners who progressed at least one ELPI level increased from 0% at baseline to 36.5%, exceeding the Year 3 target of 5%. CTE pathway completion increased slightly from 3.6% at baseline to 4% for all students, with 4.1% for socioeconomically disadvantaged students, 4.3% for Hispanic students, and 5.9% for English Learners; however, students experiencing homelessness remained at 0%. Local academic data also show the need for continued instructional support and progress monitoring. i-Ready Reading reassessment increased to 35%, with 14% of students showing growth, but i-Ready Math reassessment remained at 4%, with 0% showing growth. Tutor.com utilization declined from 7% at baseline to 0% in 2025–26, and CAASPP/SBAC performance data were not	English Learner supports, and progress monitoring through local and state assessment data. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience interrupted schooling, credit deficiency, inconsistent access to academic support, and barriers that affect assessment participation and academic growth. By providing instructional and behavioral supports, CCPA increases the quality and accessibility of academic intervention for students who need additional support to complete coursework, demonstrate growth, and remain on track for graduation. This action is provided on an LEA-wide/schoolwide basis because CCPA operates one charter program across multiple sites, and students across all sites need access to consistent instructional supports, behavioral interventions, academic monitoring, and assessment participation supports. Providing this action across the program ensures that students have equitable access to academic and behavioral interventions regardless of which CCPA site they attend. The effectiveness of this action will be monitored using CTE completion, a-g completion, reclassification rate, ELPI progress, CAST results, CAASPP/SBAC data, i-Ready Reading and Math reassessment/growth, and Tutor.com utilization.	Metric 2.10: California Science Test Metric 2.11: i-Ready Reading reassessment and growth Metric 2.12: i-Ready Math reassessment and growth Metric 2.13: Tutor.com utilization rate Metric 2.14: CAASPP/SBAC performance data Metric 2.15: UC/CSU a-g completion Metric 2.18: Completion of both CTE and UC/CSU requirements

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
	available because fewer than 11 students were tested. These data show the need to strengthen access to academic support, increase reassessment and assessment participation, and improve monitoring of student academic growth. Scope: LEA-wide Schoolwide		
2.4	Action: Implement a Multi-Tiered System of Support (MTSS) Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need a coordinated MTSS structure because many students enter CCPA credit deficient, have experienced interrupted educational pathways, and require academic, behavioral, social-emotional, and postsecondary transition supports to complete a high school diploma. CCPA serves students ages 16–25 who have disengaged from traditional school settings and often face barriers such as housing insecurity, caregiving responsibilities, demanding work schedules, transportation challenges, and other life circumstances that affect academic progress and educational continuity. Current Goal 2 data show the need for continued MTSS implementation and progress monitoring. The high school dropout rate	coordinated MTSS framework for identifying student needs, assigning academic and social-emotional supports, monitoring progress, documenting interventions, and adjusting supports based on student outcomes. MTSS allows CCPA to respond to students' academic, behavioral, wellness, and postsecondary transition needs through a structured and data-informed process rather than relying on isolated or informal interventions. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience credit deficiency, interrupted enrollment, housing instability, transportation challenges, work schedules, caregiving responsibilities, and other barriers that affect diploma completion and postsecondary transition. MTSS increases the quality and consistency of supports for these students by ensuring that interventions are identified, documented, monitored, and adjusted based on need.	Metric 2.2: High School Dropout Rate Metric 2.3: Chronic Absenteeism Rate Metric 2.5: Student Connectedness: "I feel connected to my school" Metric 2.6: Student feels prepared for future college and/or career paths Metric 2.7: Dual Enrollment Rate Metric 2.17: High School Graduation Rate — DASS One-Year Graduation Rate Metric 2.19: Number of surveys collected from alumni one-year post graduation Metric 2.20: Number of staff using Aeries for tracking documentation Metric 2.21: Number of SIT referrals

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
	improved from 30% at baseline to 25% in 2024–25, meeting the Year 3 target, but attendance remained below target at 54%, and chronic absenteeism remained high at 73.4% for all students and 90.3% for students experiencing homelessness. These data show that students continue to need coordinated supports that identify barriers early and provide timely interventions. Graduation, college/career readiness, and postsecondary transition data also support the need for this action. Student connectedness declined from 80.3% at baseline to 60.52% in 2025–26, and student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26. Dual enrollment also remained below target, declining from 21% at baseline to 19.88% in 2025–26, compared with the Year 3 target of 30%. These data show the need to strengthen individualized planning, progress monitoring, postsecondary transition supports, and follow-up after graduation. CCPA also added local metrics to strengthen MTSS monitoring, including the number of alumni surveys collected one year post-graduation, the number of staff using Aeries for tracking documentation, and the number of Student Intervention Team referrals submitted or tracked in Aeries. These metrics will help CCPA determine whether interventions are being documented consistently and whether	The reduced-credit diploma pathway for students age 19 and older further addresses the needs of adult learners who are re-engaging with school while balancing work, family responsibilities, caregiving, and interrupted educational histories. Embedding this pathway within MTSS ensures that adult learners receive individualized academic, behavioral, social-emotional, and transition supports while pursuing a diploma pathway aligned to their needs. This action also addresses the need for stronger post-graduation outcome tracking and intervention documentation. Alumni survey follow-up will help CCPA better understand whether graduates are transitioning into college, career, workforce, military, or other postsecondary opportunities. Aeries intervention tracking and Student Intervention Team referral tracking will help staff document interventions, monitor pupil outcomes, and evaluate whether supports are being implemented consistently. This action is provided on an LEA-wide/schoolwide basis because CCPA operates one charter program across multiple sites, and students across all sites require access to a consistent MTSS structure. Providing this action across the program ensures that students receive coordinated supports from enrollment through graduation and post-graduation follow-up, regardless of which CCPA site they attend. The effectiveness of this action will be monitored using graduation rates, dropout rate, chronic absenteeism rate, student connectedness, student	submitted/tracked in Aeries

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
	students and graduates are receiving timely support. Scope: LEA-wide Schoolwide	perception of preparedness for future college and/or career paths, dual enrollment rate, alumni survey data, the number of staff using Aeries for tracking documentation, and the number of Student Intervention Team referrals submitted or tracked in Aeries.	
3.1	Action: Tiered Re-engagement Strategies and Forms Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need consistent systems that support access to instruction in CCPA's independent study model. Many CCPA students enter the program credit deficient, have experienced interrupted enrollment, and face barriers that affect attendance, work completion, instructional access, and progress toward graduation. CCPA serves students ages 16–25 who have disengaged from traditional school settings and often face barriers such as housing insecurity, caregiving responsibilities, demanding work schedules, transportation challenges, and other life circumstances that affect educational continuity. Current Goal 3 data show continued need for systems that help students remain connected to the instructional program. Attendance increased slightly from 53% at baseline to 54% in 2025–26, but remained below the target of 60%. Chronic absenteeism improved from 87.6% at baseline to 73.4% for all students,	This action addresses the identified needs of unduplicated pupils by continuing management staff support for a consistent system of tiered re-engagement strategies, forms, and documentation. These systems help CCPA monitor whether students are accessing instruction, completing assigned work, meeting independent study requirements, and making progress toward graduation. When students are not meeting expectations, staff can identify the concern and coordinate timely interventions to reconnect students to instruction and coursework. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience credit deficiency, interrupted enrollment, housing instability, transportation challenges, caregiving responsibilities, work schedules, and other life circumstances that affect instructional access and work completion. A consistent re-engagement system helps ensure these students are identified early and connected to supports before they lose access to instruction or further disengage from the program. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and independent study	Metric 3.1: Attendance Rates Metric 3.2: Chronic Absenteeism Rate Metric 3.3: High School Dropout Rate Metric 3.12: High School Graduation Rate — DASS One-Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	but remained above the target of 65%. Chronic absenteeism for students experiencing homelessness increased to 90.3%, above the target of 68%. These data show that students continue to need structured re-engagement processes that help them maintain access to coursework and instructional support. The high school dropout rate improved from 30% at baseline to 25% in 2024–25, meeting the updated Year 3 target of 25%. Continued monitoring of tiered re-engagement strategies is needed to maintain this improvement and support students who remain at risk of losing access to instruction, falling behind in coursework, or not completing diploma requirements. Scope: LEA-wide	compliance, access to instruction, and re-engagement requirements apply across the full program. Providing this action LEA-wide ensures consistent re-engagement practices, documentation, monitoring, and intervention coordination across all CCPA sites. The effectiveness of this action will be monitored using attendance rate, chronic absenteeism rate, high school dropout rate, and the DASS one-year graduation rate.	
3.2	Action: Partner with Community Colleges Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need expanded access to postsecondary transition supports and college-level learning opportunities because many CCPA students enter the program credit deficient, have experienced interrupted educational pathways, and may have limited prior access to college planning, dual enrollment, or career pathway opportunities. CCPA serves students ages 16–25 who have	This action addresses the identified needs of unduplicated pupils by expanding access to community college partnerships, dual enrollment opportunities, college-level coursework, and postsecondary transition supports. These supports help students understand available college and career pathways, access college-level coursework, and connect diploma completion to future education, training, employment, military-connected pathways, or career goals. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth may have less access to postsecondary planning resources,	Metric 3.13: Dual Enrollment Rate Metric 3.4: Student feels prepared for future college and/or career paths Metric 3.7: Access to and enrollment in a broad course of study Metric 3.12: High School Graduation Rate — DASS One-Year Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disengaged from traditional school settings and often face barriers such as housing insecurity, caregiving responsibilities, demanding work schedules, transportation challenges, and other life circumstances that affect educational continuity and postsecondary planning. Current Goal 3 data show continued need to strengthen college and career readiness. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26, below the Year 3 target of 95%. Dual enrollment increased from 16.7% in 2024–25 to 19.88% in 2025–26, but remained below the baseline of 21% and the Year 3 target of 30%. These data show the need to continue expanding access to community college partnerships, dual enrollment opportunities, and transition supports. Scope: LEA-wide	college exposure, transportation, advising, and enrollment support outside of school. By providing dual enrollment and transition planning through CCPA, the school increases the quality and accessibility of college and career readiness supports for students who may otherwise face barriers to these opportunities. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and students across all sites need equitable access to community college partnerships and postsecondary transition opportunities. Providing this action LEA-wide ensures that students from all CCPA sites can access information, support, and opportunities related to dual enrollment and college/career pathways. The effectiveness of this action will be monitored using dual enrollment rate, student perception of preparedness for future college and/or career paths, access to and enrollment in a broad course of study, and the DASS one-year graduation rate.	
3.3	Action: Curriculum Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need consistent access to standards-aligned curriculum, culturally responsive instructional materials, English Learner supports, and a broad course of study that supports graduation, college, career, and	This action addresses the identified needs of unduplicated pupils by maintaining access to standards-aligned curriculum, ELD curriculum, culturally responsive instructional materials, CTE, electives, music curriculum, and a broad course of study. These curriculum supports help students complete required coursework, access instructional materials aligned to state standards, develop language proficiency, and make progress toward graduation and postsecondary readiness.	Metric 3.9: Access to curriculum aligned with California State Content Standards Metric 3.7: Access to and enrollment in a broad course of study Metric 2.9: Percentage of English Learners who progressed at least one

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
	postsecondary readiness. Many CCPA students enter the program credit deficient and have experienced interrupted educational pathways, making access to flexible, standards-aligned, and engaging curriculum essential for course completion and diploma progress. Current Goal 3 data show that CCPA has maintained 100% access to curriculum aligned with California State Content Standards and 100% access to and enrollment in a broad course of study. These outcomes show that curriculum access remains a strength that must be maintained as CCPA evaluates and pilots a new online curriculum platform while continuing access to the existing platform. English Learner data also support the need to continue strengthening curriculum and instructional supports. The percentage of English Learners who progressed at least one ELPI level increased to 36.5%, and the reclassification rate increased from 27.6% at baseline to 31.0%, exceeding the Year 3 target of 30%. Continued access to ELD curriculum, culturally responsive curriculum, and standards-aligned materials is needed to sustain and build on this progress. Student perception of preparedness for future college and/or career paths declined from 91% at baseline to 79.48% in 2025–26, below the Year 3 target of 95%. This indicates a continued need to ensure curriculum options, including CTE, electives, music curriculum,	The programwide pilot of a new online curriculum platform will allow CCPA to evaluate whether the new platform better supports instructional quality, student usability, accessibility, standards alignment, and program needs. Maintaining access to the existing online curriculum platform during the pilot ensures continuity of instruction and prevents disruption to student learning while the new platform is evaluated. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience interrupted schooling, credit deficiency, inconsistent access to instructional resources, and barriers that affect course completion. English Learners and Long-Term English Learners also need curriculum that supports language acquisition, access to grade-level content, and progress toward reclassification. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and all students need access to consistent, standards-aligned curriculum, ELD supports, elective options, CTE-aligned opportunities, music curriculum, and a broad course of study regardless of which site they attend. Providing curriculum access LEA-wide ensures consistent instructional materials, course access, and support for English Learners and Long-Term English Learners across the program. The effectiveness of this action will be monitored using access to curriculum aligned with California State Content Standards, access to and	English Learner Progress Indicator level Metric 2.8: Reclassification Rate Metric 3.4: Student feels prepared for future college and/or career paths

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and other site-based enrichment opportunities, help students connect coursework to future college, career, workforce, military-connected, and postsecondary pathways. Scope: LEA-wide	enrollment in a broad course of study, English Learner progress, reclassification rate, and student perception of preparedness for future college and/or career paths.	
3.4	Action: Site Improvements and School Safety Need: Unduplicated pupils, including English Learners, foster youth, and low-income students, need safe, functional, and supportive school environments that allow them to access instruction and participate in learning. Many CCPA students have experienced interrupted educational pathways and face barriers such as housing insecurity, caregiving responsibilities, transportation challenges, work schedules, and other life circumstances that may affect their sense of stability, safety, and readiness to engage in school. Current Goal 3 data show that CCPA has maintained strong facility conditions, with facilities rated Exemplary on the Facility Inspection Tool. However, student perception of school safety declined from 94.4% at baseline to 86.84% in 2025–26, below the Year 3 target of 98%. Student connectedness also declined from 80.3% at baseline to 60.52% in 2025–26, below the Year 3 target of 90%. These data show that while facilities remain in good repair, students continue to	This action addresses the identified needs of unduplicated pupils by maintaining safe, functional, and supportive school environments across CCPA sites. Updating furniture and workstations, providing safety training, maintaining safety reports, and completing timely repairs help ensure that students have access to learning spaces that are safe, accessible, and conducive to instruction. Integrating wellness-supportive learning environments into this action further addresses students’ need for spaces and resources that support emotional regulation, belonging, safety, and readiness to participate in learning. Wellness spaces or wellness resources can help students access support on campus and remain connected to the instructional program. This action is principally directed toward unduplicated pupils because low-income students, English Learners, and foster youth are more likely to experience instability, housing insecurity, interrupted schooling, and other barriers that may affect their sense of safety, consistency, and connection to school. Providing safe, well-maintained, and wellness-supportive environments increases the quality of learning conditions	Metric 3.10: Facilities in “Good” Repair as measured by Facility Inspection Tool Metric 3.5: Student Perception of School Safety: “I feel safe while at school” Metric 3.6: Student Connectedness: “I feel connected to my school” Metric 3.14: Number of students utilizing wellness space

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 supportive, welcoming, and wellness-responsive school environments that strengthen safety, belonging, and participation. CCPA also added a local metric to establish a baseline in 2026–27 for the number of students utilizing wellness space, which will help monitor whether wellness-supportive environments are being accessed by students and contributing to improved conditions of learning. Scope: LEA-wide	available to students who may need additional stability and support to remain engaged. This action is provided on an LEA-wide basis because CCPA operates one charter program across multiple sites, and all students need access to safe, functional, and supportive school environments regardless of which site they attend. Providing this action LEA-wide ensures consistent facility maintenance, safety practices, and wellness-supportive conditions across all CCPA sites. The effectiveness of this action will be monitored using facilities in “Good” repair as measured by the Facility Inspection Tool, student perception of school safety, student connectedness, and the number of students utilizing wellness space.	

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
3.5	Action: Staff Development Need: English Learners and Long-Term English Learners need targeted instructional support from staff who are trained to implement standards-based instruction, integrated and	This action is designed to address the identified needs of English Learners and Long-Term English Learners by providing professional learning that strengthens staff capacity to implement ELD curriculum, integrated and designated ELD strategies, standards-based instruction, language acquisition supports, and academic interventions. Through professional learning and PLCs, staff will	Metric 2.8: Reclassification Rate Metric 2.9: Percentage of English Learners who progressed at least one English Learner Progress Indicator level

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	designated ELD strategies, language acquisition supports, and academic interventions. Many CCPA students enter the program credit deficient and have experienced interrupted educational pathways, which can affect access to grade-level content, course completion, language development, and progress toward graduation. Current data show improvement in English Learner outcomes, but continued support is needed to sustain and strengthen this progress. The reclassification rate increased from 27.6% at baseline to 31.0%, exceeding the Year 3 target of 30%. The percentage of English Learners who progressed at least one English Learner Progress Indicator level increased from 0% at baseline to 36.5%. These results show progress, but continued professional learning is needed to ensure staff consistently implement effective ELD instruction and support English Learners and Long-Term English Learners across CCPA. Academic data also show continued need for stronger instructional practices and progress monitoring. i-Ready Reading reassessment increased to 35%, with 14% of students showing growth, while i-Ready Math reassessment remained at 4%, with 0% showing growth. CAASPP/SBAC performance data were not available because fewer than 11 students were tested. These data indicate the need for continued professional learning focused on standards-based instruction, academic growth, assessment participation,	review student data, identify instructional needs, and apply strategies that help English Learners and Long-Term English Learners access grade-level content, develop academic language, complete coursework, and progress toward reclassification and graduation. This action is limited to English Learners and Long-Term English Learners because the professional learning is specifically designed to improve staff implementation of ELD instruction, language acquisition supports, and instructional strategies that address the unique academic and linguistic needs of these students. By strengthening staff expertise in these areas, CCPA will improve the quality and consistency of instruction provided to English Learners and Long-Term English Learners across the program. The action also supports student engagement, academic growth, language development, and access to grade-level content for English Learners and Long-Term English Learners.	Metric 2.11: i-Ready Reading reassessment and growth Metric 2.12: i-Ready Math reassessment and growth Metric 2.14: CAASPP/SBAC performance data Metric 3.9: Access to curriculum aligned with California State Content Standards

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	language development, and access to grade-level content. Scope: Limited to Unduplicated Student Group(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.

Not applicable

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.

Additional concentration grant add-on funding will be used to increase direct services to students by supporting additional classified staff time connected to re-engagement outreach, student follow-up, extended learning opportunities, and instructional or behavioral support. These services are reflected in LCAP Actions 1.1, 1.4, and 2.3 and support foster youth, English learners, and low-income students by increasing staff capacity to help students remain engaged, access academic and behavioral supports, participate in extended learning opportunities, and make progress toward graduation and postsecondary 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		25 to 1
Staff-to-student ratio of certificated staff providing direct services to students		15.6 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,560,328	656,328	42.063%	0.000%	42.063%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$821,572.00	\$207,413.00	\$0.00	\$0.00	\$1,028,985.00	\$662,149.00	\$366,836.00

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	Attendance and Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$128,377.00	\$0.00	\$113,221.00	\$15,156.00			\$128,377.00	
1	1.2	Community Awareness and Visibility	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	ongoing	\$45,896.00	\$73,366.00	\$119,262.00				\$119,262.00	
1	1.3	Family Engagement to Close Equity Gaps	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$56,716.00	\$4,448.00	\$44,208.00	\$16,956.00			\$61,164.00	
1	1.4	Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,202.00	\$47,399.00	\$51,601.00				\$51,601.00	
1	1.5	Equitable access for graduation ceremony	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$8,500.00	\$8,500.00				\$8,500.00	
1	1.6	Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCPA-CA Job ChalleNGe site	2026–27	\$22,346.00	\$7,000.00	\$22,346.00	\$7,000.00			\$29,346.00	
2	2.1	Increase Services to Support Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,186.00	\$9,000.00	\$39,030.00	\$19,156.00			\$58,186.00	
2	2.2	Tiered Interventions to Provide Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,186.00	\$2,000.00	\$34,230.00	\$16,956.00			\$51,186.00	
2	2.3	Instructional and Behavioral Support	English Learners Foster Youth	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	ongoing	\$15,156.00	\$30,920.00	\$14,620.00	\$31,456.00			\$46,076.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		ide	Low Income										
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	ongoing	\$151,773.00	\$31,272.00	\$140,312.00	\$42,733.00			\$183,045.00	
3	3.1	Tiered Re-engagement Strategies and Forms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$39,989.00	\$0.00	\$39,989.00				\$39,989.00	
3	3.2	Partner with Community Colleges	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,661.00	\$6,750.00	\$56,411.00				\$56,411.00	
3	3.3	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,661.00	\$131,775.00	\$123,436.00	\$58,000.00			\$181,436.00	
3	3.4	Site Improvements and School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$6,907.00	\$6,907.00				\$6,907.00	
3	3.5	Staff Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$7,499.00	\$7,499.00				\$7,499.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,560,328	656,328	42.063%	0.000%	42.063%	\$821,572.00	0.000%	52.654 %	Total:	\$821,572.00
								LEA-wide Total:	\$791,727.00
								Limited Total:	\$7,499.00
								Schoolwide Total:	\$296,540.00

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	1.1	Attendance and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$113,221.00	
1	1.2	Community Awareness and Visibility	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$119,262.00	
1	1.3	Family Engagement to Close Equity Gaps	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,208.00	
1	1.4	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,601.00	
1	1.5	Equitable access for graduation ceremony	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,500.00	
1	1.6	Learning Recovery: CA Job ChalleNGe Evening Academic and Vision Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCPA-CA Job ChalleNGe site	\$22,346.00	

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 (%)
2	2.1	Increase Services to Support Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,030.00	
2	2.2	Tiered Interventions to Provide Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,230.00	
2	2.3	Instructional and Behavioral Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,620.00	
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$140,312.00	
3	3.1	Tiered Re-engagement Strategies and Forms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,989.00	
3	3.2	Partner with Community Colleges	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,411.00	
3	3.3	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,436.00	
3	3.4	Site Improvements and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,907.00	
3	3.5	Staff Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,499.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$855,281.00	\$894,423.00

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	Attendance and Student Engagement	Yes	\$124,853.00	\$108,720
1	1.2	Community Awareness and Visibility	Yes	\$90,673.00	\$80,740
1	1.3	Family Engagement to Close Equity Gaps	Yes	\$63,411.00	\$57,114
1	1.4	Extended Learning Opportunities	Yes	\$44,181.00	\$94,455
1	1.5	Equitable access for graduation ceremony	Yes	\$6,500.00	\$7,311
2	2.1	Increase Services to Support Student Achievement	Yes	\$49,670.00	\$52,873
2	2.2	Tiered Interventions to provide resources	Yes	\$49,170.00	\$49,025
2	2.3	Instructional and Behavioral Support	Yes	\$48,034.00	\$53,667
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	\$182,143.00	\$180,731
3	3.1	Tiered reengagement strategies and forms	Yes	\$48,061.00	\$38,303
3	3.2	Partner with Community Colleges	Yes	\$55,730.00	\$45,856

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	3.3	Curriculum	Yes	\$78,705.00	\$113,684
3	3.4	Site Improvements and School Safety	Yes	\$500.00	\$2,487
3	3.5	Staff Development	Yes	\$13,650.00	\$9,457

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$630,395	\$731,882.00	\$769,642.00	(\$37,760.00)	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	1.1	Attendance and Student Engagement	Yes	\$110,274.00	\$93,690		
1	1.2	Community Awareness and Visibility	Yes	\$90,673.00	\$80,740		
1	1.3	Family Engagement to Close Equity Gaps	Yes	\$47,357.00	\$42,084		
1	1.4	Extended Learning Opportunities	Yes	\$44,181.00	\$94,455		
1	1.5	Equitable access for graduation ceremony	Yes	\$6,500.00	\$7,311		
2	2.1	Increase Services to Support Student Achievement	Yes	\$35,091.00	\$37,843		
2	2.2	Tiered Interventions to provide resources	Yes	\$31,791.00	\$33,195		
2	2.3	Instructional and Behavioral Support	Yes	\$17,155.00	\$22,971		
2	2.4	Implement a Multi-Tiered System of Support (MTSS)	Yes	\$154,574.00	\$151,469		
3	3.1	Tiered reengagement strategies and forms	Yes	\$48,061.00	\$38,303		
3	3.2	Partner with Community Colleges	Yes	\$55,730.00	\$45,856		
3	3.3	Curriculum	Yes	\$76,345.00	\$109,781		
3	3.4	Site Improvements and School Safety	Yes	\$500.00	\$2,487		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Staff Development	Yes	\$13,650.00	\$9,457		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,494,341	\$630,395	0.00%	42.185%	\$769,642.00	0.000%	51.504%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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